EXAMINER'S MANUAL

REGULAR AND SPECIAL FORMS

Fall 2004

Virginia

Standards of Learning Assessments

CONTENT SPECIFIC HISTORY

United States History to 1877
United States History: 1877 to Present
Civics & Economics

Multiple-Choice Tests

Test security guidelines restrict persons who have not signed the *Test Security Agreement* from reading the actual test questions.

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NEW FOR FALL 2004

Several changes have been made to the Standards of Learning Assessment for Fall 2004. Please pay attention to the following:

- Students taking a Content Specific History test will use a separate test booklet and a separate answer document. These students will receive their results in a separate score report.
- Answer Documents – Make certain that the only answer documents distributed to students indicate the school year 2004-2005 in the upper left corner (Appendix D).
  - The placement location for the Pre-ID label has changed. If your division ordered Pre-ID labels, place the label vertically (either direction) within the dotted box on lower left side of the answer document (Appendix D).
  - Section O – N-Code – Grid this section only if instructed to do so by your STC.
  - Section S – Limited English Proficient (LEP) – Grid this section only if instructed to do so by your STC.
  - Section AA – Special Test Accommodations – The *audiotape versions of* Content Specific History tests *(United States History to 1877, United States History: 1877 to Present,* and *Civics & Economics)* are available for students identified as limited English proficient and students with disabilities. Refer to Special Test Accommodations Codes, number 11 in Appendix E.
- There is no need to order special test booklets for read-aloud administrations. Any test form may be used for a read-aloud administration for the Fall 2004 Administration.
- Only one Scoring Service Identification Sheet (SSID or "header sheet") will be used for the paper-banded bundles of answer documents. The special accommodation header (purple SSID) and the irregularity header (pink SSID) have been eliminated. The orange SSID sheet will be used with (1) regular test forms, (2) special test forms (Braille, large-print, and regular-audio) and (3) alternate forms used for irregularities that require retesting (Section 6.4 and Appendix H).

If you have questions after reviewing this manual, contact your School Test Coordinator (STC).

EXAMINER'S CHECKLIST

Activities Before Test Administration

- ❑ **1.** Carefully read this *Examiner's Manual* as well as any local directions you have been given. Resolve any questions you might have with your STC.
- ❑ **2.** Become familiar with special accommodations specified in students' IEPs, 504 management plans, or *LEP SOL Participation Plans* and coordinate with your STC how accommodations will be met.
- ❑ **3.** Read the *Test Security Guidelines* and sign the *Examiner's/Proctor's Test Security Agreement* (Section 4.2 and Appendix A).
- ❑ **4.** Make necessary announcements about testing to students (Section 4.3).
- ❑ **5.** Establish an appropriate setting for test administration (Section 4.4).
- ❑ **6.** Determine the need for Proctors/Interpreters (Section 4.5).
- ❑ **7.** Understand your division's procedure for completing the student identification information on the answer documents (Section 4.7).
- ❑ **8.** Assemble all materials needed for test administration (Section 4.8).

CAUTION: Before you begin testing, verify that you have the new 2004-2005 answer documents for the **Content Specific History *(United States History to 1877, United States History: 1877 to Present, and Civics & Economics)*** tests. Using the wrong answer documents will result in inaccurate scores and delay delivery of test results.

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EXAMINER'S CHECKLISTS

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1. USE OF THIS MANUAL FOR THE FALL 2004 ADMINISTRATION OF ALL CONTENT SPECIFIC HISTORY (*UNITED STATES HISTORY TO 1877*, *UNITED STATES HISTORY: 1877 TO PRESENT*, AND *CIVICS & ECONOMICS*) STANDARDS OF LEARNING (SOL) ASSESSMENTS

This *Examiner's Manual* describes procedures that apply to the administration of the Content Specific History *(United States History to 1877, United States History: 1877 to Present*, and *Civics & Economics)* Standards of Learning (SOL) Assessments for regular-print forms as well as Braille, large-print, and audiotape editions. All Test Examiners should follow the information in this manual before, during, and after the administration of the Content Specific History *(United States History to 1877, United States History: 1877 to Present*, and *Civics & Economics)* SOL Assessments. This manual provides the following information:

- test administration dates
- school division responsibilities for SOL testing
- your duties before, during, and after each testing session
- specific instructions for administration of each of the Content Specific History *(United States History to 1877, United States History: 1877 to Present*, and *Civics & Economics)* subject area tests

2. TEST ADMINISTRATION DATES

Each school division is to administer the SOL Content Specific History *(United States History to 1877, United States History: 1877 to Present,* and *Civics & Economics)* tests within its own established "testing window." The Division Director of Testing (DDOT) will work with the School Test Coordinators (STCs) to establish dates and times for each school. Your STC will advise you of your school's test dates and times.

Each school's test schedule must allow opportunities for make-up sessions to be held prior to the end of the division's testing window. Make sure that each student who is absent for the administration of a test is given ample opportunity to take the missed test on a make-up basis. Your STC will provide you with more information about how your school will handle make-up testing. Also see Section 7 in this manual.

3. SCHOOL DIVISION RESPONSIBILITIES FOR SOL TESTING

Many school division personnel are responsible for the administration of the SOL Content Specific History *(United States History to 1877, United States History: 1877 to Present*, and *Civics & Economics)* tests. These include:

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

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. The DDOT has division-wide responsibility for implementation of SOL test procedures.

School Test Coordinator

The School Test Coordinator (STC) is the person designated within each school to serve as the point of contact between the DDOT and the school. The STC is also responsible for ensuring that all procedures required for the SOL tests are implemented within the school and for maintaining the security of test materials. Any questions the STC has regarding the SOL tests should be directed to the DDOT.

Test Examiner

As a Test Examiner (Examiner), you are responsible for administering the SOL tests according to the procedures contained in this manual and for maintaining the security of SOL test materials. The remaining sections of this manual contain more specific information about your duties as an SOL Examiner.

4. SPECIFIC DUTIES OF EXAMINERS: BEFORE TESTING

4.1 Read All Materials

Carefully read this *Examiner's Manual*, your students' IEPs, 504 management plans, and *LEP SOL Participation Plans* (if applicable), and any local directions you may have been given. Your STC will provide you with local instructions about specific aspects of administering the SOL Content Specific History tests in your school division.

Resolve any questions you might have with your STC well in advance of test administration.

4.2 Sign the *Examiner's/Proctor's Test Security Agreement*

Before you may administer any of the Fall 2004 SOL Content Specific History tests, you must read the *Test Security Guidelines* in Appendix A of this manual and then read and sign the *Examiner's/Proctor's Test Security Agreement,* also in Appendix A. **Note the Virginia General Assembly 2000 legislation regarding test security**. If you will administer the SOL tests to a student who is homebound, your STC should explain the procedures for maintaining security of all test materials. Sign-in and sign-out procedures and security forms must be used. Interpreters and all individuals involved in transcriptions of student responses must also read and sign the test security agreement. You may sign the original page or a photocopy of it. When you sign this document, you are agreeing to exercise necessary precautions and to follow established procedures that will help ensure the security of the content of all test materials. **You must complete this agreement and forward it to your STC before receiving any test materials.**

4.3 Inform Students of Testing

Make necessary announcements about testing. Announcements may include reminders for students to bring No. 2 pencils to the testing sessions and something to read if they finish early. Prepare students for testing by explaining that the results of these tests will help determine their level of proficiency in *United States History to 1877*, *United States History: 1877 to Present*, or *Civics & Economics*.

You may wish to inform students of testing accommodations that they will be provided during administration.

4.4 Establish the Test Setting

In conjunction with your STC, arrange for appropriate physical conditions for testing. In arranging for an appropriate test setting, be sure to consider any accommodations that are specified in students' IEPs, 504 management plans, or *LEP SOL Participation Plans*. Testing rooms should be quiet, well lighted, and well ventilated. Each student should have enough work surface for an open test booklet and answer

document, and any materials or supplies required for accommodations. Crowding should be minimized and the seating arranged to discourage students from copying one another's work. You may find it helpful to place a "TESTING: DO NOT DISTURB" sign on the door.

Before testing, remove from the testing site all curricular materials which might influence student performance. These include charts, chalkboard displays, and bulletin board displays of materials related to test content.

4.5 Determine the Need for Proctors/Interpreters and Arrange for Assistance

Testing students in large groups is **not** recommended because testing in smaller groups lessens test fear and anxiety for the student and facilitates your ability to monitor and control the testing session. However, if it is necessary to test a large group of students, discuss with your STC the addition of Proctors to the testing session.

Ideally, it is best that you supervise the testing of no more than 25–30 students on your own. If your group's size exceeds that, try to arrange with your STC to have at least one Proctor with you at the testing site. Typically, it is recommended to have one Proctor present for every 25–30 **additional** students.

Regardless of the size of your group, if you are the only adult supervising the testing session, arrange with your STC to have another adult within calling distance so that an emergency, such as a student becoming ill, may be handled with a minimum of disruption.

4.6 Become Familiar with Special Accommodations

NOTE

You may skip sections 4.6 and 4.6.1 if you are not testing students who require special accommodations.

Before testing, you should become familiar with special accommodations specified in students' IEPs, 504 management plans, or *LEP SOL Participation Plans,* and coordinate with your STC how accommodations will be met. You should also be familiar with the procedures that must be followed when providing accommodations to students. These are described in detail in Appendix C, *Guidelines for the Participation of Students with Disabilities in the Assessment Component of Virginia's Accountability System.*

Some accommodations allow a student to take the test in a different way without changing what the test is measuring. For the purposes of this manual, these are referred to as accommodations that maintain standard conditions, or standard accommodations.

Accommodations that significantly change what a test is measuring and do not maintain standard conditions of the test are referred to in this manual as nonstandard accommodations. This type of accommodation should be used **only** if the IEP, 504 committee, or LEP committee agrees that the student requires an accommodation(s) in order to participate in the SOL assessments. Scores resulting from a nonstandard accommodation are accompanied by an explanation that these scores resulted from a nonstandard administration.

Accommodations should be those the student generally needs and uses during classroom instruction and assessment as identified on the student's IEP, 504 management plan, or *LEP SOL Participation Plan*. Accommodations shall not be used only when participating in the SOL assessments. The use of an unfamiliar accommodation during testing may have a negative impact on the student's performance.

NOTE: Questions about whether accommodations not listed in this manual are permissible should be directed to the school division's Director of Testing, who may consult with Department of Education staff as needed.

Before the test administration dates, resolve any questions you might have with your STC, IEP Case Manager, or 504 Coordinator. It is important to check with the STC to make sure necessary Braille, large-print, and audiotape editions have been ordered to provide the required accommodations as stated in students' IEPs, 504 management plans, or *LEP SOL Participation Plans*. Also verify with the STC that any materials and supplies required for accommodations will be available on testing dates.

4.6.1 Arrange for the provision of testing accommodations (if applicable)

Interpreters

For some accommodations, interpreters may be required during the testing session. Interpreters are required when students' IEPs or 504 management plans specify that the student needs to have test items or directions interpreted by signing or transliteration in order to participate.

Proctors

Proctors should receive the same training as Examiners and must also sign the *Examiner's/Proctor's Test Security Agreement* as noted in Section 4.2. The use of non-school personnel as Proctors should be approached with caution.

Test administrations, which include the interpretation (e.g., signing, transliteration) of test items, must be proctored.

Proctors also may transcribe or verify the transcription of student responses to the regular answer document after testing. Other adults in the school can also transcribe responses or verify responses without formal training as a Proctor. Transcriptions must be verified by a second adult.

Audiotaping

Some accommodations require that the test administration be audiotaped. These accommodations include:

- read-aloud (regular-print form) administration
- Examiner/Proctor records students' answers for students who must dictate answers because they are unable to mark the regular answer document.

If you have students with such accommodations specified in their IEPs, 504 management plans, or *LEP SOL Participation Plans,* arrange for the test administration to be audiotaped.

4.7 Understand Your Division's Procedure for Completing Student Identification Information on the Answer Documents

Information about each student must be recorded on the demographic page of her or his answer document, either by hand or by using bar-coded labels that some divisions order through the pre-identification, or Pre-ID, optional service. It is vital that demographic information be gridded correctly to avoid delays in scoring and score reports. **Student demographic information is gridded on the front and back of the answer document.**

Your STC should advise you well in advance of testing of the method you are to use, who is to complete each section of the demographic page, and when sections are to be completed. Some sections, such as the student name grid, may be completed by students or adults before testing begins. Other sections, such as testing status, are to be completed only by you or another adult and only after testing is completed.

Your STC will also tell you whether or not you should grid special codes such as disability status, limited English proficient status, or economically disadvantaged information.

Samples of the demographic pages, with and without a bar code label, may be found in Appendix D. Refer to the sample pages applicable to your test administration. Refer to Sections 5.1 and 6.3, which contain detailed information about completing the demographic pages.

If it is not clear how to fill out the demographic pages of the answer document, be sure to ask your STC for information well in advance of the test administration dates.

4.7.1 Using bar-code labels on the demographic page

If your division is using the Pre-ID service, your STC should have provided you with bar-code labels for many or all of your students and instructions on how to use the labels. **Only use Pre-ID labels that have been generated for the Fall 2004 Multiple-Choice (Non-Writing) Administration**. **Pre-ID labels from previous administrations must not be used**. One of the sample demographic pages in Appendix D shows proper placement. When labels are used, it is unnecessary to grid sections such as student name and date of birth, but **other information still must be hand-gridded.** Your STC will tell you whether or not you should grid special codes such as disability status, limited English proficient, and economically disadvantaged status.

4.7.2 Completing the Race/Ethnicity grid, Section E

(Only to be used if NOT utilizing Pre-ID labels)

Use these guidelines if students have questions regarding the appropriate circle to grid for Race/Ethnicity. Students with origins in the Pacific islands may choose to code Pacific Islander or Native Hawaiian. Please be sure students code only one grid. If students have a multi-ethnic background, they may grid the "unspecified" circle. The grid may be left blank if students object to completing Section E.

Table 1. Race/Ethnicity Guidelines

RACE/ETHNICITY	GUIDELINE
American Indian or Alaska Native	A person having origins in any of the original peoples of North America who maintains cultural identification through tribal affiliation or community recognition.
Asian or Pacific Islander	A person having origins in any of the original peoples of the Far East, Southeast Asia, the Pacific islands, or the Indian subcontinent. This area includes, for example, China, India, Japan, Korea, the Philippines, and Samoa.
Black (not of Hispanic origin)	A person having origins in any of the black racial groups of Africa.
Hispanic	A person of Mexican, Puerto Rican, Cuban, Central or South American, or other Spanish culture or origin, regardless of race.
White (not of Hispanic origin)	A person having origins in any of the original peoples of Europe, North Africa, or the Middle East.
Native Hawaiian	A person having origins in any of the original peoples of Hawaii, Guam, Samoa, or other Pacific island.
Unspecified	A person having a multi-ethnic background who does not identify with one of the other groups listed above.

4.8 Assemble the Materials Needed for Testing

Make sure that an extra supply of scratch paper and soft-lead (No. 2) pencils with erasers is available for students to use during testing. Mechanical pencils may be used as long as they contain No. 2 lead. Scratch paper must be collected at the end of the testing session and forwarded to the STC, who will destroy it. See Table 2, Testing Materials for *Content Specific History*.

4.8.1 Arrange for additional materials required for testing accommodations

Some accommodations require additional materials and supplies for test administration. It is important to review students' IEPs, 504 management plans, or *LEP SOL Participation Plans* to identify necessary materials or devices in advance of the test dates. For example, if you have students who will be using audiotapes that accompany the Braille, large-print, or regular-print versions of a test, you will need tape recorders, preferably one for each student. Other students may require magnification aids or a Braillewriter, depending on what their IEPs, 504 management plans, or *LEP SOL Participation Plans* specify.

If you have students who require Braille or large-print answer documents, these **are not** included with testing materials that are shipped from Harcourt Assessment, Inc. **Your school division must supply Braille or large-print answer documents if they are required by students.** Note: Large-print answer documents are simply enlarged photocopies of regular answer documents.

4.9 Plan for an Alternate Test Site

IMPORTANT: SOL assessments are untimed. Students who do not finish by the end of the allotted test administration time should be given as much time as they need to complete the test. Students are **not** allowed, however, to complete the test after leaving, voluntarily or not, for any activity such as lunch or other breaks that would allow interaction with other students or access to any reference materials. Students **must** complete the test in one school day.

Before the first day of testing, determine whether the testing site must be used for non-testing activities at the end of the allocated time. If so, be prepared to move students who have not completed the test to an alternate testing area. Should this become necessary, be sure to maintain the security of the test booklets and answer documents for those students yet to complete the test. Students should not be allowed to discuss the test in any way during this move.

5. SPECIFIC DUTIES OF EXAMINERS: DURING TESTING

This section includes directions for having students in school divisions that are not using Pre-ID labels complete the student information grids on answer document. Directions for administering each Content Specific History *(United States History to 1877, United States History: 1877 to Present,* and *Civics & Economics)* SOL tests are also included.

- Directions for completing the student information grids are found in Section 5.1.
- Directions for administering each SOL Content Specific History *(United States History to 1877, United States History: 1877 to Present,* and *Civics & Economics)* test are in Section 5.3.

Some of these sections include instructions that are to be read verbatim to students. These instructions are preceded by the word "SAY" and are in **bold type.** These directions must be read to the students slowly, clearly, and **exactly as written.** Other text is for your information and should not be read to students. It is essential that you become familiar with these instructions before test administration and that you follow them exactly as they appear.

5.1 Student Completion of Required Demographic Information

(You may skip this section if your school division uses Pre-ID labels)

The following directions will guide students in completing demographic information on their answer documents.

Be sure that all desks or tables are cleared of books and other materials not needed for the test. See that each student has two soft-lead (No. 2) pencils with erasers. It may be helpful to display samples of identification information on the chalkboard.

Although some of the information written in the top section of the demographic page is also gridded in other sections, it is important that students complete the top section.

If a student's name has a suffix, such as "Jr." or "III," it may be gridded if space permits. A space must be left between the last name and the suffix. It is not necessary to grid the circles for boxes that are left empty.

Before distributing the answer documents,

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

Distribute the answer documents with the demographic pages facing up.

SAY **We will fill out some of the information on this page. In Section A, find the line labeled "Student Name." Carefully print your last name, then your first name, and then your middle initial.**

Give help as needed.

SAY **Now, on the other lines, fill in the rest of the information asked for — teacher, school, school division, gender, grade, your date of birth, and test date. For test date, write the month and year.** (Examiners should specify the month and year.) **Does anyone have a question?**

NOTE: You may expand on this instruction to clarify the information students are to grid on the lines of the answer document.

Answer students' questions. Refer them to the chalkboard if you have written identification information there. While students are filling in the information, walk around the room to see that they are following instructions. Give help as needed. When all students have finished,

SAY **Do not mark any boxes except the ones I tell you to mark. Some of the boxes may be left blank. In Section B, find the box which contains areas labeled "Last Name," "First Name," and "MI." In the area labeled "Last Name," print your last name in the boxes at the top of each column. Begin in the left-hand column, and write only one letter in each box.**

Give help as needed. When all students have finished,

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

Give help as needed. When all students have finished,

SAY **In the column labeled "MI," print your middle initial in the box at the top of the column. Does anyone have a question?**

Give help as needed. After students have finished,

SAY **Now, fill in the matching circle beneath each letter in your name. Be sure you fill in only one circle for each letter. Does anyone have a question?**

Give help as needed. After students have finished,

SAY **Now find Section C, which is labeled "Date of Birth." In the area labeled "Month," find the circle for the month of your birthday and fill it in.**

After students have finished,

SAY **The next area is labeled "Day." In the boxes, write the date on which you were born, putting one number in each box. For example, if your birthday is between the 1st through the 9th of the month, you would write "zero" in the first box and the correct number in the second box. Does anyone have a question?**

Answer all questions. When everyone has finished,

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

After students have finished,

SAY **The next area is labeled "Year." Under the shaded box, fill in the circle next to "19." In the white boxes, write the last two digits of the year in which you were born. Then fill in the circles for these two digits.**

Give help as needed.

SAY **Now find Section D, which is labeled "Gender." Fill in the circle next to "Female" if you are a female or the circle next to "Male" if you are a male.**

When students have finished,

SAY **Now find Section E, which is labeled "Race/Ethnicity." Fill in the circle next to the best description of your race or ethnic background. Raise your hand if you have a question. Fill in only one circle.**

Answer students' questions. If students have a multi-ethnic background, they may fill in the "unspecified" circle, or if they object to completing this grid, do not insist that they complete it. The grid may be left blank. If a student has a question about which circle to fill in, refer to Table 1.

SAY **Now find Section F, which is labeled "Grade." Fill in the circle with the number of your grade.**

Give help as needed.

If the "Title I," "Local Use #1," "Local Use #2," and/or "Student Number" sections are being used, modify the following instructions accordingly; otherwise,

SAY **Do not mark in any of the sections that are labeled with the letters G through AA. Do you have any questions?**

Answer students' questions.

SAY **Now turn to the back of your answer document and find the box labeled "Student Name" at the top of the page. Carefully print your last name and then your first name. Do not make any other marks on your answer document until I tell you to do so. Do you have any questions?**

Answer students' questions.

Preadministration gridding of the demographic page is now complete.

Section J, MC Form will be completed during the actual testing session. Other sections such as Testing Status will be completed after administration.

After students have completed the student information grids on their answer documents, administration of the SOL *Content Specific History* tests can begin.

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General directions for administration of the SOL Content Specific History *(United States History to 1877, United States History: 1877 to Present,* and *Civics & Economics)* tests follow. Specific directions for administering each of the subject area tests may be found in the sections listed in the following table:

SUBJECT	SECTION
United States History to 1877	5.3.1
United States History: 1877 to Present	5.3.2
Civics & Economics	5.3.3

5.2 General Instructions for Administering the SOL Content Specific History *(United States History to 1877, United States History: 1877 to Present,* and *Civics & Economics)* Tests

5.2.1 Preparation for administering the test to students who require special accommodations

NOTE

You may skip Sections 5.2.1.1 and 5.2.1.2 if you are not testing students who require special accommodations.

5.2.1.1 Accommodations involving assistance with directions and interpreting directions

You may make accommodations as needed to the specific directions for administering a test to ensure that students taking the Braille, large-print, and/or audiotape editions of the test understand the testing procedures. For example, you should tell students they do not need to read or pay attention to the copyright notice that appears in the Braille edition and also is read at the beginning of audiotapes.

Assistance with directions may be provided as an accommodation if specified in the student's IEP, 504 management plan, or *LEP SOL Participation Plan*. Assistance with directions may include reading directions to students, simplifying directions, clarifying directions, or writing directions. You may simplify directions by restating the directions using more familiar or clearly understood terminology. You also may clarify directions by answering questions from the students about the test directions. An accommodation may require that the Examiner provide a copy of the directions for student reference during the test. Directions may be copied from either the student's test booklet or this manual. The directions may be written on the chalkboard, displayed on an overhead projector, or copied onto individual sheets of paper. Again, special care must be taken when assisting with directions so as not to lead the students to correct responses.

Assistance with directions may include interpreting the test directions through signing or transliteration. Hearing-impaired students who normally communicate in an alternative or manual method may be provided an educational interpreter to interpret test directions or to answer questions concerning test instructions or procedures. As the Examiner, you must be present for the testing session and read aloud the test directions as presented in this manual so that they can be communicated in the alternative or manual method by the educational interpreter. The student must direct any questions to you, as the Examiner, and your response must be communicated by the educational interpreter. The interpreter should also communicate sample questions that are read aloud as part of the test directions.

5.2.1.2 Providing accommodations in test presentation

Read-aloud administration

Students with disabilities or limited English proficient students who have the accommodation of having the test read to them will use the same form as the other students in their classroom.

You must be very careful when reading the test aloud so that you do not lead the student to correct responses by intonation or by repeating any part of the test that is not specifically requested by the student. **Prior to reading aloud a test item, take a moment to review the item so that the answer is not inadvertently given to the student. Depending on the content of the test item, you may need to read aloud, "Broad Rd." as "Broad R-d period." Similarly, you may need to read the number 3,254 as "three comma two five four."** For more detailed information, refer to the *Virginia Standards of Learning Assessments Guidelines for Administering the Read-Aloud Accommodation* at: *http://www.pen.k12.va.us/VDOE/Assessment/Assess.PDF/readaloudguidelines.pdf*. Special attention must be given to the IEP, 504 documentation, or *LEP SOL Participation Plan* for specific accommodations regarding reading the test aloud. For example, if a student's accommodation requires the entire test to be read orally but may require having words, questions, or sentences re-read orally when requested by the student. In particular, care must be taken to describe graphics without leading the student to the correct response. The audiotape provides a taped version of the test instructions and test items.

A large-print, Braille, or regular print copy of the test should be used in conjunction with reading the test aloud in order to provide the student multi-sensory stimulation. Test items must be read in English. A read-aloud administration must be recorded. The taped record of the entire testing session shall be retained on file in the office of the Division Director of Testing until scores are received and verified.

Interpreting (e.g. signing, transliteration) test items

The interpreter must be very careful when interpreting the test items so as 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.

An interpreted (e.g., signing, transliteration) administration must be proctored by appropriate school personnel. You, as the Test Examiner, and the Proctor must verify in writing that the test administration was conducted according to the standardized procedures. This written verification shall be retained on file in the office of the Division Director of Testing until scores are received and verified.

Using audiotapes that accompany Braille, large-print, or regular-print editions

NOTE: Only use the audiotape accompanying the Braille or large-print forms if the student has use of audiotape as an accommodation on his/her current IEP or 504 management plan.

Before test administration, check tape recorders to be sure they will work correctly during test administration. Check the labels of the audiotapes you are given to see that the subject areas and test form numbers match the Braille, large-print, or regular-print test booklets. Contact your STC if you have not received audiotapes that are required for testing or if you have received audiotapes that do not correspond to test booklets.

In each set of specific directions for administering a subject area test, watch for a **NOTE** box that will advise exactly when to begin playing an audiotape. On the audiotape, the narrator reads the directions and the sample but does not refer to the answer document or how to mark answers. You may modify your instructions to the student as necessary. **Students may pause or stop a tape as necessary during the test to follow its contents and keep up with the narration.** So that students may stop the tape as they need to, it is best to have an individual tape and tape recorder for each student using an audiotape version.

5.2.2 Preparation for administering the test

On the morning of testing, you will receive all materials needed to administer the SOL Content Specific tests *(United States History to 1877, United States History: 1877 to Present, and Civics & Economics)* in your classroom.

Your STC will ask you to initial an *SOL Examiner's/Proctor's Test Booklet Transmittal Form/Affidavit* (Appendix J) or an *SOL Multiple-Choice (Non-Writing) Special Test Forms Classroom Transmittal Document* (Appendix I) verifying your receipt of the test materials. The purpose of these forms is to track the secure materials throughout the test administration period. Be sure to count the number of test booklets and Special Forms Test kits you receive from the STC before you initial the form.

Make sure that you have all materials for the appropriate Content Specific History test. Depending on the type of forms you are administering (Regular or Special Test Forms, or both) your STC will provide you with the appropriate testing materials. See Table 2, Testing Materials for *Content Specific History*.

Table 2. Testing Materials for *Content Specific History*

TESTING MATERIALS YOU WILL REQUIRE:	• a copy of this manual • *United States History to 1877, United States History: 1877 to Present, or Civics & Economics* test booklet • the students' answer documents • a supply of sharpened soft-lead (No. 2) pencils with erasers • a supply of scratch paper
MATERIALS REQUIRED FOR EACH STUDENT TESTING WITH REGULAR-PRINT FORMS:	• a test booklet • the student's answer document • two sharpened soft-lead (No. 2) pencils with erasers • scratch paper
MATERIALS REQUIRED FOR EACH STUDENT TESTING WITH SPECIAL TEST FORMS:	• the student's answer document • two sharpened soft-lead (No. 2) pencils with erasers • scratch paper; and BRAILLE • Braille test booklets (and accompanying audiotapes as needed to provide specified accommodations) An Examiner's copy of the Braille test in regular print will be provided. If needed, transcriber's notes will accompany Braille booklets; or LARGE-PRINT • large-print test booklets (and accompanying audiotapes as needed to provide specified accommodations). An Examiner's copy of the large-print test will be provided; REGULAR AUDIO • regular-print test booklet • accompanying audiotape

Just before you distribute test booklets to students for the **first** time, open each package and count the number of booklets in the package. Each package cover sheet will show:

- a package number unique to the group of booklets contained in the specific package; and
- the form number of the test booklets contained in the package.

Indicate the number of test booklets contained in this package by checking off the applicable box on the package cover sheet. Then, sign and date the cover sheet. A sample of this cover sheet is in Appendix F.

To avoid interruptions during testing, make sure that all students have had an opportunity to visit the restroom and to get a drink of water before you begin the testing session. Students must not be denied the opportunity to visit the restroom during testing. However, such visits must be supervised and students provided no opportunity to interact with other students or access any reference materials.

Make sure that all desks are clear of books and other materials not needed for the test. See that each student has two soft-lead (No. 2) pencils with erasers and a sheet of scratch paper.

Remember that the SOL tests are untimed and that students who have not finished by the end of the allotted time should be given as much time as they need to complete the test. Be prepared for the possibility of moving these students to an alternate testing site. Should this become necessary, be sure to maintain the security of the test booklets and answer documents for those students yet to complete the test. Students should not be allowed to discuss the test in any way during the move.

5.3 Specific Directions for Administering the SOL *Content Specific History* Tests

NOTE

Test booklet page numbers in this manual refer to Regular Forms only. If you are administering Special Test Forms, determine the correct test booklet page references before you begin each testing session. Also, the written directions for Special Test Forms may not make any references to marking answer documents. You may modify both of these instructions accordingly.

All directions that you are to read aloud to students are in **bold type** so that they stand out from the rest of the text. Read them **exactly as they are written**, using a natural tone and manner.

If you make a mistake in reading a direction, stop and say, "No, that is wrong. I must read it to you again. Listen again." Then read the direction again.

Try to maintain a natural classroom atmosphere during the test administration. Encourage students to do their best. Check periodically to make sure that students are recording their answers correctly in the answer document, following instructions, and working until the end of the test or as far as they can.

Remind students to handle their answer documents with care, record their answers with heavy, dark pencil marks, and avoid making extra marks. Also, answer documents should never be folded, clipped, stapled, or torn.

Help must not be given on specific items, and no clues should be given about the correctness of a student's answer to a particular item. Test questions may not be read to students, unless specified in their IEPs, 504 management plans, or *LEP SOL Participation Plans*. **If in doubt, it is better to say that you cannot respond to the student's question rather than risk violating standard procedures.**

If students have **just completed** Sections A–F of their demographic pages and still have answer documents in their possession, or if your school division uses Pre-ID labels, proceed to the instructions that follow the row of asterisks below.

If students completed Sections A–F of their demographic pages **on a previous day or in an earlier sitting on this day,**

SAY **I am going to give your answer document to you. Make sure that <u>your name</u> is on the front of it.** (Demonstrate.) **Keep your answer document turned over so that the page with your name on it is facing up.** (Demonstrate.) **Be very careful with your answer document. Do not fold or bend it.**

Distribute the answer documents. Make sure that each student gets the correct one.

Administration of the test may now begin.

5.3.1 Specific directions for administering the *United States History to 1877* test

SAY **Today you will be taking the SOL *United States History to 1877* test. This test will provide information about what you have learned. It is important that you do your best on the test. Now I am going to give each of you a test booklet and a sheet of scratch paper. Do not open your test booklet until I tell you to do so.**

Distribute test booklets and scratch paper. Ensure that students also have any materials or supplies required for accommodations.

SAY **Look at the front cover of your test booklet for the form number of the test you are taking. Now look at the back of your answer document. Fill in the top two boxes, "Last Name" and "First Name." Find Section J, MC Form. The first number, "5," is already filled in. In the empty boxes, write the other letters and numbers that appear on the front of your test booklet. Beneath each box in which you wrote a letter or number, fill in the circle that has the same letter or number. When you are finished, recheck the form number and the circles you filled in.**

As the Examiner, you may need to complete this section for students with disabilities. On a large-print test booklet, the form number is in the top right corner of the test booklet's front cover. The form number for a Braille test booklet is also on its front cover at the bottom center. Answer any questions the students may have. Correct completion of the form number grid is essential for accurate scoring.

SAY **On the front cover of your test booklet, find the box labeled "Student Name."** (Point.) **Print your first and last name in the box. Then turn your test booklet over. Print your first and last name in the box.**

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

SAY **Open your test booklet to page 3.**

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

SAY **Look at the bottom section of your answer document. Now find the shaded box labeled "Sample" on your answer document.**

Point to the section. Make sure all students have found the correct section in the answer booklet.

SAY **Look at the directions at the top of page 3 of your test booklet. Read them to yourself as I read them aloud. *"Directions: Read each question and choose the best answer. Then mark the space in the answer document for the answer you have chosen."* Now look at the sample.**

Point to the sample.

SAY **Read the sample to yourself as I read it aloud. *"Before the Civil War, the issue that created the <u>most</u> problems between the North and South was — (A) taxes . . .(B) agriculture. . .(C) slavery. . .(D) trade."*** (Pause.) **Which answer did you choose?**

Pause for replies.

SAY **Yes, the best answer is "C." Mark the space in the sample box for the letter "C" because "C" is the letter for the best answer.**

Point to this section.

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

Answer all questions related to completing the answer document.

Now proceed with the instructions following the row of asterisks at the end of Section 5.3.3.

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5.3.2 Specific directions for administering the *United States History: 1877 to Present* test

SAY **Today you will be taking the SOL *United States History: 1877 to Present* test. This test will provide information about what you have learned. It is important that you do your best on the test. Now I am going to give each of you a test booklet. Do not open your test booklet until I tell you to do so.**

Distribute test booklets and scratch paper. Ensure that students also have any materials or supplies required for accommodations.

SAY **Look at the front cover of your test booklet for the form number of the test you are taking. Now look at the back of your answer document. Fill in the top two boxes, "Last Name" and "First Name." Find Section J, MC Form. The first number, "6," is already filled in. In the empty boxes, write the other letters and numbers that appear on the front of your test booklet. Beneath each box in which you wrote a letter or number, fill in the circle that has the same letter or number. When you are finished, recheck the form number and the circles you filled in.**

As the Examiner, you may need to complete this section for students with disabilities. On a large-print test booklet, the form number is in the top right corner of the test booklet's front cover. The form number for a Braille test booklet is also on its front cover at the bottom center. Answer any questions the students may have. Correct completion of the form number grid is essential for accurate scoring.

SAY **On the front cover of your test booklet, find the box labeled "Student Name."** (Point.) **Print your first and last name in the box. Then turn your test booklet over. Print your first and last name in the box.**

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

SAY **Open your test booklet to page 3.**

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

SAY **Look at the bottom section of your answer document. Now find the shaded box labeled "Sample" on your answer document.**

Point to the section. Make sure all students have found the correct section in the answer booklet.

SAY **Look at the directions at the top of page 3 of your test booklet. Read them to yourself as I read them aloud. *"Directions: Read each question and choose the best answer. Then mark the space in the answer document for the answer you have chosen."* Now look at the sample.**

Point to the sample.

SAY **Read the sample to yourself as I read it aloud. *"Thomas Edison and Alexander Graham Bell were both — (A) politicians . . .(B) teachers. . .(C) inventors. . .(D) poets."*** (Pause.) **Which answer did you choose?**

Pause for replies.

SAY **Yes, the best answer is "C." Mark the space in the sample box for the letter "C" because "C" is the letter for the best answer.**

Point to this section.

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

Answer all questions related to completing the answer document.

SAY **For some questions, you will need to use the compass.**

Now proceed with the instructions following the row of asterisks at the end of Section 5.3.3.

5.3.3 Specific directions for administering the *Civics & Economics* test

SAY **Today you will be taking the SOL *Civics & Economics* test. This test will provide information about what you have learned. It is important that you do your best on the test. Now I am going to give each of you a test booklet. Do not open your test booklet until I tell you to do so.**

Distribute test booklets and scratch paper. Ensure that students also have any materials or supplies required for accommodations.

SAY **Look at the front cover of your test booklet for the form number of the test you are taking. Now look at the back of your answer document. Fill in the top two boxes, "Last Name" and "First Name." Find Section J, MC Form. The first number, "7," is already filled in. In the empty boxes, write the other letters and numbers that appear on the front of your test booklet. Beneath each box in which you wrote a letter or number, fill in the circle that has the same letter or number. When you are finished, recheck the form number and the circles you filled in.**

Answer any questions the students may have. As the Examiner, you may need to complete this section for students with disabilities. On a large-print test booklet, the form number is in the top right corner of the test booklet's front cover. The form number for a Braille test booklet is also on its front cover, at the bottom center. Correct completion of the form number grid is essential for accurate scoring.

SAY **On the front cover of your test booklet, find the box labeled "Student Name."** (Point.) **Print your first and last name in the box. Then turn your test booklet over. Print your first and last name in the box.**

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

SAY **Open your test booklet to page 3.**

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

SAY **Look at the bottom section of your answer document. Now find the shaded box labeled "Sample" on your answer document.**

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

SAY **Look at the directions at the top of page 3 of your test booklet. Read them to yourself as I read them aloud. *"Directions: Read each question and choose the best answer. Then mark the space in the answer document for the answer you have chosen."* Now look at the sample.**

Point to the sample.

SAY **Read the sample to yourself as I read it aloud. *"What is the minimum voting age in Virginia? (A) 16 . . .(B) 19. . .(C) 18. . .(D) 21."*** (Pause.) **Which answer did you choose?**

Pause for replies.

SAY **Yes, the best answer is "C." Mark the space in the sample box for the letter "C" because "C" is the letter for the best answer.**

Point to this section.

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

Answer all questions related to completing the answer document.

Now proceed with the instructions following the row of asterisks below.

* * * * * * * * *

Before actual testing starts, make sure the test procedures are very clear to the students. Questions should be encouraged so that every student understands the mechanics of the test. When responding to questions about test procedures or sample items, you may find it necessary to go beyond simply repeating an instruction.

SAY **You should answer all of the questions on this page and keep working until you come to the end of the test. You may have as much time as you need to complete this test. Work until you come to the stop sign. When you finish, you may check your work on the test.**

Remember, read and answer each question. Choose the best answer for each question. You may write in your test booklet or on your scratch paper, but make sure to mark your answers on your answer document. If you decide to change your answer to a question, make sure you erase your first answer completely. Mark only one answer for each question. Notice that odd-numbered questions have answer choices labeled "A," "B," "C," and "D." The answer choices for even-numbered questions are labeled "F," "G," "H," and "J." When you finish, you may check your work. If you decide to change your answer to a question, make sure you completely erase the first mark you made. Does everyone understand what to do?

After all questions have been answered,

SAY **You may start working now.**

NOTE

If you are administering an accompanying audiotape to a Braille, large-print, or regular-print test, you may now begin playing the tape. Note that the narrator will read the directions and the sample. If you have already covered that information, you may choose to advance the tape to the narration of the first test item. **You or the students may pause or stop a tape as necessary during the test to better follow its contents.**

If a student asks a question during the test, be very careful when answering. If the student's question refers to the mechanics of testing, such as how to grid a circle, it can be answered. If the question refers to a particular item, the student should be told, "Read it carefully and do just what it says." Help must not be given on specific items and no clues should be given about the correctness of a student's answer to a particular item.

Test questions may **not** be read to students, unless specified by their IEPs, 504 management plans, or *LEP SOL Participation Plans*. **If in doubt, it is better to say that you cannot respond to the student's question rather than risk violating standard procedures.**

During test administration, monitor the testing process by moving as unobtrusively as possible about the room. While you are moving about the room, check that students are working on the correct page. Make sure that students are turning pages when necessary and marking their answer documents properly. If gridding errors are observed, the class should be told, "Please take a moment to check your work. The test question in your test booklet should match the bubble number on your answer document."

Have extra pencils, erasers, and scratch paper available in an accessible place.

Examiners should focus their attention on monitoring the testing process during test administration and should **not** spend time reviewing test items.

After about 75 minutes, or when most students have finished,

SAY **If you have finished, raise your hand. I will collect your materials. If you have not finished, continue working and take as much time as you need. When you do finish, raise your hand. After I have collected your materials, you may sit quietly or read if you wish.**

Collect the answer documents of those students who have completed the test; then collect the test booklets and other test materials. These items should be collected from each individual student, not passed up or down the rows of desks or seats.

Remember the SOL tests are untimed. Allow those students who have not finished to continue working. You may move the students to an alternate test area. Should this become necessary, be sure to maintain the security of the test booklets and answer documents for those students yet to complete the test. Students should not be allowed to discuss the test in any way during this move.

Examiners must collect all materials used in testing. Be sure to account for all test materials, including test booklets, audiotapes, scratch paper, and answer documents, **before** students are dismissed from the test session. Test materials must be kept in a secure location.

Important: After all students have completed the test, announce to them that they should not discuss the test because other students may still need to complete testing. Teachers/Examiners may not discuss any of the test questions with anyone.

5.3.4 Handling testing irregularities

Be aware of any situation in which a testing irregularity could occur, which includes, but is not limited to:

- a student becomes ill during testing
- a student is observed cheating during the testing session
- a teacher or another adult provides improper assistance to a student
- testing accommodations specified in a student's IEP, 504 management plan, or *LEP SOL Participation Plan* are not provided
- the student is provided an accommodation that is not specified in the students IEP, 504 management plan, or *LEP SOL Participation Plan*
- an excessive disturbance or disruption occurs during the testing session
- a student's test booklet or used answer document is missing
- any unused/unassigned test booklet is missing

A testing irregularity is any occurrence that may inappropriately influence a student's performance. Any testing irregularities observed should be reported **immediately** to your STC. Your STC will discuss with you procedures for handling testing irregularities such as those listed above. All testing irregularities must be recorded on the SOL *Test Irregularity Form* in Appendix G of this manual.

Ensure that the form is accurately completed to include division and school code, that the correct grade level or content area is circled, and that the test form is entered. Under "Description of Irregularity," **include the name of each student involved in an irregularity, that may require students to be retested with an alternate form**.

> **IMPORTANT: If the irregularity involves lost test materials,** attach to the *Test Irregularity Form* the following:
>
> 1. a copy of the *SOL Examiner's/Proctor's Test Booklet Transmittal Form/Affidavit* or the *SOL Multiple-Choice (Non-Writing) Special Test Forms Classroom Transmittal Document* tracking the materials;
> 2. a description of the circumstances surrounding the loss of materials;
> 3. an explanation of the steps taken to locate the materials; and
> 4. a copy of the test booklet package cover sheet.

If you question whether an incident in your classroom is a testing irregularity, discuss it with your STC.

5.3.5 Transcription of students' answers

A student's responses to the multiple-choice test must be transcribed to the regular answer document by a school official if the student's answers were:

- recorded on a Braille answer document, or an enlarged copy of the answer document (not provided by Harcourt Assessment, Inc.);
- dictated to an Examiner/Proctor and audiotaped; or,
- marked directly in the test booklet.

The transcription must be verified by a second school official to ensure that no errors occurred. The Braille answer document, enlarged copy of the answer document, audiotape of student responses, and/or the marked test booklet shall be retained on file in the office of the Division Director of Testing until the scores are received and verified.

Note: Transcription of students' answers to the regular SOL answer documents must be completed **as soon as possible** after the test has been administered. Remember that an answer document is considered to be secure once a student's answers have been recorded on it. Therefore, the answer documents must be kept in locked storage when not in use during an actual testing session.

6. SPECIFIC DUTIES OF EXAMINERS: AFTER TESTING

6.1 Organizing Materials and Returning Them to the STC

Test booklets, audiotapes, and answer documents must be returned to the STC as soon as possible after the end of the testing session, **but no later than the end of the same school day on which the test was administered.** If it is impossible for you to return test materials immediately at the end of the testing session, secure them in a location that is inaccessible to students and advise your STC of the situation.

Remember that arrangements must be made to return test materials to the STC before the end of the day so that they can be counted and locked in a secure location overnight. When you return the materials to your STC, have her/him initial the *SOL Examiner's/Proctor's Test Booklet Transmittal Form/Affidavit* or an *SOL Multiple-Choice (Non-Writing) Special Test Forms Classroom Transmittal Document* verifying that you have returned all materials to your STC.

6.2 Inspecting Answer Documents for Students Who Took the Test

At the end of the test session, you must make sure that the answer documents are undamaged and complete and that they contain all appropriate identification information. **Careful inspection of the students' answer documents will help prevent scoring delays.**

1. Inspect all answer documents for improper marks. All marks to be read by the scanners must be very dark. **Marks made with a ballpoint pen, felt-tipped pen, or hard or colored pencils will not be scanned properly. Darken all light marks with a soft-lead (No. 2) pencil.**
2. Check the multiple-choice answer section. Stray marks must be completely erased. Scanning machines are extremely sensitive and can sometimes pick up stray marks and erasures as intended responses. When a student has made a change, make sure that the unwanted response is completely erased.
3. Remove any extraneous materials or loose sheets of paper.
4. Check the demographic page:
   a. Handwritten information in Section A (student's name, teacher, school, etc.) must be legibly entered in the spaces provided at the top of the page.
   b. Machine-scannable information (student's name, date of birth, gender, etc.) must be completely and accurately gridded with dark No. 2 pencil marks. Make sure all sections have been completed, especially sections in which you have entered information.

   c. Check each student's answer document to ensure that the correct form number of the test has been gridded in Section J, MC Form. You may want to check the form number the student entered on the answer document in Section J, MC Form against the form number on the student's test booklet. Failure to complete Section J accurately will result in the incorrect key being used to score the test.

5. Inspect answer documents for damage: no tape, staples, coffee, paint, or other foreign objects or substances can be on the answer documents.

6. Answer documents which are not in good physical condition (bent corners, folds or wrinkles, clips, or staples) cannot be scanned by electronic machines. If such an answer document is found, transcribe the student's multiple-choice answers and demographic page information to a blank answer document. If such transcriptions are made:

   a. Verify the accuracy of **all** transcriptions with another Examiner, teacher, or faculty member.

   b. Print the word "VOID" on the demographic page of the original answer document and give it to your STC to return.

6.3 Completion of Demographic Page Codes

You or another designated adult must complete Sections G, H, I, O, Q, R, S, T, V, Z, and AA of the answer documents' demographic pages for all students for whom these special codes are applicable. **It may be best to wait until testing is complete to do so.** The accuracy and completeness of these special codes is critical to timely processing of student answer documents.

6.3.1 Sections G, H, and I

These sections of the demographic page are reserved for local use. Your STC will provide you with any necessary instructions for completing Section G — Student Number; Section H — Local Use #1 and Section I — Local Use #2.

6.3.2 Section N — A–CODE

Do not complete this section.

6.3.3 Section O — N–CODE

Your STC will provide you with any necessary instructions for completing this section to identify students who are classified as economically disadvantaged.

6.3.4 Section P — AYP ADJUSTMENT

Do not complete this section for History/Social Science.

6.3.5 Section Q — TITLE I/TAS

Students attending schools with schoolwide Title I programs should not complete Section Q. Complete this grid if the student is receiving Targeted Assistance Services under Title I. Mark the subject area in which the student is receiving assistance:

- Reading and Mathematics
- Reading
- Mathematics
- Science
- History

Contact the school's Title I Coordinator for more information if needed. If you have additional questions, please call Brenda Spencer, Title I Coordinator, Virginia Department of Education at 804-371-6201 or email: bspencer@mail.vak12ed.edu.

6.3.6 Section R — STUDENT CATEGORY

Grid the appropriate bubble for students meeting the listed criteria:

1. **Migrant**: A child who is, or whose parent or spouse is a migratory agricultural worker, including a migratory dairy worker, or a migratory fisher, and who, in the preceding 36 months, in order to obtain, or accompany such parent or spouse, in order to obtain, temporary or seasonal employment in agricultural or fishing work —
   (A) has moved from one school district to another;
   (B) in a State that is comprised of a single school district, has moved from one administrative area to another within such district; or
   (C) resides in a school district of more than 15,000 square miles, and migrates a distance of 20 miles or more to a temporary residence to engage in a fishing activity.
2. **Homeless**: A child who is homeless and attending any school served by the local education agency.
3. **Neglected or Delinquent**: A child in a local institution for neglected or delinquent children and youth or attending a community day program for such children.

6.3.7 Section S — LIMITED ENGLISH PROFICIENT

This section should be gridded only if the student is classified as LEP and a Pre-ID label is not being used; otherwise leave blank. Note that even if LEP status is carried on the Pre-ID file, it is not printed on the Pre-ID label.

Complete only one circle if the student meets criteria A, B, or C below.

Grid circle A for students classified as level 1, level 2, level 3, or level 4 of English language proficiency;

Grid circle B for students classified in monitor status (year 1 or year 2); **OR**

Grid circle C for students who are formerly LEP and have exited monitor status within the last two years. (Note: Recent guidance from USED allows Virginia to consider such students in LEP for the purposes of calculating Adequate Yearly Progress.)

The criteria for LEP are listed in the table that follows.

Limited English Proficient (LEP) Students:

An LEP student in the Commonwealth of Virginia is classified according to the federal government definition as described in Public Law 107–110, the *No Child Left Behind Act of 2001*. The law states:

An LEP student is classified as one:			
(A.)	who is aged 3 through 21;		
(B.)	who is enrolled or preparing to enroll in an elementary school or secondary school;		
(C.)	(i.)	who was not born in the United States or whose native language is a language other than English; and who comes from an environment where a language other than English is dominant	
OR			
	(ii.)	(I.)	who is a Native American or Alaska Native, or a native resident of outlying areas; and
		(II.)	who comes from an environment where a language other than English has had a significant impact on the individual's level of English language proficiency;
OR			
	(iii.)	who is migratory, whose native language is a language other than English, and who comes from an environment where a language other than English is dominant;	
AND			
(D.)	whose difficulties speaking, reading, writing, or understanding the English language may be sufficient to deny the individual —		
	(i.)	the ability to meet the State's proficient level of achievement on State assessments described in section 1111(b)(3);	
	(ii.)	the ability to achieve successfully in classrooms where the language of instruction is English; or	
	(iii.)	the opportunity to participate fully in society.	
[P.L. 107-100, Title IX, Part A, Sec. 9101, (25)]			

If you are not sure whether a student is limited English proficient, check with your STC.

6.3.8 Section T — SOA ADJUSTMENT

Complete this circle only for limited English proficient students and transfer students who meet the criteria listed below.

Limited English Proficient (LEP) Students:

Mark an LEP student in the "SOA Adjustment" section **ONLY** if she/he meets the criteria in Section 6.3.7, Limited English Proficient **AND** has been enrolled in a Virginia public school for less than 11 semesters. Students who are in membership for the majority of days in a semester are considered to have been enrolled for that semester.

Transfer Students:

Complete the transfer circle in Section T, SOA Adjustment, if the student meets the criteria that follows:

- Regular schedule: Students enrolled from another school division, another state, private school, or home instruction AFTER the 20th instructional day following the opening of school

OR

- Block schedule: Students enrolled from another school division, another state, private school, or home instruction AFTER 20 instructional hours have elapsed since the beginning of the semester

OR

- Mobile Students: Students who have transferred out of and back into the division during the school year and have been carried in your division's membership for 50% or less of the school year (or 50% of the semester for those on block schedules).

Please consult with your STC if you have questions about whether this grid should be completed for a student.

6.3.9 Section U — X-CODE

Grid this section ONLY if directed to do so by your STC.

6.3.10 Section V — DISABILITY STATUS

Grid only one circle. If more than one disability exists, grid the **primary** disability.

If your division has ordered Pre-ID labels with disability status on the Pre-ID file, you should not complete this grid on the demographic pages of the answer documents. The Pre-ID label will carry the disability code after the student name.

Verify with your STC the proper procedure for coding. If these codes are not entered properly, a delay in scoring may occur.

Use the following Disability Status Codes to complete Section V for any student who is identified as having a disability. Use categories 1–14 and category 16 for students who are eligible for services under the *Individuals with Disabilities Education Act (IDEA)* and who have Individualized Education Plans (IEPs). Use category 15 for "otherwise qualified handicapped" students who are eligible for services under Section 504 of the *Rehabilitation Act of 1973.*

Table 3. Disability Status Codes

CODE	DISABILITY STATUS		CODE	DISABILITY STATUS
1	Mental Retardation		9	Speech/Language Impairment
2	Severe Disabilities		10	Other Health Impairment
3	Multiple Disabilities		11	Blank
4	Orthopedic Impairment		12	Deaf-Blind
5	Visual Impairment (including blindness)		13	Autism
6	Hearing Impairment/Deaf		14	Traumatic Brain Injury
7	Learning Disability		15	Otherwise Qualified Handicapped under Section 504
8	Emotional Disturbance		16	Developmental Delay (through age 8)
17–20	These circles should be left blank (positions not used).			

6.3.11 Section Z — TESTING STATUS

In some cases, you will have a student who even after the make-up period has not completed the SOL *United States History to 1877, United States History: 1877 to Present,* or *Civics & Economics* test. This includes students who were not tested because they were absent, refused to take the test or were disruptive, were involved in a medical emergency, or were exempted from testing by their IEP, 504 management plan, or *LEP SOL Participation Plan.*

You or another adult will need to complete Section Z, Testing Status, on the answer document to explain why the student did not take the specific test(s). **This must be gridded only after all make-up testing is completed. An answer document must be completed and returned for students who were enrolled at the time of testing but did not take a *United States History to 1877, United States History: 1877 to Present,* or *Civics & Economics* test.**

For each student who was enrolled in any of the Content Specific History *(United States History to 1877, United States History: 1877 to Present,* and *Civics & Economics)* classes but did not take the test, complete all demographic sections of the answer document except Section J, MC Form. Special codes must be completed as described in Section 6.3.

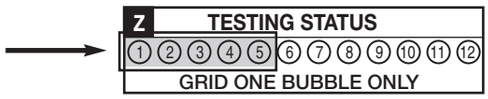
In Section Z, grid the numbered circle that explains why the student did not take a test. Use Table 4 to select the circle. Review "Completing the Testing Status Grid" that follows.

Table 4. Coding "Testing Status"

GRID CIRCLE NUMBER:	IF THE STUDENT WAS:
1 = Absent	Absent.
2 = IEP or 504 management plan	Exempted from taking the test by way of her/his IEP or 504 management plan.
3 = Limited English Proficient (LEP)	Exempted from taking the test by way of her/his LEP documentation.
4 = Medical Emergency	Unable to take the test due to a medical emergency.
5 = Refusal/Disruptive	Too disruptive or refused to take the test.
6 = Alternate Form Used	Grid circle 6 **only if instructed to do so by your STC.**
7 = Student Cheated	Grid circle 7 **only at the direction of your STC** if it is determined that a student cheated.
8 = Other	Grid circle 8 **only if instructed to do so by your STC.**
9 = Student has already passed this test	Grid circle 9 **only if instructed to do so by your STC.**
10 = Other	Grid circle 10 **only if instructed to do so by your STC.**
11 = Other	Grid circle 11 **only if instructed to do so by your STC.**
12 = Other	Grid circle 12 **only if instructed to do so by your STC.**

Completing the "Testing Status" Grid for Students Who Did Not Attempt ANY QUESTION on the Content Specific History *(United States History to 1877, United States History: 1877 to Present, or Civics & Economics)* Tests

If the student **did not** attempt **any question** on the *United States History to 1877, United States History: 1877 to Present,* or *Civics & Economics)* tests, grid **only one** of these first five circles.



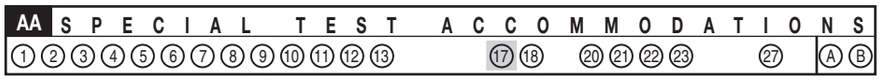
Do not grid circles 6 through 12 unless instructed to do so by your STC.

6.3.12 Section AA — SPECIAL TEST ACCOMMODATIONS

Certain students with disabilities and students identified as Limited English Proficient (LEP) may receive testing accommodations. Only those testing accommodations that are specified in the IEP or 504 management plan for students with disabilities or on the *LEP SOL Participation Plan* may be used. Complete Section AA, Special Test Accommodations, if any testing accommodations are used. Grid **all** accommodations that apply. Accurate gridding of this section is critical. **If an accommodation is gridded, the student's primary disability and/or LEP status must also be gridded unless it is also gridded on the Pre-ID file.**

Appendix E indicates the specific testing accommodations corresponding to the numbers shown in Section AA, Special Test Accommodations.

The following diagrams may also be helpful in completing the Special Test Accommodations grid.

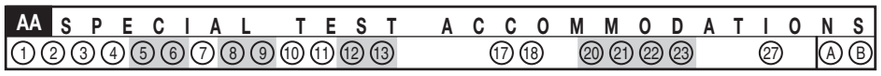


Regarding Students with Disabilities:

17

Circles in the shaded boxes above are not applicable for students with disabilities, unless also identified as LEP. If the student is identified as having a disability but not as LEP, DO NOT GRID.

Do not grid circle A or B unless instructed to do so by your STC.



Regarding LEP Students:

5

Circles in the shaded boxes above are not applicable for LEP students, unless also identified as having a disability. If the student is identified as LEP but does not have a disability, DO NOT GRID.

6.4 Completing the SSID Sheet

Only one Scoring Service Identification Sheet (SSID or "header sheet") will be used for the paper-banded bundles of answer documents. The special accommodation header (purple SSID) and the irregularity header (pink SSID) have been eliminated. The orange SSID sheet will be used with (1) regular test forms, (2) special test forms (Braille, large-print, and regular-audio), and (3) alternate forms used for irregularities that require retesting.

You will need orange computer-generated, preprinted Scoring Service Identification Sheets ("SSID sheets" or, more commonly, "header sheets") and paper bands to organize the answer documents. If you do not have these, check with your STC. The SSID will be used by the Scoring Center to identify the source and expected quantity of the used answer documents you return. It is important that all the necessary information is printed and/or gridded on this sheet. A sample can be found in Appendix H.

SSID sheets are scannable documents. **Photocopies are not acceptable for Scoring Center use.** If you do not have a scannable, preprinted SSID, obtain one from your STC.

Preprinted information on SIDE 1 includes the division name, city, state, school name, and grade in the top box of SIDE 1. Also on SIDE 1, circles are pre-gridded for grade, school name, and school code (which consists of the division code number and the building code number).

Verify and complete SIDE 1 of the SSID. The process involves verifying ALL pre-gridded data and entering other pertinent data into the proper fields on the document. The instructions below must be followed carefully.

1. At the top of SIDE 1, verify the division name, the city and state, the school name, and the grade. For TEST ADMIN, enter the month and year. Enter your name next to TEACHER, COUNSELOR, OR GROUP.
2. Under GRADE, the circle for "16" should be pre-gridded. Verify that this grade is gridded. If not, fill in the "16" circle.
3. In the SCHOOL NAME columns, verify that the correct school is pre-gridded. If not, check with your STC.
4. State-assigned code numbers for your division and your particular school should be preprinted under SCHOOL CODE. The three digits on the left are the division code, and the four digits on the right are your school code. **These codes are not to be altered.**
5. The NUMBER OF DOCUMENTS columns **must** match the number of answer documents submitted for scoring from your classroom. If an incorrect number is written or gridded in the NUMBER OF DOCUMENTS box, score reporting will be delayed and schools may NOT receive score reports prior to the close of the school term. If you are uncertain about which answer documents to count, see your STC. **Answer documents must be submitted for all students, both tested and not tested.** Since this total number will not be known until all necessary make-up sessions have been concluded, use the following instructions for completion of this grid.
   a. If **NO** make-up session(s) are necessary for this classroom, enter the number of answer documents in your stack in the NUMBER OF DOCUMENTS box of the SSID. Enter the total, right-justified, in this box. Enter zeros to the left of the number to completely fill the four-digit field. For example, 32 booklets would be printed and gridded as 0032.
   b. If a make-up session(s) **WILL** be necessary for this classroom, leave these columns blank at this time. **The STC will retain the SSID with the stack of answer documents in locked storage until after this classroom's final (or only) make-up session. At that time, place the answer documents from the make-up session(s) in the same stack with those from the previous test sessions. Count them, and enter the result**.
6. Refer to local directions regarding the completion of SIDE 2 of the SSID.

6.5 Preparing the Bundles of Answer Documents

All used/marked answer documents should be bundled in the following manner:

1. Administrations for Regular and Special Test Forms (Braille, large-print, and regular-audio).
   - **a.** If schools would like score reports to include all students in each classroom, including those students administered a Special Test Form (Braille, large-print, and regular-audio), answer documents should be bundled together with *one* orange SSID. Also, included in this bundle should be answer documents for all students not tested in a classroom. **OR,**
   - **b.** If schools would like separate score reports for students administered the regular test form and those students administered a Special Test Form (Braille, large-print, and regular-audio), answer documents for each type of administration (regular and Special Test Forms) should be bundled separately using separate orange SSIDs. Answer documents for students not tested should be included in the corresponding bundle (i.e., if a student would have been administered a regular test form, the answer document would be included in the bundle of answer documents for regular test administrations; if a student would have been administered a special test form, the answer document would be included in the bundle of special test form answer documents).
2. Administrations using the alternate multiple-choice form for irregularities that require retesting.
   - **a.** These answer documents must be bundled separately using an orange SSID.
3. Make sure that the completed SSID sheet and the answer documents are in the proper position.
   - **a.** One corner of each answer document has been cut at an angle. The orange SSID sheet is printed with one corner shaded. Stack all answer documents with the corner cuts lined up. Place the SSID on top with the shaded corner lined up with the cut corner of the answer documents. If not, pull the sheet(s) that is not positioned properly from the stack, turn it so that its corner-cut is aligned with the other documents, and put it back in the stack.
4. Using a paper band, bundle the SSID sheet and the stack of used answer documents.
   - **a.** On the paper band, write in the information requested as indicated in the PAPER BAND EXAMPLE below. Print your school name, your grade and "HST" on the paper band(s). **Leave the "_____of _____" spaces blank.** The STC will fill out this section of the paper band.

PAPER BAND EXAMPLE

School	East Wing MS
Grade	7 - HST
	_____ of _____

Some schools may receive paper bands that have a space to fill in Name of Teacher. This information is optional. Score reports will not be delayed if any information on a paper band is omitted.

   - **b.** If NO make-up session(s) will be necessary for this classroom, permanently fasten the paper band by attaching its ends to each other with a piece of clear tape. Do **not** tape the paper band to an answer document or use a staple or paper clip to permanently fasten the paper band. Doing so may result **in damage to or loss of an answer document.**

c. If a make-up session(s) **WILL** be necessary for this classroom, **do not permanently fasten (such as with tape) the paper band.** In this instance, a paper clip or rubber band can be used as a temporary measure to keep the paper band closed around the stack of answer documents. **The paper band will be permanently secured by the STC after the final (or only) make-up test session that involves students from your classroom.**

6.6 Returning All Test Materials to Your STC After All Testing Is Completed

Return three separate groups of materials to your STC. Group your materials as follows:

- Group 1 **— Scorable Secure Answer Documents:** All completed and partially completed **special test forms** (Braille, large-print, and regular-audio administration) answer documents, and answer documents for administrations for irregularities that require retesting should be bundled as described in Section 6.5 — Preparing the Bundles of Answer Documents.

  Note: No loose scratch paper should be included with the scorable answer documents.
- Group 2 **— Secure Test Materials**: (if still in your possession) **all test booklets used in the final test session (include Braille and large-print Examiner's copies and accompanying audiotapes)**.
- Group 3 **— Remaining Non-Scorable Materials:** (if still in your possession) completed test booklet package cover sheets, scratch paper, unused and/or unmarked answer documents, and damaged answer documents marked "VOID," and this manual.

Once all materials are in the packaging sequence order, return them to your STC. The STC will verify that you have returned all test materials and initial the "IN" column on the *SOL Examiner's/Proctor's Test Booklet Transmittal Form/Affidavit* (Appendix J) or the Kits Returned-Quantity Returned column on the *SOL Multiple-Choice (Non-Writing) Special Test Forms Classroom Transmittal Document* (Appendix I).

ALL TEST BOOKLETS, AUDIOTAPES, AND EXAMINER'S COPIES MUST BE ACCOUNTED FOR AND RETURNED TO HARCOURT ASSESSMENT, INC.

6.7 Signing the *SOL Examiner's/Proctor's Test Booklet Transmittal Form/Affidavit* or *SOL Multiple-Choice (Non-Writing) Special Test Forms Classroom Transmittal Document*

After the SOL Content Specific History tests have been given and materials returned to your STC, you are required to sign the *SOL Examiner's/Proctor's Test Booklet Transmittal Form/Affidavit* and/or the *SOL Multiple-Choice (Non-Writing) Special Test Forms Classroom Transmittal Document*, certifying the following:

1. the tests have been administered according to the directions in the *Examiner's Manual;*
2. test questions have not been reproduced in any way; and
3. no inappropriate test preparation activities have been conducted.

Your STC will provide you and any Proctors (if applicable) with the opportunity to sign these forms. The *SOL Examiner's/Proctor's Test Booklet Transmittal Form/Affidavit* is in Appendix J and the *SOL Multiple-Choice (Non-Writing) Special Test Forms Classroom Transmittal Document* can be found in Appendix I.

7. MAKE-UP TESTING

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

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

THANK YOU

We appreciate your time and effort in participating in
the **Standards of Learning (SOL) Assessments for** Content Specific History.

APPENDICES

APPENDIX A
VIRGINIA DEPARTMENT OF EDUCATION
STANDARDS OF LEARNING ASSESSMENT PROGRAM
FALL 2004

TEST SECURITY GUIDELINES

Listed below are guidelines to assist those persons involved in the administration of the Virginia Standards of Learning (SOL) Assessments (paper and online) in determining what actions may compromise test security.

1. Students must never be exposed to unreleased test items or to the answers to unreleased test items before or following test administration. **Using unreleased test items in any form (including rewording of such test items) is STRICTLY PROHIBITED.**
2. The tests must be administered strictly in accordance with the instructions outlined in the SOL assessment manuals. This includes following proper procedures for using test manipulatives. Directions that are to be read to the students must be read exactly as written.
3. No test item which will be scored to obtain students' test results may be used as a sample or practice item for learning how to mark responses. Sample items are included in the SOL assessments to familiarize students with the format of the items and the procedures for marking their answers.
4. Copying/printing/photographing **ALL OR ANY PART** of a SOL assessment or taking notes about the items included on a SOL assessment is **STRICTLY PROHIBITED**. As stated in the copyrights by the Commonwealth of Virginia Department of Education, testing materials may not be reproduced or used in any form or by any means, electronic or mechanical, including photocopying or recording or by any information storage or retrieval systems.
5. All persons are prohibited from attempting to formally or informally score assessments.
6. All Examiners, Proctors, or Interpreters using an Examiner Read-aloud test ticket to read an online test aloud to students requiring this accommodation are prohibited from answering test questions in the Web-based system before, during, or after the administration of the test (not applicable for *English: Writing* tests).
7. All persons are prohibited from providing students with the answer to any unreleased test item and from making any suggestion as to how to respond to a test item at any time, whether before, during, or after a test administration. This prohibition includes provision of clues, hints, and/or actual answers in any written, printed, verbal, and/or non-verbal form (including chalkboards, charts, and bulletin boards).
8. All persons are prohibited from changing students' answers to test items whether by providing hints or clues during a test administration, correcting wrong answers during a test administration, or by erasing or correcting answers or responses recorded/selected by the student.
9. Examiners administering the grade 3, 5, or 8 SOL tests are not to look ahead in the test booklets at tests that have not yet been administered.
10. All persons are prohibited from TestNav™, the Web-based application, posing as a student, current or fabricated, to view any tests. Only a student whose name appears on a test ticket is permitted to log in and take a SOL Web-based assessment (not applicable for *English: Writing* tests).
11. All known violations of test security procedures shall be reported in writing, signed by the person making the report, and addressed to the Division of Assessment and Reporting, Virginia Department of Education. The Virginia Department of Education will request an investigation of any test improprieties and implementation of an action plan as necessary. All corrective action plans must be submitted to the Division of Assessment and Reporting.

Please read legislation passed by the Virginia General Assembly (§ 22.1-292.1 Violation of test security procedures: revocation of license) regarding the repercussions of violating test security.

This page may be photocopied.

VIRGINIA DEPARTMENT OF EDUCATION
STANDARDS OF LEARNING (SOL) ASSESSMENTS

FALL 2004

EXAMINER'S/PROCTOR'S TEST SECURITY AGREEMENT

I acknowledge that I will have access to the **Standards of Learning (SOL) Assessments** for the purpose of administering the SOL tests. I also acknowledge that I have read, understand, and agree to adhere to the *Test Security Guidelines* in Appendix A of this manual for the Content Specific History SOL tests.

I understand that these materials are highly secure, and it is my professional responsibility to protect their security as follows:

1. I will not divulge the contents of the test to anyone.
2. I will not copy or take notes about any part of the test.
3. I will not allow access to the test materials to any student or to any other person not so authorized by the School Test Coordinator.

Signed: _____

Print Name: _____

Position: _____

School: _____

Division: _____

Date: _____

Interpreters and all individuals involved in transcriptions of student responses must also read and sign the test security agreement.

This page may be photocopied.

Please note the Virginia General Assembly in its 2000 session enacted the following legislation regarding 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 commits any of the following acts knowingly and willfully with the intent to compromise 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 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; and
9. 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 judgement 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 (§ 9-6.14:1 et seq. and § 22.1-298), governing the licensure of teachers.

APPENDIX B

VIRGINIA DEPARTMENT OF EDUCATION

LIMITED ENGLISH PROFICIENT STUDENTS: GUIDELINES FOR PARTICIPATION IN THE STANDARDS OF LEARNING ASSESSMENTS

This document provides information about the participation of limited English proficient (LEP) students in the Standards of Learning (SOL) assessments. Included in this document are 1) guidelines for determining in what ways LEP students will participate in the SOL assessments, 2) procedures for providing testing accommodations, 3) procedures for exempting LEP students from participation in the SOL assessments, and 4) documentation requirements.

I. Who Should Be Tested

It is expected that all students who are in grades 3, 5, 8, and specific high school courses in the Commonwealth of Virginia will participate in the SOL assessments. This expectation includes LEP students at these grade levels/courses unless participation in the test is clearly not in the best interest of the student. LEP students in grades 3, 5, or 8 may exercise a one-time exemption from SOL assessments at any one of these grade levels in the content areas of English: Writing (grades 5 and 8 only); History/Social Science; and Science. (Note: grade 3 English, English: Reading in grades 5 and 8, and Mathematics in grades 3, 5, and 8 are not included in this exemption.) While no exemptions from the grade 3 English; English: Reading tests in grades 5 and 8 are allowed, there are two categories of LEP students that may use the state approved reading subtest of the *Stanford English Language Proficiency* (SELP) assessment as a substitute for these SOL tests. They are: (1) LEP students at proficiency level 1 or level 2 in grades 3, 5, 8, and (2) all LEP students regardless of their English language proficiency level in grades 3, 5, and 8 during their first year of enrollment in a U.S. school. Determination as to how LEP students will participate in the SOL assessments should be made according to the guidelines found in **Section V, Procedures for Determining LEP Students' Participation in the SOL Assessments**.

II. Purpose of the SOL Assessments

The purpose of the SOL assessments is to measure the achievement of students on the Standards of Learning, adopted by the Board of Education in 1995, in the areas of English, mathematics, history/social science, and science at grades 3, 5, 8, and selected high school courses.

III. Definition of LEP

An LEP student in the Commonwealth of Virginia is classified according to the federal government definition as described in Public Law 107-110, the *No Child Left Behind Act* of 2001. The law states:

An LEP student is classified as one:

A. who is aged 3 through 21;

B. who is enrolled or preparing to enroll in an elementary school or secondary school;

C. i) who was not born in the United States or whose native language is a language other than English; and who comes from an environment where a language other than English is dominant;

OR

ii) (I) who is a Native American or Alaska Native, or a native resident of outlying areas; and

(II) who comes from an environment where a language other than English has had a significant impact on the individual's level of English language proficiency;

OR

iii) who is migratory, whose native language is a language other than English, and who comes from an environment where a language other than English is dominant;

AND

D. whose difficulties speaking, reading, writing, or understanding the English language may be sufficient to deny the individual —

i) the ability to meet the State's proficient level of achievement on State assessments described in section 1111(b)(3) of the *No Child Left Behind Act;*

ii) the ability to achieve successfully in classrooms where the language of instruction is English; or

iii) the opportunity to participate fully in society.

[P.L. 107-100, Title IX, Part A, Sec. 9101, (25)]

Conforms to changes in the federal definition of Limited English Proficiency effective January 8, 2002.

In its Consolidated State Application, submitted to USED on September 1, 2003, Virginia has further defined limited English proficient (LEP) students as those who are identified as level 1, level 2, level 3, level 4, monitor year 1, or monitor year 2 according to the English Language Proficiency Standards of Learning. At the end of the second year of monitor status, LEP students are classified as non-LEP (formerly LEP). In addition to these students also include those students who have exited LEP monitor status within the last two years. Recent guidance from USED allows Virginia to consider such students as LEP for the purposes of calculating Adequate Yearly Progress (AYP).

IV. Reason for Inclusion of LEP Students in the SOL Assessments

The U.S. Department of Education, Office for Civil Rights has outlined the procedures listed below for school districts to comply with the U. S. Civil Rights Act of 1964, Title VI and other supreme and federal court case decisions regarding the rights of limited English proficient students:

"The following procedures should be used by school districts to ensure that their programs are serving limited English proficient (LEP) students effectively:

- identifying students who need assistance;
- developing a program which, in the view of professional educators, has a reasonable chance for success;
- ensuring that the needed staff, curricular materials, and facilities are in place and used properly; developing appropriate evaluative standards for measuring the progress of students, including program exit criteria; and continued program assessment and modification where needed."

— *The Provision of an Equal Education Opportunity to Limited English Proficient Students,* U.S. Department of Education, Office for Civil Rights, 1992.

Reinforcing the legal obligations to LEP students, Administrative Superintendent's Memorandum No. 65, September 26, 1997, states:

> Legal precedents clearly call for local school divisions to accommodate students whose native language is other than English in a manner whereby they can profit from educational opportunities afforded them. Programs for students identified as limited English proficient (LEP) should include a means of identification, assessment and placement in an appropriate education program.

The importance of LEP students participating in the SOL assessments is reinforced by the fact that, beginning with the Class of 2004, students desiring a standard or advanced studies diploma will need to earn a prescribed number of credits as well as specified units of verified credit. Students may earn verified credit "based on a minimum of 140 clock hours of instruction and the achievement by

the student of a passing score on the end-of-course Standards of Learning test for that course" (8 VAC 20-131-110, B).

V. Procedures for Determining LEP Students' Participation in the SOL Assessments

It is recommended that a committee which includes 1) a person responsible for the education of LEP students in the school or school division, 2) the student's content teacher(s), and 3) an administrator or designee (e.g., guidance counselor or reading specialist) be formed to determine how the student will participate in the SOL assessments and which, if any, accommodations are required. The student's parent or guardian should also be invited to serve on the committee, if possible. For each student the committee should specify the student's participation in each of the SOL assessments:

- with no accommodations
- with accommodations which maintain standard conditions (listing specific accommodations)
- with accommodations which are permissible but do not maintain standard conditions (listing specific accommodations)
- exemption from testing with an explanation for the exemption (not applicable for reading and mathematics)

Decisions about how an LEP student will be tested on the SOL assessments should be made for each individual content area to be assessed. Consideration should be given to the student's level of English proficiency, the level of previous schooling in the home language, and the amount of schooling the student has received in the United States. Questions about how to determine the English proficiency of LEP students should be directed to the Foreign Language/ESL Specialist, Office of Secondary Instruction, Virginia Department of Education.

In determining how the student is to be tested on each test, the committee should consider the following questions:

1. Has the student already used the one-time exemption from SOL assessments in an earlier grade level? If yes, go to question 3. If no, should the student be exempted from this test, recognizing that this will be the student's one-time exemption (not applicable for reading and mathematics)?

2. Is the student's level of proficiency in English sufficient for the student to take the test? Information on the student's English language proficiency may be derived from school division assessments designed to determine English language proficiency, reading inventories, writing samples, teacher observations, and teacher-made tests.

   - If "YES", the committee should consider question 2 in determining the student's need for testing accommodations.

   - If "NO", the student should not be tested on this test. **See Section VII, Exempting LEP Students from the SOL Assessments,** for a description of the procedures to be followed in exempting LEP students from the SOL assessments

3. Does the student typically receive accommodations during instruction or during classroom assessments in the content area covered by the test?

   - If "YES", the committee should review **Section VI, Selection of Testing Accommodations for LEP Students** to determine the LEP student's need for testing accommodations.

   - If "NO", the student should take the test without any accommodations.

If an LEP student is also identified as having a disability under the *Individuals with Disabilities Education Act* (IDEA), P.L. 105-17, or is identified as an "otherwise qualified handicapped" student under

Section 504 of the *Rehabilitation Act of 1973,* then decisions about the student's participation in the SOL assessments must be made by the IEP or 504 committee and be documented in the student's IEP or 504 management tool. See the document entitled *Students with Disabilities: Guidelines for Participation in the Standards of Learning Assessments* for more information.

VI. Selection of Testing Accommodations for LEP Students

Accommodations for the SOL assessments should be selected from those the LEP student uses routinely in classroom instruction and assessment. **The purpose of accommodations is to ensure, insofar as possible, that LEP students receive accommodations on the SOL assessments which allow them equal opportunity to demonstrate what they know and can do; however, students should not be provided with unnecessary or inappropriate accommodations.** Furthermore, use of an unfamiliar accommodation during testing may have a negative impact on the student's performance. Students must take the test in English; translations of the test into a different language are not permitted.

A. Accommodations Which Maintain Standard Conditions (Standard Accommodations)

Some accommodations allow a student to take the test in a different way without changing what the test is measuring. For the purposes of this document, these are referred to as accommodations which maintain standard conditions or standard accommodations. Examples of standard accommodations are listed below.

Timing/Scheduling

- time of day
- breaks during test
- multiple test sessions
- order of tests administered

Setting

- preferential seating (at the front of the room or in a study carrel)
- small group testing
- individual testing
- location with minimal distractions

Presentation

- reading the test items in English to the student (except on the *English: Reading* test)
- reading the directions in English to the student
- simplifying oral directions
- place markers to maintain place
- audiotape version of the test (except for *English: Reading*) is available for students identified as limited English proficient and students with disabilities

Response

- student responds verbally/teacher or proctor marks answer document

B. Accommodations Which Are Permissible But Do Not Maintain Standard Conditions (Nonstandard Accommodations)

Accommodations which significantly change what a test is measuring and do not maintain standard conditions of the test are referred to in this document as nonstandard accommodations. This type of accommodation should be used only if the committee agrees that the student requires such an accommodation in order to participate in the SOL Assessments. Scores resulting from a nonstandard accommodation must be accompanied by an explanation that these scores resulted

from a nonstandard administration. Examples of accommodations which are permissible but do not maintain standard conditions include:

Presentation

- reading test items in English on the *English: Reading* test
- bilingual dictionary
- audiotape version of the *English: Reading* test

Response

- dictation in English to a scribe (writing sample component of the *Writing* test only)

If a student utilizes a nonstandard accommodation, the record of that score will be accompanied by a notation explaining that the score resulted from a nonstandard administration. A student, identified as limited English proficient, who has passed an SOL assessment utilizing any accommodation including a nonstandard accommodation has passed for all purposes.

NOTE: Questions about whether accommodations not listed are allowable should be directed to the Division Director of Testing who may consult with Department of Education staff as necessary.

VII. Exempting LEP Students from the SOL Assessments

In some cases, the committee may decide that participating in the SOL assessments, even with accommodations, is inappropriate for the LEP student in grades 3, 5, or 8. For example, the student's level of English proficiency may be inadequate to attempt any of the tests even with accommodations.

8 VAC 20-131-30, A states "Limited English proficient students may be exempted from the SOL tests for one grade level only in grades 3, 5, and 8. In order to be granted verified credit, all students must meet the clock hour and testing requirements set forth in these regulations." The committee, therefore, may make such an exemption for LEP students at only one grade level in grades 3, 5, and 8. Such exemptions should be documented in the student's file as to reason and the ramifications of such exemptions shall be clearly stated and conveyed to the student's parent or guardian. However, the No Child Left Behind (NCLB) Act does not allow exemptions in reading and mathematics. While no exemptions from the grade 3 English, and English: Reading in grades 5 and 8 tests are allowed, there are two categories of LEP students that may use the state approved reading subtest of the *Stanford English Language Proficiency* (SELP) assessment as a substitute for the *English: Reading Standards of Learning* test. They are: (1) LEP students at proficiency level 1 and level 2 in grades 3, 5, and 8; and (2) all LEP students regardless of their English language proficiency level in grades 3, 5, and 8 during their first year of enrollment in a U.S. school.

VIII. Documentation of Decisions

Decisions about how the LEP student will participate in the SOL assessments should be documented in writing and filed in the student's scholastic record. A decision to exempt the student from testing must be accompanied by the reasons for the exemption, and the ramifications of such exemption. A sample form is provided on the next page of this document. School divisions may use this form or one of their own choosing.

If the student's parent or legal guardian is not a member of the committee making the decision about the student's participation, the parent or legal guardian should be notified in writing of the committee's decision regarding the student's participation in the SOL assessments prior to test administration. If the student is using the one-time exemption from the SOL assessments, the student's parent or legal guardian must be notified in writing of the ramifications of this decision.

Participation decisions may be one of the following:

- with no accommodations
- with accommodations which maintain standard conditions (listing specific accommodations)
- with accommodations which are permissible but do not maintain standard conditions (listing specific accommodations)
- exemption from testing with an explanation for the exemption and a statement of the ramifications of the decision. (not applicable to reading or mathematics)

DOCUMENTING LEP STUDENTS' PARTICIPATION IN THE SOL ASSESSMENTS (SAMPLE)

Student Name: _____ **Grade:** _____

School: _____

Note below the decisions of the committee convened to determine the appropriate level of participation for the above mentioned student in the _____ (date) SOL Assessments.

SOL Assessment Area	Participation in the SOL Assessment with NO Accommodation	Participation in the SOL Assessment with Standard Accommodation (Please list)	Participation in the SOL Assessment with Nonstandard Accommodation (Please list)	Exempted from Participation in the SOL Assessment*
English: Reading				Not applicable
English: Writing (grades 5, 8, and high school)				Not applicable for High School
Mathematics				Not applicable
History and Social Science				
Science				

*** Students may have a one-time exemption only in grade 3, 5, or 8.**

Committee Members' Signatures:

_____ _____
Signature **Date**

_____ _____
Signature **Date**

_____ _____
Signature **Date**

_____ _____
Signature **Date**

Parent Informed of Committee Decision (if not a member)

_____ _____
Signature **Date**

GUIDELINES FOR THE PARTICIPATION OF STUDENTS WITH DISABILITIES IN THE ASSESSMENT COMPONENT OF VIRGINIA'S ACCOUNTABILITY SYSTEM

Inclusion of Students with Disabilities in Virginia's Accountability System

It is the intent of the Commonwealth of Virginia to include all students with disabilities in the accountability system. The federal regulations under the Section 504 of the Rehabilitation Act of 1973, as amended, and state regulations under the Virginians with Disabilities Act, Section 51.5-40 *et seq*. of the Code of Virginia, require that individuals with disabilities be given equal opportunity to participate in and benefit from the policies and procedures customarily granted to all individuals. The Individuals with Disabilities Education Act (IDEA) and *Regulations Governing Special Education Programs for Children with Disabilities in Virginia* require that all students with disabilities participate in the Virginia accountability system either through the Standards of Learning assessments or the Virginia Alternate Assessment Program. Additionally, the No Child Left Behind Act of 2001, P.L. 107-110, requires that at least 95% of students with disabilities participate in assessments used to measure the adequate yearly progress of schools, school divisions, and the state. Schools, school divisions, or states that fail to meet the 95% participation requirement will not be considered to have met the required adequate yearly progress.

Participation Decisions

For all students with disabilities identified under IDEA, the individualized education program (IEP) team determines how the student will participate in the accountability system. For students identified under Section 504 of the Rehabilitation Act of 1973, the 504 committee determines how the student will participate. The ramifications of decisions made by the IEP team/504 committee must be clearly explained to the student's parent, legal guardian, or surrogate parent and the student if appropriate. A student's IEP or 504 plan must specify the student's participation in the assessment component of Virginia's accountability system as follows:

- participation in the Standards of Learning assessments
  - — with no accommodations
  - — with accommodations based upon the accommodations the student needs during classroom instruction and assessment
  - — non-participation in a Standards of Learning assessment with an explanation of why the student is not participating, a statement of the ramifications of the decision, and a description of how the student will be assessed in this area
- participation in the Virginia Alternate Assessment Program

When determining participation in Virginia's accountability system, all students with disabilities must be first considered for participation in the Standards of Learning assessments.

The Department of Education document entitled, *Procedures for Determining Participation in the Assessment Component of the Virginia's Accountability System*, provides the IEP team or 504 committee with more detailed information about the process used in making decisions regarding the participation of students with disabilities in the accountability system.

Standards Of Learning Assessment Program

Participation of Students with Disabilities in Grades 3, 5, and 8

Students with disabilities in grades 3, 5, and 8 must participate in each of the Standards of Learning assessments unless they have not received instruction in the content measured by the assessment. Decisions about participation must be made for each assessment separately. Should the IEP team/504 committee determine that non-participation is appropriate, the IEP/504 plan must state why the assessment is not appropriate and describe how the child will be assessed in that area. Students with disabilities in grade 3, 5, and 8 who do not participate in any of the Standards of Learning assessments in the respective grade level will be assessed through the Virginia Alternate Assessment Program according to the criteria established for participation in the alternate assessment program.

Participation of Students with Disabilities at the Secondary Level

Students with disabilities must take all applicable Standards of Learning end-of-course tests if they are enrolled in that course intending to earn a standard unit of credit. Students who are auditing a course or who are being instructed in only part of the content for that course do not take the Standards of Learning end-of-course test.

Testing Accommodations for Students with Disabilities in the Standards of Learning Assessment Program

Decisions about the need for and selection of accommodations for students with disabilities are the responsibility of the IEP team or 504 committee. The use of accommodations by a student when participating in the Standards of Learning assessments must be determined individually for each test and identified in the student's IEP or 504 plan. Accommodations allow students with disabilities an equal opportunity to demonstrate their achievement.

Accommodations should be those that the student needs during classroom instruction and assessments as identified in the student's IEP or 504 plan. Accommodations should not be used only for participation in a Standards of Learning assessment(s).

Typically, accommodations can be classified in the following categories:

- timing/scheduling
- setting
- presentation
- response.

Accommodations may also be classified as standard or nonstandard. Standard accommodations allow the student to take a test in a different way without changing what the test is measuring.

Accommodations that significantly change what the test is measuring are referred to as non-standard accommodations. A student, who has passed a Standards of Learning assessment utilizing any accommodation, including a non-standard accommodation, has passed for all purposes, including earning a verified credit.

A list of standard and nonstandard accommodations is provided to school divisions in the Department of Education's *Procedures for Determining Participation in the Assessment Component of the Virginia's*

Accountability System. Questions about any accommodations not listed should be directed to the school division's director of testing who will consult with Department of Education staff as needed.

Virginia Alternate Assessment Program

Participation in Virginia's Alternate Assessment Program for Students in Grades 3, 5, and 8

Only students with disabilities who have an IEP and who are not participating in any Standards of Learning assessments at their grade level (3, 5 and 8) may be considered for participation in the Virginia Alternate Assessment Program. In addition, to participate in the alternate assessment program, the student must demonstrate impairments that prevent the completion of curriculum based on the Standards of Learning even with program and assessment accommodations. Also, the student's present level of performance must indicate a need for extensive, direct instruction and/or intervention in a life skills curriculum. Finally, the student must require intensive, frequent, and individualized instruction in a variety of settings to show progress and acquire, maintain, or generalize life and/or functional academic skills.

Participation in Virginia's Alternate Assessment Program for Students in Grade 11

Only students with disabilities who have an IEP and who are not participating in any Standards of Learning assessments may be considered for participation in the Virginia Alternate Assessment Program. In addition, to participate in the alternate assessment program, the student must demonstrate impairments that prevent the completion of curriculum based on the Standards of Learning even with program and assessment accommodations. Also, students participating in the Alternate Assessment Program must be working toward educational goals other than those prescribed for a modified standard, standard, or advanced studies diploma. In addition, the student's present level of performance should indicate a need for extensive, direct instruction and/or intervention in a life skills curriculum. Finally, the student should require intensive, frequent, and individualized instruction in a variety of settings to show progress and acquire, maintain, or generalize life and/or functional academic skills.

Additional Information

The Department of Education document entitled, *Procedures for Determining Participation in the Assessment Component of the Virginia's Accountability System*, provides the IEP team or 504 committee with more detailed information about the process used in making decisions regarding the participation of students with disabilities in the accountability system.

VIRGINIA DEPARTMENT OF EDUCATION'S PROCEDURES FOR PARTICIPATION OF STUDENTS WITH DISABILITIES IN THE ASSESSMENT COMPONENT OF VIRGINIA'S ACCOUNTABILITY SYSTEM

This document provides information about the participation of students with disabilities in the assessment component of Virginia's accountability system. For students with disabilities this means participation through the Standards of Learning assessments or the Virginia Alternate Assessment Program. Included in this document are:

1. guidelines for determining how students with disabilities will participate in the Standards of Learning assessments or the Virginia Alternate Assessment Program,
2. procedures for providing testing accommodations for the Standards of Learning assessments, and
3. documentation requirements.

Including Students with Disabilities in Virginia's Accountability System

It is the intent of the Commonwealth of Virginia to include all students with disabilities in the assessment component of Virginia's accountability system. The federal regulations under Section 504 of the Rehabilitation Act of 1973, as amended, and state regulations under the Virginians with Disabilities Act, Section 51.5-40 *et seq*. of the Code of Virginia, require that individuals with disabilities be given equal opportunity to participate in and benefit from the policies and procedures customarily granted to all individuals. The Individuals with Disabilities Education Act (IDEA), P.L. 105-17, regulations require that all students with disabilities participate in the state's accountability system. Additionally the No Child Left Behind Act of 2001, P.L. 107-110, requires that at least 95% of students with disabilities participate in assessments that measure adequate yearly progress of schools, school divisions, and the Commonwealth of Virginia.

For all students with disabilities identified under IDEA, the individualized education program (IEP) team determines how the student will participate in the accountability system. For students identified under Section 504 of the Rehabilitation Act of 1973, the 504 committee determines how the student will participate. A student's IEP or 504 plan must specify the student's participation in either of the following according to the set criteria for participation:

The Standards of Learning Assessments, or

The Virginia Alternate Assessment Program.

When determining participation in Virginia's accountability system, all students with disabilities must be first considered for participation in the Standards of Learning assessments.

STANDARDS OF LEARNING ASSESSMENTS

I. Including Students with Disabilities in the Standards of Learning Assessments

It is expected that all students, including students with disabilities who are in grades 3, 5, and 8 and those enrolled in courses that have an end-of-course Standards of Learning test, will participate in the Standards of Learning assessments. A current list of all Standards of Learning assessments can be found on the Department of Education's web site at www.pen.k12.va.us/VDOE/Assessment/home.shtml or is available from the Department of Education upon request.

The importance of the participation of students with disabilities in the Standards of Learning assessments is reinforced by the fact that, beginning with the students who entered the 9th grade in the fall of 2000, students desiring a standard diploma or advanced studies diploma will need to earn a prescribed number of verified credits. To receive a verified credit the student must earn a passing score on the Standards of Learning tests or a substitute test(s), as outlined in the Regulations Establishing Standards for Accrediting Public Schools in Virginia (www.pen.k12.va.us/VDOE/Accountability/soa.html). Additionally, to receive a modified standard diploma[1] a student with a disability must pass literacy and numeracy competency assessments which are currently the Standards of Learning Content Specific History (United States History to 1877, United States History: 1877 to Present, and Civics & Economics) English: Reading and the Standards of Learning Content Specific History (United States History to 1877, United States History: 1877 to Present, and Civics & Economics) Mathematics tests.

II. Role of the Individualized Education Program (IEP) Team

(For students identified under Individuals with Disabilities Education Act)

For all students with disabilities identified under IDEA, the individualized education program (IEP) is the plan to ensure that they receive an appropriate education. The IEP process also ensures that each student's parent(s)[2] is an active participant of the IEP team. Decisions about the participation in each of the Standards of Learning assessments, the need for and selection of accommodations, or the non-participation in a Standards of Learning assessment are the responsibility of the IEP team. These decisions should be made during the IEP team meeting that precedes the Standards of Learning assessment administration. If the decisions are not reflected on the current IEP, an IEP meeting must be held to address and document these issues on the IEP prior to the test administration. The ramifications of these decisions made by the IEP team must be clearly explained to and understood by the student's parent(s) and the student if appropriate.

[1] Modified Standard diploma is only available to students with disabilities under IDEA as defined by Regulations Establishing Standards for Accrediting Public Schools in Virginia.

[2] See the Regulations Governing Special Education Programs for Children with Disabilities in Virginia for the definition of parent for a child with a disability, 8VAC20-80-10. The parental rights transfer to the student when they reach the age of majority (18 in Virginia) unless certain procedures specified in regulations have been followed, 8 VAC 20-80-72.

A student's IEP must specify the student's participation in each of the Standards of Learning assessments as follows:

- participation with no accommodations,
- participation with standard and/or non-standard accommodations, or
- non-participation in a Standards of Learning assessment with an explanation of why the student is not participating, a statement of the ramifications of the decision not to participate, and a description of how the student will be assessed in this area (see VI of this section, Non-Participation by Students With Disabilities in a Standards of Learning Assessment(s)).

III. Role of the 504 Committee
(For students identified under Section 504 of the Rehabilitation Act of 1973, as amended, and do not have an IEP)

Each local education agency is required to determine appropriate educational programs for all students with disabilities who qualify under Section 504 of the Rehabilitation Act of 1973, as amended, by convening a knowledgeable group to evaluate and determine program needs. Therefore, decisions about the participation in each of the Standards of Learning assessments, the need for and selection of accommodations, or the non-participation in a Standards of Learning assessment are the responsibility of a 504 committee of similar composition. Each student's parent, legal guardian or surrogate parent must be a participant in these decisions. These decisions should be made during the 504 committee meeting which precedes the Standards of Learning assessment administration. If the decisions were not made, a 504 committee meeting must be held to address these issues prior to the test administration. The ramifications of the decision must be clearly explained to and understood by the student's parent, legal guardian, or surrogate parent and the student if appropriate. A student's 504 plan must specify the student's participation in each of the Standards of Learning assessments as follows:

- participation with no accommodations,
- participation with standard and/or non-standard accommodations, or
- non-participation in a Standards of Learning assessment with an explanation of why the student is not participating, a statement of the ramifications of the decision not to participate, and a description of how the student will be assessed in this area (see VI of this section, Non-Participation by Students With Disabilities in a Standards of Learning Assessment(s)).

IV. Determination of How Students with Disabilities Participate in the Standards of Learning Assessments

It is expected that all students with disabilities in grades 3, 5, and 8 as well as those enrolled in courses that have an end-of-course Standards of Learning test will participate in the Standards of Learning assessments. Only the student's IEP team or 504 committee may determine non-participation in grades 3, 5, and 8 (see VI of this section, Non-Participation by Students With Disabilities from a Standards of Learning Assessment(s)). Students with disabilities who participate in the Standards of Learning assessments will participate either with accommodations or without accommodations.

Decisions about participation in and how a student with a disability will be tested on the Standards of Learning assessments should be made independently for each Standards of Learning test. In determining how the student is to be tested on the Standards of Learning assessments, the IEP team or 504 committee must base its determination on the fact that the Standards of Learning assessments in grades 3, 5, and 8 measures content covered in previous grades.

NOTE: IEP teams and 504 committees will find the released Standards of Learning test items and the Standards of Learning test blueprints useful in comparing the information on the Standards of Learning assessments with the information covered in the classroom (found at www.pen.k12.va.us/VDOE/Assessment/home.shtml).

The IEP team or 504 committee, when determining how the student is to be tested on the Standards of Learning assessments, needs to consider the following questions:

1) Has the student received instruction in the content covered by the Standards of Learning assessment? (This question shall be repeated for each Standards of Learning assessment in the four content areas of English, mathematics, science, and history/social sciences in grades 3, 5, and 8) and/or

   Is the student enrolled in a course for which there is a Standards of Learning end-of-course test?

   - If yes, the student takes the assessment and the IEP team or 504 committee then considers the student's need for testing accommodations as indicated in question 2.
   - If no, the student should not be tested on this particular Standards of Learning assessment (see VI of this section, Non-Participation by Students With Disabilities in a Standards of Learning Assessment(s)).

   If the IEP team answers "no" for all Standards of Learning assessments in grades 3, 5 or 8, the IEP team shall refer to Virginia Alternate Assessment Program section to determine if the student meets the criteria to participate in the Virginia Alternate Assessment Program.

NOTE: The No Child Left Behind Act of 2001 requires that at least 95% of students with disabilities participate in state assessments that measure adequate yearly progress. These assessments are currently in the areas of reading/language arts and mathematics and will include science beginning in 2007-2008.

The IEP team or 504 committee must remember that there are approved substitute test(s) for end-of-course tests that may be used for earning verified credit (see Virginia Department of Education's document, Substitute Tests for Verified Credit, at www.pen.k12.va.us/VDOE/Assessment/home.shtml).

2) Does the student receive accommodations during instruction or classroom assessments in the content covered by the test?

   - If no, the student should take the assessment without any accommodations.
   - If yes, the IEP team or 504 committee should determine the accommodations needed by the student and document this decision on the student's IEP or 504 plan. Refer to V of this section,

Testing Accommodations for Students with Disabilities, to determine if an accommodation is either standard or nonstandard.

V. Testing Accommodations for Students with Disabilities

The IEP team or 504 committee has the responsibility for decisions about the need for and selection of accommodations for students with disabilities. Accommodations allow students with disabilities an equal opportunity to demonstrate their achievement. Typically, accommodations can be classified in the following categories: timing/scheduling, setting, presentation, and response. The use of accommodations by a student when participating in the Standards of Learning assessments must be

Standards of Learning Assessments

Standards of Learning TESTS (list test)	PARTICIPATION	ACCOMMODATIONS	If YES, List Accommodation(s)
	____ Yes ____ No	____ Yes ____ No	
	____ Yes ____ No	____ Yes ____ No	
	____ Yes ____ No	____ Yes ____ No	

Mark any nonstandard accommodation with an asterisk (*). These test scores will be reported as scores that result from a nonstandard administration.

EXPLANATION FOR NON-PARTICIPATION AND HOW THE STUDENT WILL BE ASSESSED
If no is checked for any test, explain in the space below why the student will not participate in this test, the impact relative to promotion or graduation, and how the student will be assessed in these areas.

determined individually for each Standards of Learning test and identified in the student's IEP or 504 plan. An example of how an IEP or the 504 plan may document the use of accommodations is:

Accommodations should be those the student needs and uses during classroom instruction and assessments as identified in the student's IEP or 504 plan. Accommodations should not be used only for participating in a Standards of Learning assessment(s). The student should be familiar with an accommodation because the use of an unfamiliar accommodation during testing may have a negative impact on the student's performance. Finally, an accommodation based solely on its potential to enhance performance beyond providing equal opportunity to perform is inappropriate.

Accommodations that allow a student to take the test in a different way without changing what the test is measuring are referred to as "accommodations which maintain standard conditions" or "standard accommodations." Accommodations that significantly change what a test is measuring and do not maintain standard conditions of the test are referred to as "nonstandard accommodations." Examples of both standard and nonstandard accommodations are listed below.

NOTE: Special procedures (see Appendix A) are to be followed for each of the following accommodations marked with an asterisk (*).

TIMING/SCHEDULING

Standard Accommodations

- time of day
- breaks during test
- multiple test sessions *
- order of tests administration

SETTING

Standard Accommodations

- preferential seating (e.g., at the front of the room or in a study carrel)
- small group testing
- individual testing (one-on-one)
- special lighting
- adaptive or special furniture
- test administered in locations with minimal distractions
- noise buffers
- hospital/home/non-school setting

PRESENTATION

Standard Accommodations

- Braille *
- large print *
- enlarging the answer document
- reading directions to students
- simplifying directions
- interpreting/transliterating directions (e.g., sign language, cued speech) *
- written directions to accompany oral directions
- clarifying directions
- reading of test items aloud (this is a nonstandard accommodation on the English: Reading test) *
- audio-tape version of test items (this is a nonstandard accommodation on the English: Reading test) *

- interpreting/transliterating (e.g., sign language, cued speech) test items (this is a nonstandard accommodation on the English: Reading test) *

- magnifying glass
- amplification equipment (e.g., hearing aid or auditory trainer)
- templates
- masks or markers to maintain place

Nonstandard Accommodations

- reading test items aloud on the English: Reading test *
- using audio-cassette version of the English: Reading test *
- interpreting/transliterating (sign language, cued speech) test items on the English: Reading test *

RESPONSE

Standard Accommodations

- student marks booklet and teacher/proctor transfer answers to answer sheet *
- student responds verbally, points, or indicates an answer and teacher/proctor marks answer sheet *
- abacus
- arithmetic tables (standard accommodation only if test allows a calculator)
- brailler *
- large diameter/ special grip pencil
- pencil grip
- word processor *
- typewriter *
- augmentative communication device *
- spell check (including spell checkers)
- spelling dictionary
- tape recorder (only for pre-writing activity to tape response for English writing test)

Nonstandard Accommodations

- dictation to a scribe (writing sample component of the English writing test only) *
- use of a calculator on Content Specific History (United States History to 1877, United States History: 1877 to Present, and Civics & Economics) mathematics test and on the computation section of the

Content Specific History (United States History to 1877, United States History: 1877 to Present, and Civics & Economics) mathematics test (calculators are not routinely supplied to all students)

Nonstandard Accommodations (cont.)

- use of arithmetic tables on Content Specific History (United States History to 1877, United States History: 1877 to Present, and Civics & Economics) mathematics test and on the computation section of the Content Specific History (United States History to 1877, United States History: 1877 to Present, and Civics & Economics) mathematics test (an arithmetic table is considered comparable to a calculator and calculators are not routinely supplied to all students)

- use of a calculator with additional functions to those routinely supplied to all students

If a student utilizes a nonstandard accommodation, the record of that score will be accompanied by a notation explaining that the score resulted from a nonstandard administration. A student with a disability, who has passed a Standards of Learning assessment utilizing any accommodation, including a nonstandard accommodation, has passed for all purposes including earning a verified credit.

NOTE: Questions about any accommodations not listed here and whether the accommodation results in a standard or nonstandard administration of the test should be directed to the local education agency's Director of Testing who will consult with Department of Education staff as needed. Accommodations that violate test security are not permitted.

VI. Non-Participation of Students with Disabilities in a Standards of Learning Assessment(s)

A. Standards of Learning Assessments for Grades 3, 5, and 8

Non-participation in a Standards of Learning assessment in grades 3, 5, and 8 should be considered only for students who have not received instruction in content covered by the Standards of Learning assessment. The IEP team or 504 committee must base its determination on the fact that the Standards of Learning assessments in grades 3, 5, and 8 measure content covered in previous grades.

If the IEP team or 504 committee determines that it is not appropriate for the student to participate in a Standards of Learning assessment, the consequences of this decision must be fully explained so that the student's parent, legal guardian, or surrogate parent and the student, if appropriate, understand the consequences. At the elementary and middle school level these consequences may include:

- The student will not have the opportunity to participate in the school's remediation recovery program, which is available to students who have not passed the English: Reading and/or mathematics Standards of Learning tests in grades 3, 5, and 8;
- Teachers, parents and the student will not receive the information on student progress contained in the Standards of Learning score reports; and
- The student may not have the opportunity to experience a Standards of Learning assessment prior to taking the assessments needed for graduation.

NOTE: The No Child Left Behind Act of 2001 requires that at least 95% of students with disabilities participate in state assessments that measure adequate yearly progress. These assessments are currently in the areas of reading/language arts and mathematics and will include science beginning in 2007-2008.

The following non-participation procedures and practices must be followed by the IEP team or the 504 committee:

1. The IEP team or 504 committee shall review the IEP/504 plan of each student with respect to participation in each of the Standards of Learning assessments.

2. The IEP team or 504 committee must document its determination that a student will not participate in a particular Standards of Learning assessment. This documentation shall include a statement of the reasons why a particular assessment is not appropriate for the student and how the student will be assessed in that area.

The following are not acceptable reasons for why a particular assessment is inappropriate:

- The student's disability;
- The belief that the student may fail the test;
- The belief that the student does not need this assessment to be promoted to the next grade or to graduate with an advanced studies diploma, a standard diploma, a modified standard diploma, a special diploma, or a certificate;
- The student is reading or is performing below grade level;
- The belief that the experience will be too stressful for the student;
- The student's behavior prohibits taking the test with a group; and
- The student has not mastered all of the curriculum that is covered on the 3rd, 5th, or 8th grade Standards of Learning assessments.

This documentation must be attached to or become part of the student's IEP or 504 plan and must indicate that the consequences of this decision have been fully explained to and understood by the student's parent, legal guardian or surrogate parent, or student, if appropriate, and that the parent's and student's due process rights have been explained.

3. a. **Students with a 504 plan** must participate in the Standards of Learning assessment in at least one of the four content areas at grades 3, 5, and 8.

   b. **Students with an IEP** must participate in the Standards of Learning assessment in at least one of the four content areas at grades 3, 5, and 8 or in the Virginia Alternate Assessment Program (VAAP). If the IEP team determines that a student will not participate in any of the Standards of Learning assessments, then the IEP team needs to determine if the student meets the criteria to participate in the VAAP (see Virginia Alternate Assessment Program section). If the student does not meet the criteria, then the student will participate in either the English: Reading or the mathematics test of the Standards of Learning assessment program at grades 3, 5, and 8.

If the parent, guardian, surrogate parent, or student requests non-participation in a particular Standards of Learning assessment, an IEP team or 504 committee will be convened to consider the request. The IEP team or 504 committee should document its deliberations and its decision relative to this request in the student's IEP or 504 plan.

B. Standards of Learning End-of-Course Assessments

Students with disabilities must take all applicable end-of-course Standards of Learning assessments if the student is enrolled in the course. Students who are auditing a course or being instructed in only part of the content and thus not enrolled do not take the Standards of Learning end-of-course assessment. In such cases, the course title and code should reflect the instruction being provided the student.

NOTE: There may be a small number of students with IEPs in grades 9-11 who will not be enrolled in any courses for which there is an end-of-course Standards of Learning assessment, will not be working towards an advanced studies diploma, standard

diploma, or modified standard diploma, and will not meet the criteria of the VAAP. For these students, the IEP team must document this on the IEP. This documentation must include a statement of why the VAAP is not appropriate for the student; how the student will be assessed; indicate that the consequences have been fully explained so that the student's parent(s) or the student understand the consequences; and indicate that parent's and student's due process rights have been explained.

If the parent, guardian, surrogate parent, or student requests non-participation in a particular Standards of Learning assessment, an IEP team or 504 committee will be convened to consider the request. The IEP team or 504 committee should document its deliberations and its decision relative to this request in the student's IEP or 504 plan.

VIRGINIA ALTERNATE ASSESSMENT PROGRAM

The Virginia Alternate Assessment Program (VAAP) is only for those students with disabilities who have an IEP and is considered only after the student has been considered for participation in each of the Standards of Learning assessments.

I. Who Should Be Tested

Only students with disabilities who are eligible under IDEA; have an IEP; and who meet the VAAP guidelines for participation will be assessed through the VAAP. Students with disabilities who have only a 504 plan are not eligible to participate in the VAAP.

II. Purpose of the VAAP Assessments

The purpose of the VAAP is to evaluate the performance of students who have traditionally been exempted from state assessment programs. Amendments to the Individuals with Disabilities Education Act (IDEA 1997) reflect the intent to extend educational accountability and reform to all students, including those with disabilities.

III. Role of the Individualized Education Program (IEP) Team
(For students identified under Individuals with Disabilities Education Act)

For all students with disabilities identified under IDEA, the individualized education program (IEP) is the management tool to ensure that they receive an appropriate education. The IEP process also ensures that each student's parent(s) is an active participant of the IEP team. Decisions about the participation in the VAAP assessment are the responsibility of the IEP team. These decisions should be made during the IEP team meeting that precedes the Standards of Learning assessment administration in grades 3, 5, 8 and 11. If decisions about participation in Virginia's accountability system are not reflected on the current IEP, an IEP meeting must be held to address and document these issues on the IEP prior to the test administration. The ramifications of these decisions made by the IEP team must be clearly explained so that the student's parent(s) and the student, if appropriate, understand the consequences. Additionally, parent(s) and student should be provided with an explanation of their due process rights.

IV. Determination if Students with Disabilities Participate in the VAAP

Only students with disabilities who have an IEP, who are in grades 3, 5, 8 and 11, and who are non-participants in all Standards of Learning assessments at that grade level (3, 5 and 8) or who are working toward educational goals other than those prescribed for a modified standard diploma, standard diploma, or advanced studies diploma (grade 11) are considered for participation in the VAAP. The IEP

team has the responsibility to determine and document that the student meets all of the following criteria by answering "yes" for each of the statements. If team members determine that the student does not meet a specific criterion, this indicates the student is not a candidate for alternate assessment and should be considered for appropriate participation in the Standards of Learning Assessments.

The IEP team should answer questions 1 – 4 for all students in elementary and middle school for whom the VAAP is being considered and should answer questions 1 – 5 for all students who are in high school for whom the VAAP is being considered.

Section 1

(Answer for all students being considered for the VAAP)

1. Does the student have a current IEP?

2. Does the student demonstrate impairments that prevent completion of curriculum based on the Standards of Learning even with program and testing accommodations? (*data sources: psychological evaluation, intelligence and achievement test, social adaptive behavior test results, observations from parents and teachers, social maturity data, curricular content, etc.*)

3. Does the student's present level of performance indicate the need for extensive, direct instruction and/or intervention in a life skills curriculum that may include personal management, recreation and leisure, school and community, vocational, functional academics, communication, social competence and motor skills to accomplish the application and transfer of life skills? (*data sources: informal and formal assessment results, checklists, data logs, work samples, structured or spontaneous observations from teachers and parents, measurable IEP goals, scheduling matrix, curricular content, list of necessary supports, etc.*)

4. Does the student require intensive, frequent, and individualized instruction in a variety of settings to show progress and acquire, maintain, or generalize life and/or functional academic skills? (*data sources: measurable IEP goals, scheduling matrix, instructional strategies effectiveness data, list of various inclusive settings, learning style inventory, etc.*)

Section 2

(Answer for all students in high school who are being considered for the VAAP)

5. Is the student working toward educational goals other than those prescribed for a modified standard, standard or advanced studies diploma program? (*data sources: list of diploma options and requirements, curricular content, measurable IEP goals, transition plan, parent and student discussion, etc.*)

If the answer to all questions 1 – 4 for all students in elementary and middle school for whom the VAAP is being considered is "yes", then the student participates in the VAAP. If the student does not meet a specific criterion, this indicates the student is not a candidate for alternate assessment and then the student will participate in either the English: Reading or the mathematics test of the Standards of Learning assessment program at grades 3, 5, and 8.

If the answer to all questions 1 – 5 for all students who are in 11th grade for whom the VAAP is being considered is "yes" then the student participates in the VAAP. There may be a small number of students with IEPs in grades 9-11 who will not be enrolled in any courses for which there is an end-of-course Standards of Learning assessment, will not be working towards an advanced studies diploma, standard diploma, or modified standard diploma, and will not meet the criteria of the VAAP. For these students, the IEP team must document this on the IEP. This documentation shall include a statement of why the VAAP is not appropriate for the student; how the student will be assessed; indicate that the consequences have been fully explained so that the student's parent(s) or the student understand the consequences; and indicate that parent's and student's due process rights have been explained.

Attachment A to Info. Supts. Memo No. 140

PROCEDURES TO FOLLOW IN PROVIDING STUDENTS WITH CERTAIN ACCOMMODATIONS ON THE VIRGINIA STANDARDS OF LEARNING ASSESSMENTS

INTRODUCTION AND OVERVIEW

This specifies procedures to be used when providing students with disabilities with certain accommodations on the Standards of Learning assessments.

ACCOMMODATION IN TIMING/SCHEDULING

Multiple Test Sessions

The Standards of Learning tests are not timed. However, some students may be unable to concentrate for a long period of time or may have short attention spans. For such a student, it may be advisable to divide up the test into segments which the student can accomplish and check over in one session/sitting; and to schedule these short sessions over several days. The student may not go back to a previous segment once the segment has been completed.

The direct-writing assessment must be conducted in one sitting. The session should be scheduled for a period long enough to accommodate the needs of the student.

ACCOMMODATIONS IN PRESENTATION

All students should be experienced in or provided training in the test format before attempting the test. This is best provided as part of regular instruction well in advance of the actual test administration.

Braille

A copy of the Braille tests will be provided in regular print to test examiners or proctors working with Braille readers. If needed, transcriber's notes will accompany the Braille booklets.

If the student's answers are recorded on a Braille answer sheet, the responses must be transcribed to the regular answer document by a school official qualified to transcribe Braille. The regular answer document and Braille answer sheet must be verified by a second school official to ensure that no errors in transcription occurred. The Braille answer sheet shall be retained on file in the office of the Division Director of Testing until the scores are received and verified.

Large Print

If the student marks the answers on an enlarged copy of the answer document, the student's answers must be transcribed to the regular answer document by a school official. The regular answer document

and large-print answer sheet must be verified by a second school official to ensure that no errors in transcription occurred. The large-print answer sheet shall be retained on file in the office of the Division Director of Testing until the scores are received and verified.

Interpreting /Transliterating Directions (e.g., sign language, cued speech)

Testing sessions for students who are deaf or have hearing impairment 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 interpreter's role and code of ethics prohibits answering questions directly). The test examiner, who must be present for the testing session, must read the test directions as presented in the Test Examiner's Manual aloud so that they can be interpreted/transliterated. Student questions must be directed to the test examiner and answered by him or her, and the interpreter/transliterator will communicate the response. The interpreter/transliterator should also communicate sample questions or test questions that are read aloud as part of the test directions.

Interpreting /Transliterating (e.g., sign language, cued speech) Test Items

The test examiner must be very careful when an interpreter/transliterator is used to interpret/transliterate test items so as 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. An interpreted/transliterated administration must be proctored. The test examiner and the proctor must verify in writing that the test administration was conducted according to the standardized procedures. This written verification shall be retained on file in the office of the Division Director of Testing until the scores are received and verified.

Reading of Test Items Aloud

The test examiner must be very careful when reading the tests aloud not to lead the student 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 audiocassette provides a taped version of the test instructions and test items. The examiner who is to read the tests aloud should consult the tape for the standard approach to reading the material. A printed test (either regular or large-print) or a Braille copy of the test should be used in conjunction with reading the test aloud in order to provide the student multi-sensory stimulation. Test items must be read in English.

For a read-aloud administration, an audiotape recording must be made of the entire testing session. The audio recording of the testing session shall be retained on file in the office of the Division Director of Testing until the scores are received and verified.

Audiotape Version of Test

This is the preferred type of read-aloud administration as it provides uniform administration statewide.

The student should have instructional experience with audiocassettes, such as using audiocassette versions of textbooks or taping lectures in class. Unless the student has experience with using audiocassettes, the audiocassette may cause more difficulty than assistance.

The audiocassette may be used in conjunction with a printed test (either regular or large-print) or a Braille test.

ACCOMMODATIONS IN RESPONSE

It is important to remember that even when accommodations are provided, all responses on the assessments should be the student's response, not one interpreted by others.

Student Marks Booklet and Teacher/Proctor Transfer Answers to Answer Sheet

When this accommodation is chosen, student responses must be transcribed to the regular answer document by a school official. The regular answer document and test booklet must be verified by a second school official to ensure that no errors in transcription occurred. The test booklet shall be retained on file in the office of the Division Director of Testing until the scores are received and verified.

Student Responds Verbally, Points, Uses Augmentative Device with Auditory Output, or Indicates an Answer and Teacher/Proctor Marks Answer Sheet

Students who are unable to respond to test items by marking the regular answer document, a Braille or large-print answer sheet, or in a test booklet may have a teacher/proctor record the answers. A audiotape must be made of the exchange. Student responses must be transcribed to the regular answer document by a school official. The regular answer document and audiotaped record must be verified by a second school official to ensure that no errors in transcription occurred. The audiotaped record shall be retained on file in the office of the Division Director of Testing until the scores are received and verified.

Brailler

Blind and low-vision students may use a Braille writer to write essays or record answer choices to multiple-choice questions on the Standards of Learning tests. Student responses must be transcribed to

the regular answer document by a school official 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 transcriber shall request the student to spell the English words. The regular answer document and Brailled material must be verified by a second school official to ensure that no errors in transcription occurred. The Brailled material shall be retained on file in the office of the Division Director of Testing until the scores are received and verified.

Word Processor, Typewriter or Augmentative Communication Device

This accommodation is available for students who are blind or have visual impairments, who do not read Braille, and students who have an orthopedic impairment, a specific learning disability or other disability that interferes with the composing process. It allows these students to use a typewriter, word processor, or augmentative communication device to complete the direct-writing assessment portion of the Standards of Learning writing tests. Only augmentative communication devices, which produce student responses verbatim, may be used. If the augmentative communication device produces an auditory output, it should be treated as dictation to a scribe (see next section). It must be documented that the student uses a typewriter, word processor, or augmentative communication device for his/her written work.

The typed or printed essay must be transcribed to the regular answer document by a school official. The regular answer document and student production must be verified by a second school official to ensure that no errors in transcription occurred. The student's production shall be retained on file in the office of the Division Director of Testing until the scores are received and verified.

Because the regular administration allows the use of a dictionary, 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. A document stating that the typed or printed essay is entirely the student's own, and that no "grammar checker" was used must be signed by the student, test examiner, and proctor, and filed with the student's permanent records.

Dictation to a Scribe

Writing Assessment only

The student will dictate (or use an augmentative communication device with auditory output) his/her response to the writing assessment in English to a second person (scribe) who will transcribe it. The session between the student and scribe must be recorded on audiotape and given to Division Director of Testing along with the transcription. The scribe, who should have experience working with the student, must format, capitalize and punctuate only as directed by the student. The scribe's transcription and taped record must be verified by a second school official to ensure that no errors in transcription occurred. The scribe's transcription and taped record shall be retained on file in the office of the Division Director of Testing until the established appeal period is over.

Sample Demographic Page of a Student Answer Document

Virginia
Standards of Learning Assessments

2004 – 2005
Answer Document

UNITED STATES HISTORY: 1877 TO THE PRESENT TEST

A STUDENT NAME			TEACHER
SCHOOL			SCHOOL DIVISION
GENDER	GRADE	DATE OF BIRTH	TEST DATE (Month/Year)

B LAST NAME | FIRST NAME | MI

C DATE OF BIRTH

MONTH	DAY	YEAR	
Jan			
Feb			
Mar	0 0	19	0 0
Apr	1 1	20	1 1
May	2 2		2 2
Jun	3 3		3 3
Jul	4		4 4
Aug	5		5 5
Sep	6		6 6
Oct	7		7 7
Nov	8		8 8
Dec	9		9 9

D GENDER
Female Male

E RACE/ETHNICITY
Grid Only One
- American Indian or Alaska Native
- Asian or Pacific Islander
- Black (Not of Hispanic Origin)
- Hispanic
- White (Not of Hispanic Origin)
- Native Hawaiian
- Unspecified

F GRADE
K 1 2 3 4 5 6
7 8 9 10 11 12

G STUDENT NUMBER

H LOCAL USE #1

I LOCAL USE #2

PLACE PRE-ID LABEL HERE

ISBN 999-8671-27-2

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Sample Demographic Page of a Student Answer Document

STUDENT NAME

Last Name	First Name

2004 – 2005
UNITED STATES
HISTORY:
1877 TO THE PRESENT
TEST

J MC FORM
6

K FIELD NOT USED

Q TITLE I / TAS
- Reading and Math
- Reading
- Math
- Science
- History

R STUDENT CATEGORY
- 1
- 2
- 3

W FIELD NOT USED

S LIMITED ENGLISH PROFICIENT
A B C

T SOA ADJUSTMENT
LEP Transfer

L FIELD NOT USED

M FIELD NOT USED

N A-CODE

O N-CODE

U X-CODE
A B C

X FIELD NOT USED

Y FIELD NOT USED

P AYP ADJUSTMENT
- A
- B
- C
- D

V DISABILITY STATUS GRID ONLY ONE

1	9	17
2	10	18
3	11	19
4	12	20
5	13	
6	14	
7	15	
8	16	

Z TESTING STATUS
1 2 3 4 5 6 7 8 9 10 11 12
GRID ONE BUBBLE ONLY

AA SPECIAL TEST ACCOMMODATIONS
1 2 3 4 5 6 7 8 9 10 11 12 13 17 18 20 21 22 23 27 A B

UNITED STATES HISTORY: 1877 TO THE PRESENT

SAMPLE
A B C D

1 A B C D	13 A B C D	25 A B C D	37 A B C D	49 A B C D
2 F G H J	14 F G H J	26 F G H J	38 F G H J	50 F G H J
3 A B C D	15 A B C D	27 A B C D	39 A B C D	
4 F G H J	16 F G H J	28 F G H J	40 F G H J	
5 A B C D	17 A B C D	29 A B C D	41 A B C D	
6 F G H J	18 F G H J	30 F G H J	42 F G H J	
7 A B C D	19 A B C D	31 A B C D	43 A B C D	
8 F G H J	20 F G H J	32 F G H J	44 F G H J	
9 A B C D	21 A B C D	33 A B C D	45 A B C D	
10 F G H J	22 F G H J	34 F G H J	46 F G H J	
11 A B C D	23 A B C D	35 A B C D	47 A B C D	
12 F G H J	24 F G H J	36 F G H J	48 F G H J	

TPC Reflective Bond ™ 67051 1 2 3 4 5 6 7 8 9 10 11 12 A B C D E

IMPORTANT NOTE: If any of the **Special Test Accommodations (AA)** are gridded, make sure that **Disability Status (V)** and/or **Limited English Proficient (S)** has also been marked.

Sample Demographic Page with Pre-ID Label

Virginia
Standards of Learning Assessments

2004 – 2005
Answer Document

UNITED STATES HISTORY: 1877 TO THE PRESENT TEST

A STUDENT NAME			TEACHER
SCHOOL			SCHOOL DIVISION
GENDER	GRADE	DATE OF BIRTH	TEST DATE (Month/Year)

B LAST NAME | FIRST NAME | MI

C DATE OF BIRTH

MONTH	DAY	YEAR
Jan		
Feb		
Mar	0 0	19 0 0
Apr	1 1	20 1 1
May	2 2	2 2
Jun	3 3	3 3
Jul	4	4 4
Aug	5	5 5
Sep	6	6 6
Oct	7	7 7
Nov	8	8 8
Dec	9	9 9

D GENDER
Female Male

E RACE/ETHNICITY
Grid Only One
- American Indian or Alaska Native
- Asian or Pacific Islander
- Black (Not of Hispanic Origin)
- Hispanic
- White (Not of Hispanic Origin)
- Native Hawaiian
- Unspecified

F GRADE
K 1 2 3 4 5 6
7 8 9 10 11 12

G STUDENT NUMBER

H LOCAL USE #1

I LOCAL USE #2

PLACE PRE-ID LABEL HERE

ISBN 999-8671-27-2

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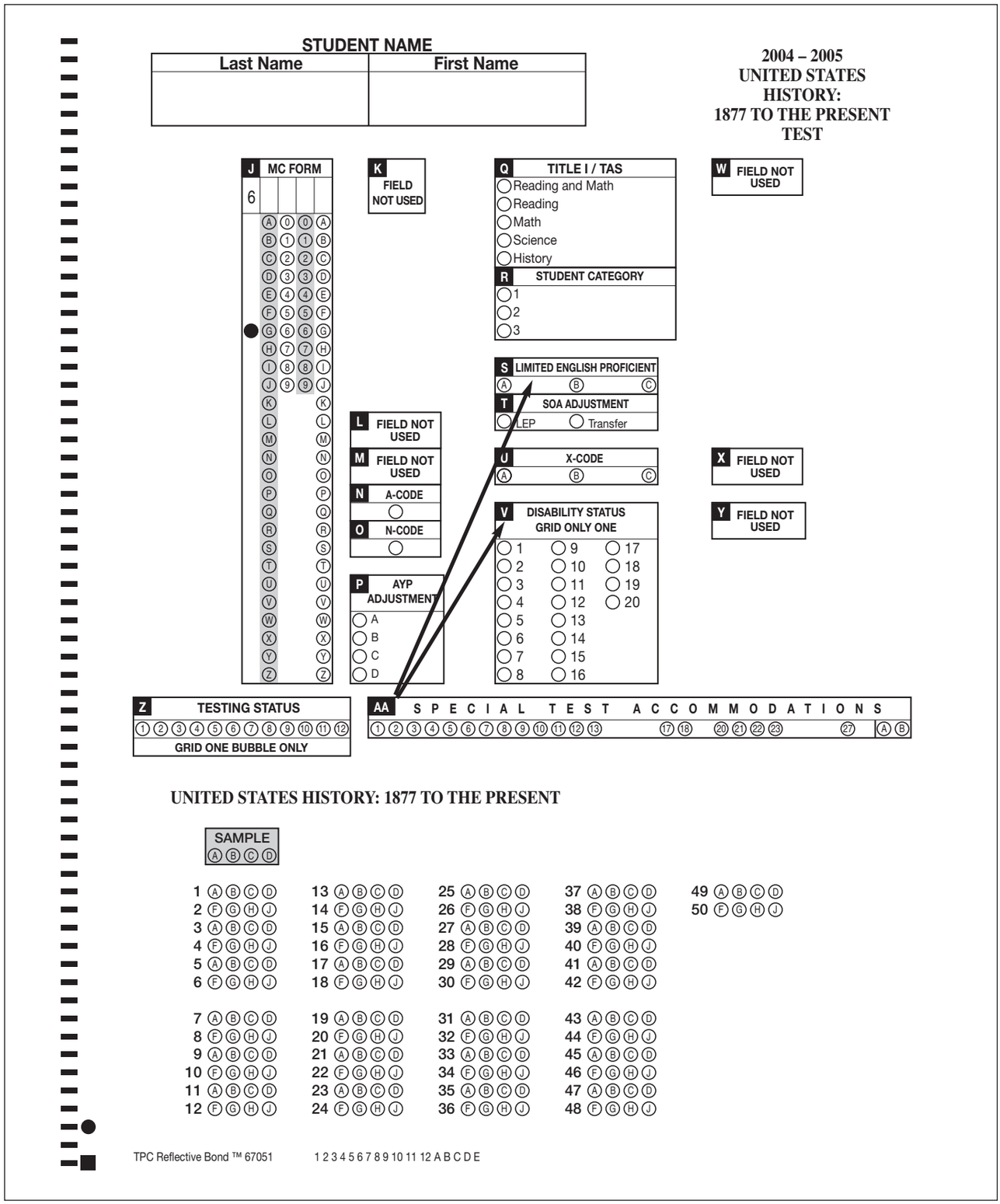
Sample Demographic Page with Pre-ID Label



IMPORTANT NOTE: If any of the **Special Test Accommodations (AA)** are gridded, make sure that **Disability Status (V)** and/or **Limited English Proficient (S)** grid has been included on the Pre-ID file **or** marked in Section S or V.

APPENDIX E

SPECIAL TEST ACCOMMODATIONS CODES
Content Specific History Tests

United States History to 1877
United States History: 1877 to Present
Civics & Economics

If a student utilizes a non-standard accommodation, the record of that score will be accompanied by a notation explaining that the score resulted from a non-standard administration. A student with an identified disability or identified as limited English proficient who has passed an SOL assessment utilizing any accommodation, including a non-standard accommodation, has passed for all purposes.

History and Social Science			
* LEP	** SWD	Answer document circle number	
✓	✓	1	flexible schedule (includes breaks during test and multiple test sessions)
✓	✓	2	group size
✓	✓	3	environmental modifications (e.g., special lighting, noise buffers, use of study carrel)
✓	✓	4	visual aids (e.g., magnifying glass, templates to show only one item at a time)
L	✓	5	amplification equipment (e.g., hearing aid or auditory trainer)
L	✓	6	large-print test
✓	✓	7	assistance with directions (i.e., simplifying or clarifying directions)
L	✓	8	increased size of answer circles (e.g., enlarged copy of answer document)
L	✓	9	Braille test / Braille answer document
✓	✓	10	reading in English of test items (except for *English: Reading*). If Plan calls for reading the English: Reading test aloud, see #14.
✓	✓	11	audiotape version of test items (except for *English: Reading*). If Plan calls for using audiotape version of test, see #15.
L	✓	12	interpreting (e.g., signing, transliteration) test items (except for English: Reading). If Plan calls for interpreting the English, see #16.
L	✓	13	communication board / pictorial presentation
		14	reading test items in English on the *English: Reading* — *Non-standard*
		15	using audiotape version of the *English: Reading* — *Non-standard*
		16	interpreting (e.g., signing, transliteration) test items on the *English: Reading* — *Non-standard*
✓	S	17	bilingual dictionary — *Non-standard*
✓	✓	18	mark in test booklet or student responds verbally
		19	math aids (e.g., abacus, manipulatives)
L	✓	20	large diameter pencil, special pencil, pencil grip
L	✓	21	respond by word processor, typewriter, Brailler
L	✓	22	augmentative communication device
L	✓	23	spelling aids: spelling checker, spelling dictionary
		24	tape recorder (pre-writing only)
		25	dictation in English to a scribe (direct writing sample only) — *Non-standard*
		26	use of calculator or arithmetic tables (gr 3 math and gr 5 math computation) — *Non-standard*
		27	other
		28	calculators with additional functions to those routinely supplied to all students (gr 8 math and science) — *Non-standard*
		A	Plain English Mathematics test
			Circle B is not available for any test.

■ Black squares in either column indicate accommodations that are not available for these tests. DO NOT GRID.

S Unless also identified as LEP, these accommodations are not available for students with disabilities. DO NOT GRID.

L Unless also identified as SWD, these accommodations are not available for LEP students. DO NOT GRID.

✓ These accommodations are available as needed.

* **LEP = Limited English Proficient** ** **SWD = Student with Disabilities**

APPENDIX F

Sample Test Booklet Package Cover Sheet

Virginia
Standards of Learning Assessments

United States History to 1877
SET # XXXXXX
Cover Sheet

NOTES TO EXAMINER:

- THIS PACKAGE CONTAINS THE FOLLOWING FORMS:

  5XXXX

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

  1. Count the number of test booklets contained in this package.

  2. Check the **one** box that is applicable and explain any discrepancy.

❑ There were **5** test booklets in this package.

❑ There were **NOT 5** test booklets in this package.
Discrepancy: _____
_____

3. Signature _____ Date _____

4. Return this cover sheet to the STC along with all enclosed test booklets immediately after the testing session has concluded.

PKG SIZE: 5

ISBN: 999XXXXXXX

These forms MAY be used for read-aloud administration.

This form may be photocopied.

APPENDIX G

VIRGINIA DEPARTMENT OF EDUCATION
STANDARDS OF LEARNING (SOL) ASSESSMENTS
MULTIPLE-CHOICE (NON-WRITING) TESTS
FALL 2004

TEST IRREGULARITY FORM

NOTE: The Web-based system for SOL testing irregularities is under development. Procedures for submitting test irregularities using the Web-based system will be provided at a later date.

Division Name _____

Division and School Code (e.g., 056-0221) _____

School Name _____

Date _____

Grade/Content (circle one)	MC Form No.	Subject
8 Content Specific History* EOC		

*** US History to 1877, US History 1877 to Present, Civics & Economics**

Directions to the Examiner and/or STC:
Describe the irregularity in the space below. Then the STC should forward this form to the DDOT for action. The STC must report testing irregularities to the DDOT within 24 hours of occurrence. **Include the name of each student involved in an irregularity that may require students to be retested with an alternate form.**

(PLEASE PRINT)

Description of Irregularity:

_____

_____

_____

_____

_____

Action Taken (to be completed by DDOT):

_____

_____

_____

_____

_____

Irregularity was forwarded to the Department of Education: NO YES _____
(Date)

Signature of STC: _____ **Date:**_____

Signature of DDOT: _____ **Date:**_____

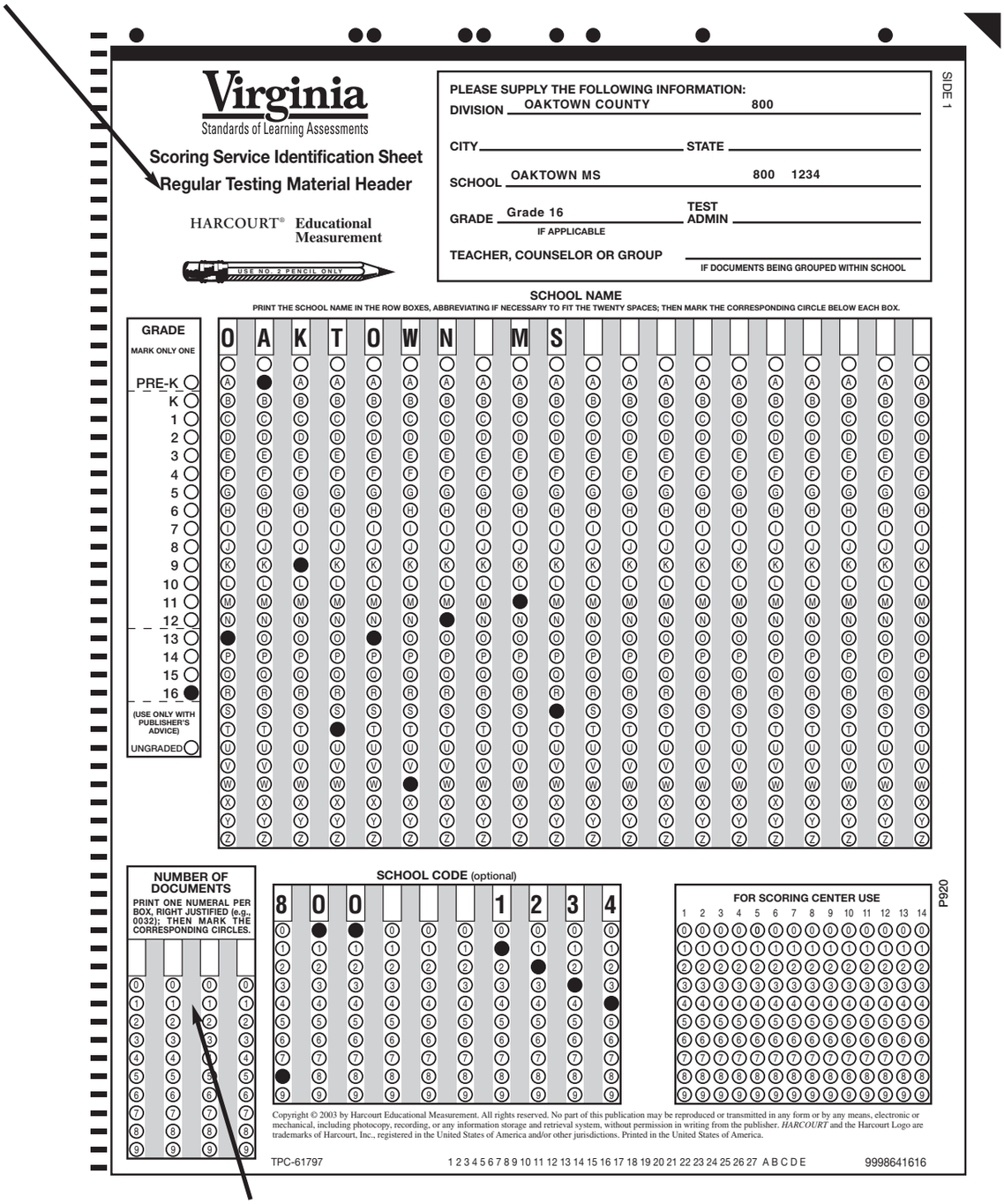
The DDOT will fax this form to the Virginia Department of Education, Division of Assessment and reporting, 804-371-8978.

This page may be photocopied.

APPENDIX H

SSID
SIDE 1

NOTE: During the transition from three SSID sheets to one SSID sheet, please note that the SSID sheets you receive for the Fall Administration will have Regular Testing Material Header printed at the top. However, this orange SSID sheet may be used for any bundle of answer documents, including Special Test Forms (Braille, large-print, and regular-audio), and administrations using the alternate form for irregularities that require retesting.



This section **MUST** be gridded prior to submission. Remember to include an answer document for every student enrolled, including those students who did not test.

APPENDIX I

STANDARDS OF LEARNING (SOL) ASSESSMENTS
Fall 2004

SOL MULTIPLE-CHOICE (Non-Writing) SPECIAL TEST FORMS CLASSROOM TRANSMITTAL DOCUMENT

For use by the STC when distributing Special Test Forms Kits to the Examiners prior to testing, and for use by the Examiner when returning Special Forms materials to the STC following testing.

SCHOOL NAME:_____

EXAMINER'S NAME:_____

	Subject	Regular Audio Kit	Braille Kit	Large-Print Kit	Kits Received		Kits Returned		Comments
					Quantity Received	EM's Initials [1]	Quantity Returned	STC's Initials [2]	
Gr. 8	Multiple-Choice								
	Plain English Math		NA						
Content Specific History	US History to 1877								
	US History: 1877 to Present								
	Civics & Economics								
End of Course	English: Reading								
	Algebra I								
	Geometry								
	Algebra II								
	VA/US History 1995 Standards								
	VA/US History 2001 Standards								
	World History I 1995 Standards								
	World History I 2001 Standards								
	World History II 1995 Standards								
	World History II 2001 Standards								
	World Geography 1995 Standards								
	World Geography 2001 Standards								
	Biology								
	Earth Science								
	Chemistry								

[1] Before test administration
[2] After test administration

After testing is completed, have each Examiner read the following statements and sign the "Examiner's Affidavit."

Examiner's Affidavit
1. I administered the Standards of Learning (SOL) Assessment _____ tests according to the directions in the *Examiner's Manual*.
2. I kept all materials secure when in my possession.
3. I did not conduct any inappropriate test preparation activities with students that would invalidate their performance or give them an advantage over other students.
4. I have read the statements above and understand that I am certifying that they are true.

Examiners are to sign only AFTER reading statements 1 — 4 above. _____
Examiner's Signature

NOTES for STC:
1. At the close of administration, this completed page must be forwarded to your DDOT where it will be kept on file.
2. This page may be photocopied.

APPENDIX J

SOL EXAMINER'S/PROCTOR'S TEST BOOKLET TRANSMITTAL FORM/AFFIDAVIT

Fall 2004 MULTIPLE-CHOICE (Non-Writing) Test

Division Name: _____ School: _____

Grade Level: _____

School Test Coordinators: Use this form to sign test booklets in and out to Examiners/Proctors in your school. List each Examiner's/Proctor's name in the far-left column. Use the second column to list the test booklet subject and the number of booklets assigned to each Examiner/Proctor. The Examiner/Proctor should initial the "Out" column when receiving test booklets. The STC must initial the "In" column at the end of the day when test booklets are returned. Both the Examiner/Proctor and STC should count or otherwise verify the number of booklets distributed before initialing this form.

EXAMINER'S/PROCTOR'S AFFIDAVIT: After testing is completed, have each Examiner/Proctor read the following statements and sign the "Examiner's/Proctor's Affidavit" column certifying the following:

1. I administered the Standards of Learning (SOL) Assessments Multiple Choice (Non-Writing) test according to the directions in the *Examiner's Manual*.
2. I kept all materials secure when in my possession.
3. I did not conduct any inappropriate test preparation activities with students that would invalidate their performance or give them an undue advantage over others.
4. I have read the statements above and understand that I am certifying that they are true.

Examiner's Name (Proctor's Name)	Test Booklet Subject and Quantity	OUT — EXAMINER'S/ PROCTOR'S INITIALS	IN — STC'S INITIALS	EXAMINER'S/PROCTOR'S AFFIDAVIT Examiners/Proctors are to sign in this column only AFTER reading statements 1–4 above.

NOTES TO STC: **1. At the close of test administration, this completed page must be forwarded to your DDOT who will keep it on file.**
2. This page may be photocopied.

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EXAMINER'S CHECKLISTS

Activities During Test Administration

- ❑ **1.** See that the demographic page of each student's answer document is completed correctly (Section 5.1).
- ❑ **2.** On each day that a test session is conducted, check out secure test materials and answer documents from your STC.
- ❑ **3.** Administer the test in adherence to the directions for each of the SOL Content Specific History *(United States History to 1877, United States History: 1877 to Present,* and *Civics & Economics)* tests (Section 5.2, and Section 5.3).
- ❑ **4.** Monitor students during testing (Section 5.2.4).
- ❑ **5.** Handle all testing irregularities (Section 5.2.5).

Activities After Test Administration

- ❑ **1.** Inspect students' answer documents for completeness, form number, damage, incomplete erasures, stray marks, etc., as described in Section 6.2.
- ❑ **2.** Complete Sections G, H, I, O, Q, R, S, T, V, Z, and AA for all students, both tested and not tested, who require special codes as described in Section 6.3.
- ❑ **3.** Complete Section Z, Testing Status, as described in Section 6.3.14. Complete an answer document for each student who did not take any of the Content Specific History tests.
- ❑ **4.** Complete an SSID sheet as described in Section 6.4.
- ❑ **5.** Prepare the bundle of answer documents as described in Section 6.5.
- ❑ **6.** Return **all** test materials to your STC as described in Section 6.6.
- ❑ **7.** Read and sign the *SOL Examiner's/Proctor's Test Booklet Transmittal Form/Affidavit* or *SOL Multiple-Choice (Non-Writing) Special Test Forms Classroom Transmittal Document* as described in Section 6.7.

1 2 3 4 5 6 7 8 9 10 11 12 A B C D E

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