Virginia

Standards of Learning Assessments

Fall 2004 Tests

Content Specific History

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

Grade 8

End-of-Course

English: Reading
Algebra I
Geometry
Algebra II
Virginia and United States History
World History I
World History II
World Geography
Biology
Earth Science
Chemistry

Manual for the Division Director of Testing

DDOT's Manual

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

Please make sure that all STCs and Examiners are aware that revisions have been made that apply to the Fall 2004 SOL test Administration as follows:

- No audits will take place in the fall administration.
- 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.
- Answer Documents – Make certain that the only answer documents distributed to students indicate the school year 2004-2005 in the upper left corner (Appendix F). The student demographic information will need to be completed on the front and back of the answer document.

  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 the lower left side of the answer document (Appendix F).

  - Section F - Grade - Circle "T" should be gridded for students not currently enrolled, but who had sufficient standard credits to graduate previously and who are returning to take the SOL test(s) for verified credit or to upgrade a diploma. See Section 4.8.1.
  - Section J – MC Form number should be gridded on the student's answer document for each one of the four content area tests that are administered in grade 8. When appropriate, this includes the form number for Grade 8 *Plain English Mathematics* test and/or special test forms.
  - Students eligible to take the grade 8 *Plain English Mathematics* test will use a separate test booklet. The students will use the same answer document to grid answers for *Plain English Mathematics* as the three other content area tests. In addition to gridding Section J – MC Form Math; Section AA – Special Test Accommodation, **circle A** must be gridded for Math.

    Grade 8 students who take the *Plain English Mathematics* test will receive their results in the same report as the other Grade 8 content area tests taken on the same answer document.
  - Leave Section J MC Form – History blank if a student is taking a Content Specific History *(U.S. History to 1877, U.S. History: 1877 to Present,* or *Civics & Economics)* test instead of the Grade 8 *History and Social Science* (cumulative) test; however; you should grid Section Z – Testing Code "8" for History.
  - Section O – N –Code – This section is to be completed for students who are classified as economically disadvantaged. A student is economically disadvantaged if he/she is (1) eligible for free or reduced-price lunch; (2) receives TANF (Temporary Aid for Needy Families); or (3) is eligible for Medicaid (Section 4.8.1).
  - Section S – Limited English Proficient (LEP) – This section should be gridded only if the student is classified as LEP; otherwise, leave blank. **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); **Grid circle C** for those students who are formerly LEP and have exited monitor status within the last two years (Section 4.8.1).
  - Section Y – Additional Test Codes /SELP – The circle for "SELP" should be gridded only for those Grade 8 students who are classified as LEP and were administered the SELP *(Stanford English Language Proficiency) Reading* subtest in the fall as a substitute for the Grade 8 SOL *English: Reading* test (this should not occur very often).
  - Section AA – Special Test Accommodations – The audiotape version of all SOL tests are available for students identified as limited English proficient and students with disabilities. Refer to Special Test Accommodations Codes, number 11 or 15, in Appendix G.
- Students may use a four-function, scientific, or graphing calculator for End-of-Course *Earth Science, Biology,* and *Chemistry* tests.
- For End-of-Course Mathematics tests *(Algebra I, Geometry,* and *Algebra II)*, the new graphing calculator, CASIO 9750G Plus series is an acceptable model type for use during testing. (Section 4.7)
- Term Graduate administrations are for students who will require their test scores early in order to graduate at the end of the fall semester. These students will take the same test form that is administered to other students. Term graduate answer documents should be bundled separately and returned to the scoring center as soon as possible in a separate shipment. (Section 6.5).

- 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. Additionally, the orange SSID sheets will be used for (4) term graduates, and (5) expedited retakes to bundle End-of-Course test forms and literacy and numeracy tests forms for modified standard diploma requirements.

  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.
- Contact Harcourt's Virginia Program Coordinator to order special situation or "quad 8888" SSID sheets (Section 6.2.4.1).
- If you have students who will be retaking SOL *Grade 8 English: Reading* and/or *Mathematics* for verification of numeracy and literacy requirements (Modified Standard Diploma) and/or End-of-Course tests under the Expedited Retake policy, be sure to order any materials you might need using the *Expedited Retakes: Division Secure Test Booklets* Order Form (Appendix V).

Carefully review this *DDOT Manua*l, as well as the *STC's* and *Examiner's Manuals*, for additional information, new wording on procedures, and other changes to instructions for the administration of the Fall 2004 SOL Assessments.

DDOT'S CHECKLIST

Activities Before Test Administration

- ❑ **1.** Carefully read this *DDOT's Manual*, as well as any directions from the Virginia Department of Education. Review the Fall 2004 Schedule of DDOT Activities (Section 2, Table 1) for all critical dates.
- ❑ **2.** Assist School Test Coordinators (STCs) in identifying students who will be tested (Section 4.1).
- ❑ **3.** Verify that all schools have established a testing schedule. Send schools' *Fall 04 SOL Test Dates and Times Forms* to Harcourt Assessment, Inc. according to deadlines in Section 4.2.
- ❑ **4.** Receive non-secure materials from Harcourt (Section 4.5). Send the *Division Verification of Receipt of Non-Secure Testing Materials and Reorder Form* to Harcourt no later than seven days after receipt of materials.
- ❑ **5.** Send the completed *SOL Division Test Security Agreement* (if applicable) to Harcourt no later than the end of the first week of the division's testing window (Section 4.4).
- ❑ **6.** Prepare all local instructions, including how student identification information will be completed on the answer documents and directions regarding the use of Student Number and Local Use fields (Section 4.8).
- ❑ **7.** Make sure that STCs understand how to complete answer documents for students who **should** take the SOL tests but **do not** take any of them (see *School Test Coordinator's Manual*, Section 4.9).
- ❑ **8.** Train all School Test Coordinators (Section 4.9).
- ❑ **9.** Receive secure materials from Harcourt (Section 4.10). Send the *Division Verification of Receipt of Secure Testing Materials and Reorder Form* to Harcourt **no later than** seven school days after receipt of materials (Section 4.10.2).
- ❑ **10.** Distribute secure SOL test booklets to each STC **no more than 96 hours** (four school days) prior to the date the school is to begin testing (Section 4.10.3).

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1. USE OF THIS MANUAL FOR THE FALL 2004 ADMINISTRATION

This *DDOT's Manual* describes procedures that you, as the Division Director of Testing (DDOT), should follow before, during, and after the administration of the Fall 2004 Standards of Learning (SOL) *Multiple-Choice (Non-Writing)* tests.

This manual includes the following information:

- test administration dates
- school division responsibilities for SOL testing;
- your responsibilities before, during, and after each testing session; and
- steps for organization and return of test materials to Harcourt Assessment, Inc. (Harcourt) after testing is completed.

You must familiarize yourself not only with this manual but also with the *School Test Coordinator's Manual* and the *Examiner's Manual* for each level being tested for Grade 8, Content Specific History *(United States History to 1877, United States History: 1877 to Present, Civics & Economics),* and End-of-Course subject areas. The *Examiner's Manuals* include specific directions for administering the SOL subject tests for each level. Remember that instructions for the administration of Special Test Forms are also contained in the *Examiner's Manual*. Take particular care to read all testing materials and to provide in-depth training to STCs in your division.

2. FALL 2004 SOL MULTIPLE-CHOICE (NON-WRITING) TEST SCHEDULE

Unlike the SOL *English: Writing* test that is administered statewide on specific dates, each school division is to administer these SOL tests within its own established "testing window." As the Division Director of Testing, you must work with each School Test Coordinator to establish dates and times for testing in her/his school and to ensure that all Test Examiners are advised of their school's specific test dates and times.

Each school's test schedule must allow opportunities for make-up sessions to be held prior to the close of the division's testing window. School Test Coordinators are responsible for arranging make-up administrations for all students who require them and who will be in attendance during the testing window — make sure that this is done in all schools. Testing dates, including make-up sessions, must allow for all scorable documents to be returned to you in time for the division to ship answer documents by the date(s) you reported to Harcourt.

For the Fall 2004 SOL *Multiple-Choice (Non-Writing)* tests, the schedule of your major activities as DDOT is presented in Table 1. Note that specific statewide dates cannot be given due to the variations in testing windows across divisions. **You must determine your division's specific activity dates based on the guidelines presented in this schedule**.

Table 1. Schedule of DDOT Activities

Activity	Fall 2004
Receive division overage of non-secure test materials from Harcourt (Section 4.5); and,	2½-3 weeks prior to testing window
Monitor schools' direct receipt of non-secure test materials (Section 4.6).	
Receive *School Verification of Receipt of Non-Secure Testing Materials and Reorder Form* from schools; and,	NO LATER THAN 5 days after receipt of materials
Fax *Division Verification of Receipt of Non-Secure Testing Materials and Reorder Form* to Harcourt (Section 4.5).	NO LATER THAN 7 days after receipt of materials
Receive schools' cartons of secure multiple-choice test materials and division overage of secure test materials (Sections 4.10.1 and 4.10.2).	2-2½ weeks prior to testing window
Receive optional Pre-ID labels, if ordered (Section 4.8.2).	Within 4-5 weeks of receipt at Harcourt of correctly formatted file
Complete your inventory of all secure multiple-choice test materials; and,	NO LATER THAN 7 days after receipt of materials
Fax *Division Verification of Receipt of Secure (Regular and Specials) Testing Materials and Reorder Form* to Harcourt (Section 4.10.2).	
Receive and inventory division's Special Test Forms materials, (audiotapes, Braille, large-print test kits), if ordered. (Section 4.10.4)	2-2½ weeks prior to testing window
Send completed *SOL Division Test Security Agreement* (if applicable) to Harcourt (Section 4.4).	NO LATER THAN end of first week of testing window
Oversee your division's administration of the SOL tests* (Section 5).	Testing windows set by division
Ship **scorable answer documents** to **Iowa City, Iowa** (Section 6.1–6.6).	NO LATER THAN the date(s) reported to Harcourt
Ship **non-scorable test booklets** to **San Antonio, Texas** (Section 6.7–6.8), except those being retained for use with expedited retakes.	NO LATER THAN 10 school days after the end of testing window
Ship all Braille and large-print test booklets, Examiner copies and audiotapes to Harcourt (Section 6.9).	According to instructions received with materials
Forward the SOL *School Division Affidavit* to the Virginia Department of Education (Section 6.11).	NO LATER THAN 2 weeks after end of testing window

*Students who are absent on test dates should be provided with an opportunity during the make-up period to take the test(s) they missed. You will be responsible for ensuring that all schools arrange sufficient and appropriate make-up administrations and that all scorable documents are returned to you in time for shipment no later than the date(s) reported to Harcourt.

3. SCHOOL DIVISION RESPONSIBILITIES FOR SOL TESTING

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

- Division Director of Testing (DDOT)
- 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

As the Division Director of Testing (DDOT), you will serve as the point of contact between the school division and the Virginia Department of Education. You will be responsible for ensuring that all procedures required for the SOL *Multiple-Choice (Non-Writing)* tests are implemented within the division.

School Test Coordinator

Each school has designated one person as the School Test Coordinator (STC) who serves as the point of contact between the school and your office. Each STC is responsible for ensuring that all procedures required for the SOL *Multiple-Choice (Non-Writing)* tests are implemented within the school and for maintaining the security of test materials. STCs are to take particular care in reading all testing materials and to provide appropriate and effective training to Examiners in their schools. Any questions the STC has regarding the SOL *Multiple-Choice (Non-Writing)* tests are to be directed to you.

Test Examiner

The Test Examiner (Examiner) is responsible for administering the SOL *Multiple-Choice (Non-Writing)* test(s) according to the procedures contained in the *Examiner's Manuals* and for maintaining the security of test materials.

4. SPECIFIC DUTIES OF THE DDOT: BEFORE TESTING

Before testing, review this manual, the *School Test Coordinator's Manual,* and the *Examiner's Manuals* so that you are familiar with the responsibilities of all parties. Provide training to your division's STCs based on the information in these manuals and in other pertinent sources.

4.1 Work with STCs to Identify Students to Be Tested

The Fall 2004 administration of the SOL *Multiple-Choice (Non-Writing)* tests is designed to accommodate the following groups of students:

1. Students who will complete Grade 8 classes in the fall semester.
2. Students who will complete Content Specific History (United States History to 1877, United States History: 1877 to Present, and Civics & Economics) classes in the fall semester).
3. Students who will complete the following credit-bearing classes in the fall semester:
   - High school English classes which have covered the grades 9-11 English SOL (the *English: Reading* test)
   - Algebra I
   - Geometry
   - Algebra II
   - Virginia and United States History
   - World History I
   - World History II
   - World Geography
   - Biology

- Earth Science
- Chemistry

4. Students in the ninth-grade class of 2000-2001 and below who want to retake an End-of-Course SOL test that they failed. These students do not have to be enrolled in a course to take a test. Their participation is optional.
5. Students in grades 9-12 for the 2004–2005 school year who are pursuing a modified standard diploma may take the grade 8 *Mathematics* or *English: Reading* test to meet the literacy and numeracy requirements for this diploma. Students achieving a scale score of 299 on the Grade 8 *English: Reading* test should be considered to have met the literacy requirements of the modified standard diploma. Students achieving a scale score of 360 on the Grade 8 *Mathematics* test should be considered to have met the numeracy requirements of the modified standard diploma. The adjusted cut scores may be applied retroactively so that students who achieved the required scale scores in previous test administrations may be considered to have met the literacy and numeracy requirements of the modified standard diploma. NOTE: This provision does NOT affect the score required to pass the Grade 8 *English: Reading* or *Mathematics* tests; the required scale score to pass these tests remains at 400. Students taking the Grade 8 *Plain English Mathematics* test must also achieve a scale score of 400 to meet the numeracy requirement for the modified standard diploma.
6. Students who have participated in remediation recovery programs may retake the SOL tests as follows:
   - Grade 9 students may retake the Grade 8 *English*: *Reading* test and/or *Mathematics* test.
   - Students who have failed an End-of-Course *Mathematics* test may retake the failed test.

Grade 8 students who have disabilities or who are limited English proficient (LEP) are expected to take the SOL tests unless it is clearly not in the best interest of the student. LEP students who are scheduled to receive credit for a course that has an accompanying End-of-Course test must take the SOL EOC subject test. Similarly, students with disabilities who are scheduled to receive credit for a course that has an End-of-Course test must take the SOL test. Determination as to how students with disabilities and LEP students will participate in the SOL *Multiple-Choice (Non-Writing)* tests should be made in accordance with the following guidelines:

- *Limited English Proficient Students: Guidelines for Participation in the Standards of Learning Assessments* (in Appendix B of this manual)
- *Guidelines for the Participation of Students with Disabilities in the Assessment Component of Virginia's Accountability System* (Appendix C)

Eligible LEP students may take the Grade 8 *Plain English Mathematics* test. Students with disabilities may also qualify for this test based on their Individualized Education Plans (IEPs) or 504 management plans. See Appendix B.

Please review the students' IEPs or 504 management plans carefully and provide STCs with information about whom they should contact within your division if they have questions about applying the guidelines. If you have any questions, please call the staff of the Division of Assessment and Reporting at (804) 225-2102.

NOTE

Students who have passed the coursework for Virginia and U.S. History, World History I, World History II, or World Geography, but failed the respective SOL End-of-Course test prior to fall 2004 are eligible to retake the test for verified credit. However, the test forms that measure the 1995 standards must be administered to students who have been taught the 1995 standards. While some of the test forms for the 1995 history standards have more test items than test forms measuring the 2001 history standards, a subject specific answer document has been distributed for use with both versions of the test. Answer documents have sufficient spaces for students to grid their responses for the longer version of the test. These test forms are packaged and shipped separately, and the cover sheets are clearly marked with a watermark.

4.2 Schedule Testing Sessions

All test sessions for your school division must be scheduled within the division testing window you provided to Harcourt Assessment, Inc. Should you need to adjust your testing window, please inform Harcourt immediately.

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

In setting times for testing and for make-up sessions, the STCs must take into consideration that the SOL assessments are untimed tests. Approximately 75 minutes per test is expected to be a typical testing time. Some students will take longer; some students will finish early. Students should be afforded as much time as they need to complete each test.

NOTE

Though the Standards of Learning Assessments are untimed, each test is to be completed in one school day. Additionally, students may not leave the testing site and subsequently return to finish the test unless their absence from the site is closely monitored to prevent interaction with other students and/or exposure to educational materials. Make sure that STCs have scheduled testing sessions so that they begin early enough to allow students reasonable amounts of time to complete the test before lunch or before the end of the school day.

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

NOTE

Make sure that STCs' plans for alternate testing sites include appropriate test security precautions. If students must be moved to an alternate location to complete their tests, their test booklets and answer documents must be collected **by an Examiner or Proctor prior to the move** and redistributed only after the students are settled in the new site. While in transit, students must not be allowed to discuss the test with anyone or have access to educational materials.

The administration of SOL tests must take precedence over other scheduled school activities. The test administration should not be interrupted by a fire drill or by other school functions. If testing is delayed or interrupted by inclement weather or some other emergency, assist the STC in revising the schedule.

Make sure that each school provides students with advance notice of the test date(s) and schedule.

If a change must be made to a school's testing schedule after the *Fall 04 SOL Test Dates and Times Forms* have been submitted, notify your Harcourt Virginia Program Coordinator **immediately** by faxing, toll-free, 1-(800) 547-2059, or E-Mail to virginia_sol@harcourt.com.

4.3 Review Procedures for Ensuring Test Security

Each school division must ensure the security and accountability of all test materials from the time of receipt until all testing is completed. Secure test materials will be shipped and addressed to you, and upon their delivery you will have primary responsibility for their security. Refer to information included in all of the SOL manuals for security procedures pertinent to the receipt, inventory, distribution, and storage of test materials. Security procedures must be followed to ensure complete test security.

If SOL tests will be administered to students who are homebound, be sure that STCs understand the procedures for maintaining security of all test materials. Sign-in and sign-out procedures and security forms must be used.

WITHOUT EXCEPTION, all copies of the secure test booklets, including audiotape versions and used answer documents, must be kept in secure, locked storage at all times when they are not in use in an actual testing session.

4.4 Complete the *SOL Division Test Security Agreement*

Both you and your division's Superintendent must complete, sign, date, and return the *SOL Division Test Security Agreement* to Harcourt **by the end of the first week of the division's testing window.** The agreement, which may be photocopied, is found in Appendix A of this manual.

Please return your completed *SOL Division Test Security Agreement* to the attention of Harcourt's Virginia Program Coordinator by **toll-free fax** at 1-800-547-2059. If you prefer, you may mail the agreement to:

Virginia Program Coordinator, Contract Program Management
Harcourt Assessment, Inc.
P.O. Box 708911
San Antonio, TX 78270-8911

NOTE

If your school division administered the Fall 2004 SOL *English: Writing* test, it is not necessary for you to complete another *Division Test Security Agreement.*

4.5 Receive and Verify the Division Overage of Non-Secure Test Materials

This shipment of non-secure test materials will be delivered to you 2½-3 weeks in advance of your testing window. It will include your Fall 2004 *Multiple-Choice (Non-Writing)* test DDOT Kit, copies of administration manuals for you and your staff, and, in case they are needed by any of the schools in your division, overage quantities of non-secure test materials. The cartons in this overage shipment will be numbered sequentially: "1 of X," "2 of X," and so on.

Specifically, the following non-secure materials will be included in the division overage:

- grade - and subject-specific *Examiner's Manuals*
- *School Test Coordinator's Manuals*
- grade - and subject-specific answer documents

- *Mathematics* formula sheets (Grade 8, *Algebra I*, *Geometry*, and *Algebra II*)
- Periodic Tables of the Elements (Chemistry)

Your DDOT Kit will include the following components:

- a cover letter and *Division Verification of Receipt of Non-Secure Testing Materials and Reorder Form* (also in Appendix D of this manual)
- three *Division Master File Sheets*, one for multiple-choice Grade 8, one for Content Specific History tests *(United States History to 1877, United States History: 1877 to Present, Civics & Economics)* and one for End-of-Course tests (all three to be returned with scorable answer documents to the Scoring Center)
- a copy of each school's packing list for the shipment of non-secure test materials it will receive from Harcourt
- **yellow** labels for Multiple-Choice* and UPS "Next Day Air" shipping labels for your shipment of Grade 8 **scorable answer documents**
- **pink** labels for Content Specific History *(United States History to 1877, United States History: 1877 to Present, Civics & Economics)* and UPS "Next Day Air" shipping labels for your shipment of End-of-Course **scorable answer documents**
- **red** labels for EOC* and UPS "Next Day Air" shipping labels for your shipment of End-of-Course **scorable answer documents**
- **green** labels and UPS "GroundTrac" labels for return of **non-scorable secure materials**
- extra paper bands
- Optional Scoring Services (OSS) Order Form

Verify **no later than 2 days after receipt of materials** that the quantities of all materials received in this shipment match those listed on the division-level packing list in box #1 of the shipment. If this overage shipment appears incomplete in any way, call your Harcourt Virginia Program Coordinator (see Appendix Y) or e-mail the information to virginia_sol@harcourt.com.

Separate *Division Verification of Receipt Forms* will be used for non-secure and secure test materials.

Even if no additional non-secure test materials are needed, the *Division Verification of Receipt of Non-Secure Test Materials and Reorder Form* must be returned to Harcourt Assessment, Inc.

Retain all dual-purpose cartons in which materials are shipped because they can be used to return answer documents to the Scoring Center.

4.6 Monitor Schools' Receipt of Non-Secure Test Materials

Each school's SOL non-secure test materials will be shipped by Harcourt directly to the attention of the School Test Coordinator. These shipments are to be delivered to each school at approximately the same time that you receive your shipment of non-secure materials.

Each school's shipment of non-secure materials includes the following:

- *School Verification of Receipt of Non-Secure Testing Materials and Reorder Form* (in Appendix E of this manual and attached to the shipment's cover letter)
- grade - and subject-specific answer documents (in packages of 25)
- grade - and subject-specific *Examiner's Manuals* (which include the specific directions for administration of the SOL Regular Forms and Special Test Forms)
- *Mathematics* formula sheets (Grade 8, *Algebra I, Geometry*, and *Algebra II*) and Periodic Tables of the Elements (*Chemistry*), if appropriate for your school enrollments

- *School Test Coordinator's Manual*
- *Fall 04 SOL School Master File Sheet(s)* one for multiple-choice Grade 8, Content Specific History *(United States History to 1877, United States History: 1877 to Present, Civics & Economics)* and one for End-of-Course, listing the tests being administered in each school.
- school-specific Scoring Service ID (SSID) Sheets (headers)
- paper bands.

STCs are instructed in the *School Test Coordinator's Manual* to verify receipt of these materials and to request any additional materials from you **immediately upon their receipt of this shipment.** STCs will use the *School Verification of Receipt of Non-Secure Testing Materials and Reorder Form* (see the sample in Appendix E) to confirm receipt and request additional materials if necessary. No later than 1½ weeks prior to your testing window, contact any STC who has not yet verified receipt of the shipment of non-secure materials.

Contact Harcourt's Virginia Program Coordinator to order a special situation or "quad 8888" SSID sheet. (Quad 8 headers are used for students placed outside of the school division under the Comprehensive Services Act or by Social Services.)

Fill requests for additional materials using material in your overage shipment. If requests for additional materials cannot be filled from your division overage, reorder additional materials from Harcourt using the *Division Verification of Receipt of Non-Secure Testing Materials and Reorder Form* in Appendix D.

Even if there are no discrepancies and you do not need any additional materials, you must still return Section 1 of this form to Harcourt to verify receipt.

4.7 Ensure Distribution and Availability of Test Manipulatives

Test manipulatives listed in Table 2 are stored in the school division. If you have not already distributed these manipulatives to the schools in your division, you must do so before testing is to begin. Make sure that STCs are aware of the information included in the *School Test Coordinator's Manual* and the *Examiner's Manuals* regarding the use of test manipulatives and that they include it in their training of Examiners.

Table 2. Test Manipulatives

Grade/Subject	Manipulatives Allowed
8	• *Mathematics:* metric/standard ruler, 4-function calculator, formula sheet • *Science:* metric/standard ruler, 4-function calculator
Algebra I	• metric/standard ruler, graphing calculator, formula sheet
Geometry	• metric/standard ruler, graphing calculator, compass, formula sheet
Algebra II	• metric/standard ruler, graphing calculator, formula sheet
Earth Science	• metric/standard ruler, 4-function, scientific, or graphing calculators
Biology	• metric/standard ruler, 4-function, scientific, or graphing calculators
Chemistry	• metric/standard ruler, 4-function, scientific, or graphing calculators, Periodic Table of the Elements

These guidelines should be followed when addressing calculator use on the Standards of Learning tests:

- Students should be familiar with the calculator they are to use. Do not let testing time be the first time a student uses a calculator.
- Either a school-owned or student-owned calculator may be used on the test.
- For the Grade 8 *Mathematics* and *Science* tests, any four-function calculator (i.e., add, subtract, multiply, and divide), including one with percent, square root, and +/− functions, may be used. Calculators having any additional functions (e.g., sine, cosine, fraction to decimal, decimal to fraction) or algebraic operating systems (AOS), and graphing and scientific calculators **may not** be used by students taking any of these tests.
- Students may use four-function, scientific, or graphing calculators on the End-of-Course *Science* tests.
- The Standards of Learning require the use of graphing calculators on the SOL End-of-Course tests for *Algebra I, Geometry,* and *Algebra II.* Make sure STCs and Examiners are aware that the graphing calculator's memory must be reset prior to test administration, clearing all memory contents not built into the calculator by the manufacturer. In addition, Examiners should verify that the graphing calculators are in the correct mode prior to administration. Students may not use four-function or scientific calculators on the End-of-Course *Mathematics* tests.

NOTE

For EOC *Mathematics* tests, acceptable graphing calculator model types are: CASIO 9750G Plus Series, CASIO 9850G, CASIO 9850G Plus, TI-82, TI-83, TI-83 Plus, or TI-84 Plus. Two of these model types (CASIO 9850G Plus and TI-83) have been provided to school divisions for use in meeting the requirements of the Standards of Learning. Since many school divisions have been using the earlier model types (CASIO 9850G and TI-82) in instruction prior to receiving the state's shipment, their use is also allowed on the SOL EOC *Mathematics* tests.

Items on the Standards of Learning EOC *Mathematics* tests are designed to be calculator-neutral or calculator-inactive. Calculator-neutral items are those that can be solved correctly without a graphing calculator, although the use of one may be helpful. Calculator-inactive items are those in which there is **no** advantage to using a calculator.

4.8 Prepare Local Instructions

The following issues should be addressed in your local instructions:

4.8.1 Coding of student demographic information

The demographic pages of the answer documents include new sections effective with the Fall 2004 Administration. Samples of the demographic pages are in Appendix F and are also printed in the *School Test Coordinator's Manual* and the *Examiner's Manuals.* Review the information below and ensure that STCs are aware of all required student demographic information that is to be completed on the answer documents.

Sections A, B, C, and D

Do not complete these sections if your school ordered pre-ID Labels.

These sections for student name and other identifying information, date of birth, gender, and grade may be gridded by the students themselves, but to enhance accuracy, you may direct your STCs to ask that they be completed by Examiners or other adults before testing.

Section E — RACE/ETHNICITY (Only to be used if NOT utilizing Pre-ID labels)

Students, Examiners, or other adults may complete this section. Students with origins in the Pacific Islands may choose to code Pacific Islander or Native Hawaiian. An "unspecified" bubble has been added to the grid which may be used for students with a multi-ethnic background. A student who does not identify with one of the other race/ethnicity groups may choose to complete the "unspecified" bubble. (Refer to Table 1 in the *Examiner's Manuals*). If students object to completing this section, it may be left blank.

Section F — GRADE

Do not grid Section F - Grade if your school ordered Pre-ID labels. Otherwise, the student's grade may be gridded by the student. To enhance accuracy, you may request that the student's grade is gridded by the Examiner or another adult.

NOTE

Section F, Grade, Circle T should be gridded for students not currently enrolled, but who already have sufficient standards credits to graduate and who are returning only to retake an End-of-Course SOL test for verified credit or to upgrade a diploma. Circle T should be completed by an examiner or another adult.

Section G — STUDENT NUMBER

If this section is to be completed, ensure that STCs understand the procedures involved. All 12 positions will be read and carried in the student number field. Be sure to give instructions regarding right or left justification and/or using zeros to fill all 12 positions to ensure properly formatted student numbers as needed for your division.

Section H — LOCAL USE #1 and Section I — LOCAL USE #2

If these sections are to be completed, ensure that STCs understand the procedures involved. Local Use #1 may be used at the division's option. Local Use #2 should be used only if the Re-Rostered Reports are to be ordered on the Optional Scoring Services (OSS) Order Form. Local Use #2 must be used for the next term's school building code number. If the code you enter in this field has less than four digits, you must enter zeros in the remaining spaces so that your local code can be read correctly by Scoring Services. Data will be carried on the electronic formats.

Section J — MC FORM

Students, Examiners, or other adults may complete this section.

Section J, MC Form, is to be completed with the form number of the multiple-choice test booklet the student is administered.

On Grade 8 answer documents, grid the form number for each one of the four content area tests that is administered. When appropriate, this includes the form number for the Grade 8 *Plain English Mathematics* test and/or special test forms. The "8" is pregridded for each section of Section J-MC Form on the Grade 8 answer documents.

Students eligible to take the Grade 8 *Plain English Mathematics* test will use a separate test booklet. The student's same answer document will be used to grid answers for *Plain English Mathematics* as the three other content area tests. In addition to gridding Section J - MC Form "Math", Section AA - Special Test Accommodation, **circle A** must be gridded for math.

Leave Section J MC Form - "History" blank if a student is taking a Content Specific History *(U.S. History to 1877, U.S. History: 1877 to Present*, or *Civics & Economics)* test

instead of the Grade 8 *History and Social Science* (cumulative) test; however, you should grid Section Z - Testing Code "8" for History. Students taking a Content Specific History test will use a separate test booklet and a separate answer document. Students will receive their results in a separate score report.

On Content Specific History answer documents, a "5" is pregridded for *United States History to 1877*, a "6" is pregridded for *United States History: 1877 to Present*, and a "7" is pregridded for *Civics & Economics*, and the rest of the grid should be filled in with the remainder of the form number that is printed on the front cover of the test booklets.

On End-of-Course answer documents, a "1" is pre-gridded, and the rest of the grid should be filled in with the remainder of the form number that is printed on the front cover of the test booklets.

Following each administration, Examiners should verify that the test form numbers gridded in Section J matches the test booklet which bears that student's name.

Correct completion of Section J (MC Form) is essential for correct and accurate scoring.

Section K — FIELD NOT USED

Nothing should be marked in Section K.

Section L — HISTORY AND SOCIAL SCIENCE ONLY (Grade 8 Only)

This section must be completed for Grade 7 students who are taking ONLY the Grade 8 *History* (cumulative) test. If this grid is completed, it is not necessary to complete Section Z, Testing Status, to indicate why the other Grad 8 tests were not taken.

Section M — SUBSTITUTE TEST (End-of-Course Only)

This section is to be completed only for students who were administered a substitute test instead of a corresponding SOL End-of-Course test. Refer to the subject-specific, End-of-Course *Examiner's Manuals* for a list of substitute tests. If Section M is completed, there is nothing to be gridded in Section Z, Testing Status.

Section N — A–CODE (Grade 8 Only)

This section is to be completed for students who have been exempted from the Grade 8 SOL test and are participating in the Virginia Alternate Assessment Program (VAAP). If Section N is completed, there is no need to complete Section Z, Testing Status, to explain why the student was not tested.

Section O — N–CODE

This section is to be completed for students who are classified as economically disadvantaged. A student is economically disadvantaged if he/she (1) is eligible for free or reduced-price lunch, (2) receives TANF (Temporary Aid for Needy Families), or (3) is eligible for Medicaid.

Section P — AYP ADJUSTMENT

NOTE: Section P, AYP Adjustment, does not apply to the *History/Social Science* tests.

This field has been added to collect data pertinent to the *No Child Left Behind Act of 2001.* Grid the appropriate circle (**one only of A,B, or C**) in Section P if the student meets the criteria that follows:

Circle A — Transfer from within division

- Student was enrolled in the division on or before September 30 of the school year and has been enrolled in the division continuously as of the date of testing. The student transferred from one school to another **within** the division during this time period.

Circle B — Transfer from outside division *(from within the state)*

- Student was enrolled in Virginia public schools on or before September 30 of the school year and has been enrolled in the Virginia public schools continuously as of the date of testing. The student transferred from one division to another **within** the state during this time period.

Circle C — Transfer from outside state

- Student was **not** enrolled in the Virginia public schools on September 30 of the school year and/or has **not** been enrolled in the Virginia public schools continuously as of the date of testing.

Circle D — Students Classified as LEP and in the U.S. less than one year

Before gridding Section P, Circle "D," review the updated definition carefully for LEP students.

- Grid Circle D for students who are classified as Limited English Proficient (level 1, level 2, level 3, level 4, monitor year 1 or monitor year 2) and who have been enrolled in the U.S. schools for less than one year. This would include LEP students who enrolled in a U.S. school after the first day of school for the 2004–2005 school year.

Section Q — TITLE I/TAS

For students attending schools with schoolwide Title I programs, Section Q should not be completed.

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.

Section R — STUDENT CATEGORY

Complete 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.

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 students 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)]			

Section T — SOA ADJUSTMENT

Grid this circle 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 T **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 following criteria:

- Grade 8 and Content Specific History – 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

- Grade 8 and Content Specific History – 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 fall semester

OR

- End-of-Course: students enrolled from another state, private school, or home instruction **AFTER** 20 instructional hours have elapsed since the beginning of the school year (or semester, if on block schedules).

OR

- Grade 8 and Content Specific History or End-of-Course: 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).

Section U — X-Code

Section U is not to be completed unless authorized by the Department of Education.

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 page of the answer documents. The Pre-ID label will carry the disability code after the student name.

Only an Examiner or another adult is to complete this section. A disability category must be entered for any student who is identified as having a disability and is provided an accommodation specified in an IEP or 504 management plan. Table 3 lists the Disability Status Codes to be used in completing Section V, Disability Status, on the answer document.

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).			

Section W — CAREER AND TECHNICAL EDUCATION

Work with your local Career and Technical Education Administrator to determine how this section needs to be completed for students in your division. This grid is printed only on the End-of-Course answer documents. Refer to Appendix X for information on completing this section.

Section X — SPECIAL CODE

Section X is not to be completed unless authorized by the Department of Education.

Section Y — ADDITIONAL TEST CODES—SELP

The circle for SELP *(Stanford English Language Profieciency)* should be gridded only for those Grade 8 students classified as LEP who were administered the SELP reading subtest in the fall as a substitute for the Grade 8 SOL *English: Reading* test (this should not occur very often).

Section Y — ADDITIONAL TEST CODES (continued)

If a student is.....	Recovery	Retest	Expedited	D-Code
• Participating in a remediation recovery program; and retaking a failed Grade 8 *English: Reading* test and/or *Mathematics* test; or an EOC Mathematics test — **grid Recovery**	X	N/A	N/A	N/A
• In grade 9: pursuing a modified standard diploma; participating in a remediation recovery program; and retaking a failed Grade 8 *English: Reading* test and/or *Mathematics* test — **grid Recovery and D-Code**	X	N/A	N/A	X
• Participating in a remediation recovery program and did NOT take the regularly scheduled EOC Mathematics test for legitimate reasons — **grid Recovery and Expedited**	X	N/A	X	N/A
• In grades 9, 10, 11, or 12; pursuing a modified standard diploma; and RETAKING a failed Grade 8 *English: Reading* test and/or *Mathematics* test — **grid Retest and D-Code**	N/A	X	N/A	X
• In grades 9, 10, 11, or 12 ; pursuing a modified standard diploma; and RETAKING a failed Grade 8 *English: Reading* test and/or *Mathematics* test under the expedited policy — **grid Retest, Expedited and D-Code**	N/A	X	X	X
• In grades 9, 10, 11, or 12; pursuing a modified standard diploma; and TAKES the Grade 8 *English: Reading* test and/or *Mathematics* test for the FIRST time after the regular administration under the expedited policy — **grid Expedited and D-Code**	N/A	N/A	X	X
• In grades 9, 10, 11, or 12; pursuing a modified standard diploma; and TAKING the Grade 8 *English: Reading* test and/or *Mathematics* test for the FIRST time — **grid D-Code**	N/A	N/A	N/A	X
• RETAKING an EOC test for verified credit only (has passed the course(s) previously) — **grid Retest**	N/A	X	N/A	N/A
• RETAKING an EOC test under the Expedited Retake Policy for reasons other than did not take the regularly scheduled test for legitimate reasons — **grid both Retest and Expedited**	N/A	X	X	N/A
• TAKING an EOC test for the FIRST time after the regular test administration under the Expedited Retake Policy — **grid Expedited**	N/A	N/A	X	N/A

NOTE: If Section Y—Additional Test Codes is gridded, it is not necessary to grid Section Z—Testing Status.

Expedited Retake Policy

According to the 2000 Standards of Accreditation 8 VAC 20-131-110, the Board will provide opportunities for students who meet criteria adopted by the Board to have an expedited retake of an End-of-Course SOL test to earn verified credit.

To be eligible for an expedited retake of an End-of-Course test, the student must:

- Need the test for verified credit; and

- Have passed the course associated with the test; and
- One of the following:
  — Failed the test by a scale score of 375-399, OR
  — Had extenuating circumstances that would warrant retesting, OR
  — Did not sit for the regularly scheduled test for legitimate reasons.

As of February 2003, the Board revised the Expedited Retake guidelines to include opportunities for modified standard diploma students who meet criteria to have an expedited retake of the grade 8 *English: Reading* and/or Grade 8 *Mathematics* test.

To be eligible for an expedited retake of the Grade 8 *English: Reading* and/or Grade 8 *Mathematics* test the student must:

- Need the test for literacy and numeracy requirements for the modified standard diploma; and
- One of the following:
  — Failed the test by a scale score of 375-399, OR
  — Had extenuating circumstances that would warrant retesting, OR
  — Did not sit for the regularly scheduled test for legitimate reasons.

Students who fulfill these conditions are not required to retest, but should be given the option. Divisions should retest students who meet the criteria for expedited retakes as soon as possible after the pass/fail reports are received. All expedited retests should be completed within four weeks of receiving your student score reports for the paper/pencil tests and within three weeks for the online tests.

At its March 24, 2004, meeting the Virginia Board of Education adopted adjusted cut scores on the Grade 8 *English: Reading* and *Mathematics* tests for special education students taking these tests to meet the literacy and numeracy requirements of the modified standard diploma. Special education students achieving a scale score of 299 on the Grade 8 *English: Reading* test should be considered to have met the literacy requirements of the modified standard diploma. Special education students achieving a scale score of 360 on the Grade 8 *Mathematics* test should be considered to have met the numeracy requirements of the modified standard diploma. The adjusted cut scores may be applied retroactively so that students who achieved the required scale scores in previous test administrations may be considered to have met the literacy and numeracy requirements of the modified standard diploma. **NOTE: This action by the Board of Education does NOT affect the score required to pass the Grade 8 *English: Reading* or *Mathematics* tests; the required score to pass the tests remains at 400. Students taking the Grade 8 *Plain English Mathematics* test must also achieve a scale score of 400 to meet the numeracy requirement for the modified standard diploma.**

Students who retake a test under the expedited retake provision will receive two score reports for that test — one for the original administration of the test and one for the re-take administration. Both scores will count in the school's pass rate for that test. However, the score from the expedited retake administration will count in the school accreditation rating only if the student passes.

Section Z — TESTING STATUS

Following the completion of make-up testing, only an Examiner or another designated adult is to complete this section, to explain why a student did not take one or more of the required SOL *Multiple-Choice (Non-Writing)* tests. Complete instructions are in the *Examiner's Manuals.*

Table 5, Coding "Testing Status," explains the options for completing Section Z, Testing Status.

Table 5. Coding "Testing Status"

GRID CIRCLE NUMBER:	IF THE STUDENT WAS:
1 = Absent	Absent.
2 = IEP or 504 management plan	Exempted from taking the test in grade 8 History or Science or Content Specific History tests by way of her/his IEP or 504 management plan. This exemption is not available for Grade 8 *English: Reading* or *Mathematics*.Circle 2 is not applicable for End-of-Course tests.
3 = Limited English Proficient (LEP)	Exempted from taking the test in Grade 8 History or Science or Content Specific History by way of her/his LEP documentation. This exemption is not available for Grade 8 English: Reading or Mathematics tests. (See Appendix B)
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 with authorization from the Virginia Department of Education.**
7 = Student Cheated	Grid circle 7 if it is determined that a student cheated.
8 = Student is not taking this class in the Fall semester.	Enrolled in block schedule and may have taken an eighth-grade class and its associated SOL test in the Spring administration. Circle 8 should be gridded only for the test(s) that the student took in the Spring administration.
8 = A grade 8 student took the grade 8 *History and Social Science* (cumulative) test as a seventh grader.	For grade 8 students who took the grade 8 ***History*** *and Social Science* test as seventh graders, grid circle 8 for ONLY the History test to indicate that it has already been taken.
8 = A grade 8 student took the grade 8 *Mathematics* or the plain English mathematics, and /or *Science* tests as a fifth, sixth, or seventh grader.	For grade 8 students who took the grade 8 *Mathematics,* plain English mathematics, or *Science* tests as fifth, sixth, or seventh graders, grid circle 8 for these tests to indicate that they have already been taken.
9 = Student has already passed this test	Grid circle 9 if the student previously passed this test but is retaking the class/course.
10 = Other	Grid circle 10 **only with authorization from the Virginia Department of Education.**
11 = Other	Grid circle 11 **only with authorization from the Virginia Department of Education.**
12 = Other	Grid circle 12 **only with authorization from the Virginia Department of Education.**

* Students who were not assessed due to documented significant medical emergencies during the testing window will be excluded from the participation rate formula. Since 1998, Virginia has collected information about students who were not tested on the Standards of Learning assessments due to a medical emergency. Students who fall into this category are those who are absent for the entire testing window due to hospitalization or serious illness as well as those who become ill while testing and who are then absent due to illness during the make-up period. Significant medical emergencies must be documented by a medical doctor.

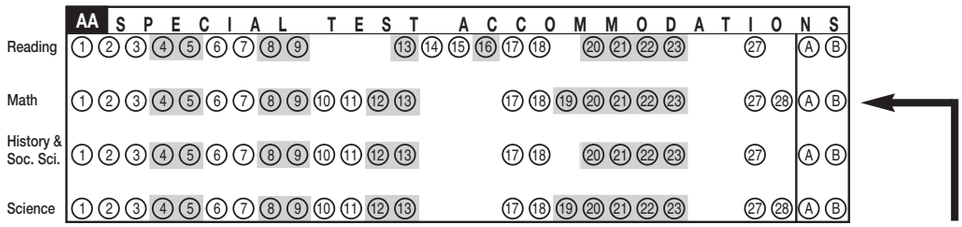
Section AA — SPECIAL TEST ACCOMMODATIONS

Only an Examiner or another designated adult is to complete this section. It must be filled out for students who receive testing accommodations as specified in their IEPs or 504 management plans or on their *LEP SOL Participation Plans.* All accommodations that apply to a student must be entered; accuracy is critical.

Make sure that STCs and Examiners are aware that Section AA shows **only** the circles for allowable accommodations. Appendix G shows the specific testing accommodations that correspond to the numbers shown in the Special Test Accommodations section for each test. This information is also included in the *Examiner's Manuals.*

Circle A should be used for students who are taking the *Plain English Mathematics* test instead of the regular Grade 8 *Mathematics* test. The *Plain English Mathematics* test is available to LEP students who are classified as level 1 or level 2; and all LEP students regardless of their English language proficiency level during their first year of enrollment in a U.S. school, and students with disabilities based on their IEPs or 504 management plans.

GRADE 8 EXAMPLE

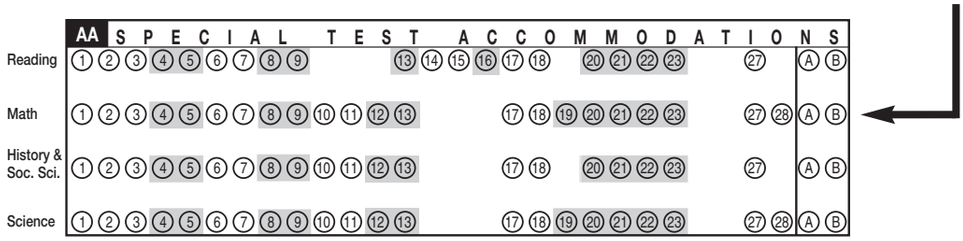


Grid circle A for Grade 8 Plain English Mathematics if applicable. Do not grid circle B unless instructed to do so by the VDOE.

17

Regarding Students with Disabilities:

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.



5

Regarding LEP Students:

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.

4.8.2 Use of Pre-ID labels

If the Pre-ID, or bar code label, service has been ordered, instruct all STCs on the proper use and placement of the labels. A sample demographic page with a Pre-ID label is in Appendix F. Also **refer STCs to the instructions that Harcourt provides with your division's Pre-ID labels**.

IMPORTANT: If your division has ordered Pre-ID labels with disability status, LEP status, economically disadvantage information, or career and technical education information on the Pre-ID file, you should **not complete** these grids on the demographic pages of the answer documents.

The Pre-ID label will carry only the disability code after the student's last name. LEP status, economically disadvantaged information, or career and technical education information is embedded in the bar code portion of the label, and can only be read by machine. If this information was not part of your Pre-ID file submission, it may be hand-gridded. **The information on the Pre-ID label will override any hand-gridded information.** (For more detailed instructions, please read your "INSTRUCTIONS FOR ORDERING PRE-IDENTIFICATION LABELS" letter).

4.8.3 Side 2 of the SSID (header sheet)

If your division will order the optional classroom-level reports offered by Harcourt, you must complete Side 2 of the SSID sheet (TEACHER, COUNSELOR, OR GROUP NAME) in order to identify teacher/classroom groups. A classroom-level report will be printed for **each** SSID submitted with scorable answer documents.

4.8.4 Test dates and schedules

Make sure STCs and Examiners are aware that they must set the specific testing and make-up session schedules in their respective schools. STCs must also be aware that they must inform their students of test dates. See Section 4.2 for more complete information.

4.9 Train School Test Coordinators

Provide training for STCs that highlights the responsibilities described in the *School Test Coordinator's Manual*, reviews local instructions, and stresses security procedures.

The following topics should be addressed in your training:

- responsibilities of STCs and Examiners
- testing schedules, including make-up sessions and the return of all forms and test materials by deadlines
- security requirements, including use of the *Examiner's/Proctor's Test Security Agreement* and the Virginia General Assembly 2000 legislation on test security (Appendix A)
- guidelines for participation of LEP students and students with disabilities
- *Plain English Mathematics* test in Grade 8
- Content Specific History tests *(United States History to 1877, United States History: 1877 to Present,* and *Civics & Economics)*
- LEP students who also have a disability may use the reading subtest of the *Stanford English Language Proficiency* (SELP) test as a substitute for SOL Grade 8 *English: Reading* test to meet the literacy requirement of of the modified standard diploma
- A subject specific answer document has been distributed for use with both 1995 and 2001 versions of EOC History tests. Answer documents have sufficient spaces for students to grid their responses for the longer version of the test. Students taking the shorter versions of the test, which measure the 2001 standards, should leave the remaining answer spaces blank.
- arranging for testing sites
- handling testing irregularities
- organizing, packing, and returning scorable and non-scorable materials to you after testing
- training Examiners

4.9.1 Packaging of multiple-choice tests

Each package of multiple-choice test booklets will contain a cover sheet that shows:

- a package number unique to the booklets within the package
- test form number of the test booklets within the package

A sample of this cover sheet is in Appendix H.

Ensure that STCs and Examiners know that before test booklets are distributed to students, Examiners should count and record the number of materials they have received in each package. All cover sheets should be returned with test booklets to the STC.

4.10 Receive and Verify Secure Test Materials

4.10.1 Receipt of schools' secure materials

These shipments, packed separately for each school, will be delivered to you approximately 2-2½ weeks prior to the beginning of your testing window. If you have not received all cartons for all schools by this time, please call your Harcourt Virginia Program Coordinator at (800) 228-0752 (see Appendix Y).

Each school's cartons of secure test materials will be numbered sequentially ("1 of X," "2 of X," and so on). **The school name will appear on the Harcourt label on each box.** Each school's cartons will include the school's assigned multiple-choice test booklets.

Check to make sure that:

- each school's shipment is complete (i.e., all cartons have arrived);
- no cartons have been broken or opened in transit; and
- all cartons have arrived for all schools scheduled to test.

Carefully review your copy of each school's secure materials packing list (contained in box #1 of your division overage). Verify that all schools are included and that all secure test booklets needed for each school's testing are listed. You may want to forward a copy of the packing list to the school so that they can inform you promptly if additional materials are needed. If a school's shipment appears incomplete in any way, call your Harcourt Virginia Program Coordinator.

4.10.2 Receipt and verification of division overage of secure materials

This shipment of test materials will also be delivered to you approximately 2-2½ weeks prior to the beginning of your testing window. It will include overage quantities of secure multiple-choice test booklets in the event they are needed by any of the schools in your division. The cartons in this overage shipment will be numbered sequentially ("1 of X," "2 of X," and so on) and include the following items:

- a cover letter
- division overage packing list
- a copy of each school's secure materials packing list
- Grade 8, - and/or subject-specific (including Content Specific History), and EOC multiple-choice test booklets (an overage is supplied for each primary form assigned to your schools)
- one package of alternate test booklets that may be used for testing irregularities for Grade 8 MC, Content Specific History, and EOC. If these forms are used for testing irregularities, you must obtain prior approval from the Virginia Department of Education.

Overage quantities of test booklets equal approximately 10% of the division's projected enrollments. These materials can be used in the event they are needed by any of the schools in your division. If you have any questions about which materials to use at a given location, please contact the Department of Education or Harcourt.

Verify that the quantities of all materials received match those listed on your division overage packing list and that school shipments appear to be complete. The *Division Verification of Receipt of Secure Testing Materials and Reorder Form* that used to be part of this shipment is now in Appendix D of this manual. Fax the *Division Verification of Receipt of Secure Testing Materials and Reorder Form* to Harcourt Assessment, Inc. no later than seven school days after receipt of materials. **This division verification of receipt of materials must be returned to Harcourt even if additional testing materials are not needed.** Do not send school verification forms to Harcourt. Additional materials should be ordered from Harcourt Assessment, Inc. Harcourt will make every effort to deliver adjustments to you as quickly as possible, but **please remember to allow four business days for receipt of shipments.**

Retain all dual-purpose cartons in which materials were received. These cartons should be used to return answer documents to the Scoring Center.

NOTE

Even if additional testing materials are not needed, the *Division Verification of Receipt of Secure Testing Materials and Reorder Form* **must be returned to Harcourt**.

4.10.3 Distribution of secure materials to schools

Using a copy of the *SOL School Test Booklet Transmittal Form* (see Appendix I), transfer to each school its cartons of secure test materials. Complete instructions are printed on the form. Please remember, however, that **this transfer may not occur more than 96 hours (or four school days) before the school's first scheduled testing session.**

When transferring secure test materials to schools, have each STC inventory the school's materials. **The STC must report any shortages or discrepancies to you immediately.**

STCs should retain the dual-purpose cartons in which materials are shipped and use them to return all scorable secure materials to you immediately after testing. These cartons will also be used to return all non-scorable materials to you.

4.10.4. Receive Special Test Forms materials and transmit to schools

This shipment of test materials will be delivered to you approximately 2 weeks prior to the beginning of your testing window. The Special Test Forms kits will be packaged by school, but shipped to you. Carefully review your copy of each school's packing list. Verify that the Special Test Forms materials are listed for the schools needing the materials. You may want to forward a copy of the packing list to the school so that they can inform you promptly if additional materials are needed. Use the *Division Verification of Receipt of Secure (Regular and Specials) Testing Materials and Reorder Form* (in Appendix D) to verify the shipment and to order additional materials. If there is any discrepancy between the number of kits ordered and the number received, call your Harcourt Virginia Program Coordinator. Transmit the Braille, large-print, and regular audiotape test form kits to the STCs no more than 96 hours (four school days) before the first administration

of the SOL *Multiple-Choice (Non-Writing)* tests. Use the *SOL Multiple-Choice (Non-Writing) Special Test Forms School Transmittal Document* (in Appendix Q) to transmit Special Test Forms materials to schools.

5. SPECIFIC DUTIES OF THE DDOT: DURING TESTING

5.1 Maintain a Contingency Plan

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

If school openings are delayed or an early dismissal is possible or likely:

a. Do not begin testing unless you are confident that all testing sessions can be completed during the school day on which they are scheduled.

b. If testing has already begun and school is dismissed during a testing session, call the Department of Education's Division of Assessment and Reporting immediately at (804) 225-2102.

If schools are closed:

a. Notify Harcourt of the school closure by faxing, toll-free, 1-(800) 547-2059, or e-mail to virginia_sol@harcourt.com.

b. Reschedule the test administration within your existing window if possible. If the number of missed days necessitates a change in your testing window, notify the Department of Education at (804) 225-2102.

5.2 Administration Audits

Audits will not be conducted during the Fall 2004 Administration

5.3 Monitor Test Administration

Be available to STCs for questions and problem resolution during the administration of the SOL *Multiple-Choice (Non-Writing)* tests. Ensure that all secure materials are being handled properly by both STCs and Examiners.

5.4 Identify and Resolve Testing Irregularities

The *Examiner's Manual* instructs Examiners to **immediately** report any testing irregularities to their STCs. As DDOT, you may be called upon to resolve or mediate suspected or reported irregularities.

A testing irregularity is any occurrence that may inappropriately influence a student's performance. Examples of testing irregularities include but are 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
- a student is provided an accommodation that is not specified in her/his 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, or
- any unused/unassigned test booklet is missing.

All testing irregularities must be recorded on the *Test Irregularity Form* (found in Appendix J of this manual and also in the *School Test Coordinator's Manual* and all *Examiner's Manuals*) and submitted to you **within 24 hours of occurrence.**

NOTE

In order to process the testing irregularities, it is important to:

- write legibly (please PRINT the description)
- complete the division and school code
- include the name of each student involved ONLY if the student needs to be retested with an alternate form
- include the correct form number

While you are encouraged to give STCs guidance in the proper way to resolve specific test irregularities, there may be times when you will need to submit an irregularity to the Department of Education for resolution. When that is necessary, sign the *Test Irregularity Form* in the appropriate space and fax it to the Department of Education's Division of Assessment and Reporting at 804-371-8978. Again, this must occur within 24 hours of your receipt of an irregularity report from a school.

5.5 Make-Up Sessions

Students who are absent or miss a regular test session must be provided with an opportunity to take on a make-up basis the test(s) they missed. All make-up sessions must be completed in time for you to ship all scorable answer documents by the date(s) reported to Harcourt. Make sure that STCs understand the following:

- For make-up sessions of the multiple-choice tests, students will take the same test form taken by other students on the regular testing date(s).
- To help ensure complete and proper scoring of test results, students in Grade 8 who are taking ALL four of her or his SOL subject tests using one test booklet should use only ONE answer document.

  Students who are administered the Grade 8 *Plain English Mathematics* test will grid their answers on the same answer document used for the other Grade 8 subject areas. The form number for the Grade 8 *Plain English Mathematics* test will be gridded in the Math grid in Section J - Form Number.

  Students taking a Content Specific History test (*United States History to 1877, United States History: 1877 to Present*, or *Civics & Economics*) in addition to their SOL English and science subject tests will be using multiple test booklets and answer documents. Students taking a Content Specific History test will use subject-specific answer documents. Answer documents for the Content Specific History tests must be returned with separate SSID sheets.

  Make sure STCs and Examiners understand the importance of this during make-up sessions.
- After make-up sessions have been completed, the answer document of any student who has taken a make-up test must be grouped with the answer documents used by students in her/his regular classroom.

6. SPECIFIC DUTIES OF THE DDOT: AFTER TESTING

NOTE

Remember that scorable answer documents and non-scorable secure test booklets will be shipped to different locations:

- **Scorable answer documents** will be shipped to the Harcourt Scoring Center in **Iowa City, Iowa.**
- **Non-scorable, secure test booklets** will be shipped to the Harcourt Scoring Center in **San Antonio, Texas.**

After all testing sessions have been completed in all schools, your primary responsibilities will be to:

- organize all schools' answer documents for return to the Harcourt Scoring Center in Iowa City, Iowa,
- account for and return **all copies** of the secure test booklets to Harcourt in San Antonio, Texas, and
- dispose of the remaining non-secure test materials.

You will be responsible for the prompt and secure receipt of all test materials from each school and shipment of these materials in accordance with published deadlines.

6.1 Receive Set A – Scorable Answer Documents

Set A — After the testing sessions, including all make-up sessions, have been concluded, bundles of scorable answer documents and SSID sheets, along with the completed *SOL School Master File Sheets*, must be received in your office from each school **as soon as possible**.

NOTE

IMPORTANT: Answer documents for Term graduates should be bundled separately with an orange SSID by each examiner and forwarded to their STC immediately after testing. In turn, each STC should forward the their school's term graduate materials to you as soon as possible after receipt from the examiners. These materials must be shipped separately to the scoring center so that score reports can be produced in time for expedited retake administrations.

Using the original shipping cartons, each STC is to repackage the bundles of answer documents for the school. See Section 6.3, "Prepare and Transmit Set A – Scorable Test Materials," in the *School Test Coordinator's Manual.* The STC has been instructed to box multiple-choice Grade 8 scorable answer documents separately from the Content Specific History tests *(United States History to 1877, US History from 1877 to Present*, or *Civics & Economics)* scorable answer documents and End-of-Course scorable answer documents for return to you. You may give STCs separate deadlines for their return. The STC has also been instructed to label all cartons of scorable answer documents as Set A - MC or Set A - HST, or Set A - EOC and to place the appropriate completed *SOL School Master File Sheet* on top of box #1 of answer documents. The STC has also been instructed to close all shipping cartons in such a manner that will allow you to re-open them easily upon receipt.

Upon receipt of the Set A scorable answer documents from each school, **separate them from any non-scorable materials that are not to be shipped to the Scoring Center at this time** such as test booklets, loose papers, manuals, and affidavits. Any loose papers in answer documents will not be scored.

You must ship scorable answer documents to the Iowa City Scoring Center **as soon as possible after all testing in the division is completed, but no later than the date you communicated to Harcourt as your shipping date.** Make sure that STCs know the schedule you have set for receipt of Set A - MC and Set A - HST, or Set A - EOC materials that will allow this shipment to take place as scheduled.

IMPORTANT: All of your division's scorable answer documents for Grade 8 must be shipped at one time. All of your division's scorable answer documents for Content Specific History tests *(United States History to 1877, United States History: 1877 to Present*, or *Civics & Economics)* must be shipped at one time. All of your division's End-of-Course scorable answer documents (with the exception of term graduate materials) must also be shipped together but may be shipped at a different time than Grade 8 and the Content Specific History tests *(United States History to 1877, United States History: 1877 to Present*, or *Civics & Economics)*. Or, all three groups of answer documents can be shipped at the same time but packed in separate shipping cartons. However, all three groups must be shipped as soon as possible after testing (including make-up testing) is completed, **but no later than the date you communicated to Harcourt as your shipping date.**

6.2 Verify Scorable Answer Documents from Schools

Working with one school's materials at a time, separate the answer document bundles by grade, subject, and content specific subject area. Make sure that you keep the school's answer document bundles together with its *SOL School Master File Sheet.*

Work through the following steps **separately** for the *SOL School Master File Sheets* and then for the *Division Master File Sheets*. The following information must be carefully verified for **each school and grade/subject / content** to ensure proper and timely scoring of answer documents.

6.2.1 *SOL School Master File Sheets*

On top of each bundle of grade and/or subject specific answer documents, there must be a completed *School Master File Sheet*. There are three Master File Sheets (1) *SOL School Multiple-Choice Master File Sheet* for Grade 8 (including *Plain English Mathematics*); (2) *SOL Content Specific History School Master File Sheet* for the Content Specific History tests; and (3) *SOL End-of-Course School Master File Sheet* for all End-of-Course subjects. See samples in Appendix L. Each *SOL School Master File Sheet* must display the total number of bundled groups and the total number of scorable documents for students both tested and not tested for that grade, subject, or content specific subject.

NOTE

Verify that the number of bundles and the total counts of scorable answer documents recorded by the STC are correct. Remember that answer documents for students who did not test are to be included in this shipment and in the counts recorded on this form. **Resolve any discrepancy immediately. Incorrect counts transferred to your *Division Master File Sheet*, as explained in Section 6.2.2 below, can result in "alerts" at the Scoring Center that will delay reporting of your SOL test results.**

6.2.2 *SOL Division Master File Sheets*

Once you have verified a school's *SOL Master File Sheet(s)*, record the number of groups for each grade and/or subject specific test on the appropriate *Division Master File Sheet.* There are three Division Master File Sheets: (1) *SOL Division Multiple-Choice Master File Sheet(s)* for grade 8 (including *Plain English Mathematics*); (2) *SOL Content Specific History Division Master File Sheet(s)* for the Content Specific History tests; and (3) *SOL End-of-Course Division Master File Sheet(s)* for all End-of-Course subjects. *Division Master File Sheets* break at each school, so you will receive multiple sheets. See samples in Appendix K. Leave the FOR SCORING CENTER USE boxes blank. **Set aside the *School's Master File Sheet(s)* and keep them for your records. Ship only the *Division Master File Sheets*.**

6.2.3 Paper-banded groups of answer documents

Verify that every paper band displays the corresponding school name and grade/subject/content specific subject area. Remember that if there is more than one bundle per grade or subject, the paper bands are to be sequentially numbered (e.g., "1 of X," "2 of X," and so on) by grade, subject or content specific subject area.

NOTE: For Content Specific History tests *(United States History to 1877, United States History: 1877 to Present,* and *Civics & Economics)*, you should specify "HST 567" on the paper band.

6.2.4 Scoring Service Identification Sheets (SSIDs or "header sheets")

NOTE: During the transition from three SSID sheets to one SSID sheet, please note that the SSID sheets you receive for the Fall 2004 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), administrations using the alternate form for irregularities that require retesting. An orange SSID will also be used for bundles of answer documents for term graduate administrations, expedited retake administrations, and answer documents for those students taking an EOC test or Grade 8 *English: Reading* or *Mathematics* test for a modified standard diploma. You will need orange computer-generated, preprinted Scoring Service Identification Sheets (SSID sheets, more commonly known as "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.

There must be a preprinted orange SSID for every paper-banded bundle of answer documents. See the sample in Appendix M.

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.

SSIDs must be the computer-generated, preprinted SSIDs received from Harcourt. If any photocopied SSIDs are found, call the STC to obtain an unused, preprinted SSID sheet. If an SSID sheet is missing, contact the STC to obtain one for the bundled group. If the STC does not have any more, please call your Harcourt Virginia Program Coordinator.

Side 1 of each SSID must be complete and accurate. The *Examiner's Manuals* carry all instructions for completing this form.

Verify that the preprinted information (division name, division code, city and state, school name, school code, and grade) is correct.

The GRADE field should be preprinted and computer-gridded. Make sure the indicated grade on the SSID corresponds to the booklets in the bundle.

The NUMBER OF DOCUMENTS field on each SSID sheet must be gridded correctly and accurately. Spot check to ensure that accurate counts of scorable documents have been gridded by each school, that the gridded counts include students who did not test, and that the gridded counts are right-justified in the columns. 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. **Incorrect counts could cause delays in reporting of your SOL test results.**

Ensure that your local instructions regarding Side 2 information have been followed.

NOTE

The SCHOOL NAME and SCHOOL CODE fields as preprinted by Harcourt **may not be altered.** Alteration of these fields will require that Harcourt contact you for resolution and may cause delays in reporting of your SOL test results.

6.2.4.1 Quad 8888 SSIDs

In some cases you may need to test "outplaced" students (those students who have been placed in a facility outside your division for instruction). These students are not carried on the rolls of any school, but your division is responsible for them. If you have a need to test such students, please request an "8888" SSID from your Harcourt Program Coordinator. Answer documents submitted under an "8888" SSID will be included in your division's summaries but not in the summary of any school.

6.3 Check for Proper Orientation of Scannable Documents

Make sure that the completed SSID sheet and the answer documents are in the proper position.

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 corners of the answer documents. If not aligned, 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.

NOTE

Improper orientation of the scannable documents could result in damage during the scanning process and delay reporting of SOL *Multiple-Choice (Non-Writing)* test results.

6.4 Pack Scorable Answer Documents

Answer documents for Grade 8 multiple-choice tests are to be boxed, labeled, and shipped separately from the Content Specific History *(United States History to 1877*, *United States History: 1877 to Present*, or *Civics & Economics)* tests and End-of-Course answer documents.

6.4.1 *Division Master File Sheets*

After all cartons are packed, place the appropriate *Division Master File Sheet* at the **top of the carton to be labeled " 1 of X."** There are three Master File Sheets, (1) Multiple-Choice

for Grade 8, (2) the Content Specific History tests *(United States History to 1877, United States History: 1877 to Present*, or *Civics & Economics)*, (3) one End-of-Course for End-of-Course tests. Verify that the number of groups from all schools has been recorded on the appropriate *Division Master File Sheet.* See the samples in Appendix K and related information in Section 6.2.2. Do not ship the *School Master File Sheets.* Retain these for your records.

6.4.2 Proper sequence for packing scorable materials

Schools and grade levels (Multiple-Choice tests)/subjects (End-of-Course tests) should be packed in the order in which they are printed on the *Division Master File Sheet.* Do not intermix materials from different schools or different grade levels. They must remain in proper sequence.

Cartons can be filled by putting more than one school's materials into a single carton as long as the materials remain in proper sequence. A packing diagram is displayed on page 35 for your reference.

If optional scoring services are requested, include the appropriate Order Form for Optional Scoring Services (OSS) directly behind the *Division Master File Sheet* in Box #1, as shown in the packing diagram.

6.5 Prepare to Ship Scorable Answer Documents

NOTE

IMPORTANT: Answer documents for Term graduates should be bundled separately with an orange SSID by each examiner and forwarded to their STC immediately after testing. In turn, each STC should forward their school's term graduate materials to you as soon as possible after receipt from the examiners. These materials must be shipped separately to the scoring center so that score reports can be produced in time for expedited retake administrations.

Affix a **purple** "Term Grad Modified Standard Diploma Scorable Answer Documents" label (shipped to you in your DDOT Kit) to the top of **each** sealed carton of answer documents for term grads. On **each** label, enter the name of your school division in the corresponding blank.

Affix a **purple** "*Term Grad End-of-Course* Scorable Answer Documents" label (shipped to you in your DDOT Kit) to the top of **each** sealed carton of answer documents for term grads. On **each** label, enter the name of your school division in the corresponding blank.

All of your division's scorable answer documents for Grade 8 must be shipped at one time. All of your division's scorable answer documents for the Content Specific History tests *(United States History to 1877, United States History: 1877 to Present*, or *Civics & Economics)* must be shipped at one time. All of your division's End-of-Course scorable answer documents must also be shipped together but may be shipped at a different time than Grade 8 and the Content Specific History tests *(United States History to 1877, United States History: 1877 to Present*, or *Civics & Economics)*. Or, all three groups of answer documents can be shipped at the same time but packed in separate shipping cartons. However, all three groups must be shipped as soon as possible after testing (including make-up testing) is completed, **but no later than the date you communicated to Harcourt as your shipping date.**

Use sturdy shipping cartons. If they remain in good condition, you can reuse the cartons in which your materials were delivered. Securely tape all edges of each carton to help ensure that they do not break open in shipment. If any carton is not completely full, fill the empty space with crumpled paper. **Do not use plastic or Styrofoam "peanuts."**

Affix a **yellow** "Virginia SOL Multiple-Choice Scorable Answer Documents" label (shipped to you in your DDOT Kit) to the top of **each** sealed carton of answer documents for grade 8. On **each** label, enter the name of your school division in the corresponding blank.

Affix a **pink** "Virginia SOL Content Specific History Tests (HST 567) Scorable Answer Documents" label (shipped to you in your DDOT Kit) to the top of **each** sealed carton of answer documents for the Content Specific History tests *(United States History to 1877, United States History: 1877 to Present,* or *Civics & Economics)*. On **each** label, enter the name of your school division in the corresponding blank.

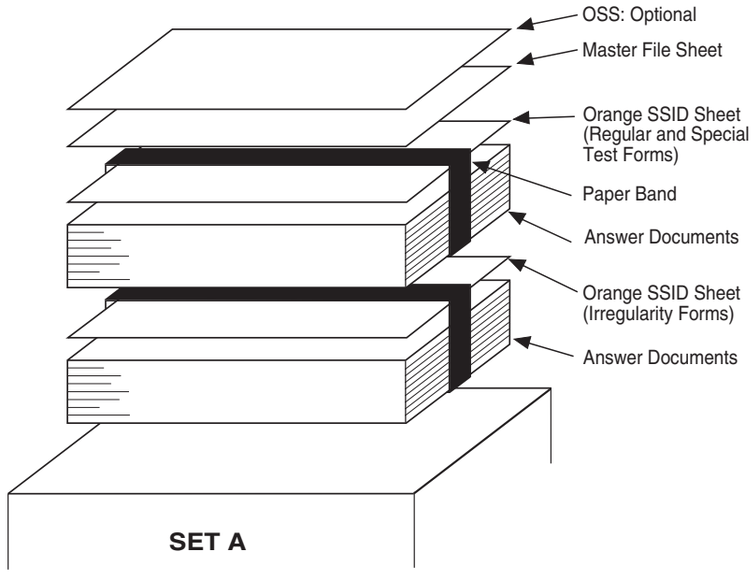
Affix a **red** "Virginia SOL End-of-Course Scorable Answer Documents" label (shipped to you in your DDOT Kit) to the top of **each** sealed carton of answer documents for End-of-Course tests. On each label, enter the name of your school division in the corresponding blank.

NOTE

For this shipment, **do not use the green labels.** They identify return shipments of non-scorable materials.

PACKING DIAGRAM

The illustration below is an example of the proper packing sequence of scorable materials. Irregularity test forms bundles (SSID sheets and answer documents), if any, must remain with bundles for the school and grade in which they were used. **Make sure that you keep each school's bundles of answer documents separate.** Grade 8, Content Specific History, and EOC answer documents must be returned in separate boxes, and the correct color label must be affixed to the outside of the box.



Follow directions above for additional schools in division.

Count the cartons for the Content Specific History tests *(United States History to 1877, United States History: 1877 to Present,* or *Civics & Economics)* answer documents. Then, in the space provided on the **PINK** label, number the cartons sequentially. Begin with the carton that contains the *SOL Content Specific History Division Master File Sheets*. This carton will be "1 of X," with remaining cartons numbered "2 of X," "3 of X," and so on.

Count the cartons for grade 8 answer documents. Then, in the space provided on the **YELLOW** label, number the cartons sequentially. Begin with the carton that contains the *SOL Multiple-Choice Division Master File Sheets*. This carton will be "1 of X," with remaining cartons numbered "2 of X," "3 of X," and so on.

Count the cartons for End-of-Course answer documents. Then, in the space provided on the **RED** label, number the cartons sequentially. Begin with the carton that contains the *SOL End-of-Course Division Master File Sheet.* This carton will be "1 of X," with remaining cartons numbered "2 of X," "3 of X," and so on.

Find the preprinted **UPS Next Day Air Shipping Documents** that were included in your DDOT Kit.

NOTE

IMPORTANT: The **UPS Next Day Air Shipping Documents** display an **Iowa City, Iowa,** address and must be used for this shipment of scorable answer documents. Do not ship answer documents using the UPS GroundTrac labels or via U.S. Mail or any other carrier.

Use of the UPS GroundTrac labels for this shipment will result in your scorable materials being shipped to the wrong location and delay your division's receipt of SOL test results.

Use the following steps to complete and affix one UPS Shipping Document **to each carton.**

a. Review the preprinted information in Part 1 ("Shipment From") of each UPS Shipping Document. If any of this information is incorrect, make the necessary correction(s). **Be sure that your correct telephone number is displayed in Part 1.**

The Scoring Center's Iowa City address and Harcourt's billing account codes are preprinted on the UPS Shipping Document. If your preprinted Shipping Document is lost, you may use one that can be supplied by the UPS driver when he or she arrives. If you find this to be necessary:

- call your Harcourt Virginia Program Coordinator at 1-800-228-0752 to obtain the proper account number to avoid billing this shipment to your division; and
- make sure that the cartons containing scorable answer documents are shipped to the following address:

  Harcourt Assessment, Inc.
  SOL Scoring Center
  2510 North Dodge Street
  Iowa City, IA 52245

b. Weigh the carton, and enter the weight in Part 3.

If a scale is not available, enter your **best estimate** of the carton's weight according to the information in Table 6 below:

Table 6. Weight Estimates

16-inch carton, full	32 pounds
8-inch carton, full 16-inch carton, half full	16 pounds
4-inch carton, full 8-inch carton, half full 16-inch carton, quarter full	8 pounds

c. Sign and date Part 9 ("Shipper's Signature") of **each** UPS Shipping Document.

d. Remove its backing and affix a completed UPS Shipping Document to the **top of each carton.**

6.6 Arrange UPS Pickup of Scorable Answer Documents

Ship the answer documents by UPS using the instructions that follow.

a. If you have not already done so, contact UPS **the day before you expect to have your shipment ready.**

> **For answer document PICKUP, contact UPS toll-free 24 hours in advance at 1-800-214-0391. Use this 800 number only. DO NOT call the regular UPS pickup telephone number.**

Be sure to tell the UPS customer representative that the shipment is to be paid for by Harcourt ("Receiver" on the Shipping Document) and that you will be using preprinted Next Day Air Shipping Documents. If your building closes before 5 p.m., be sure to instruct UPS to arrive prior to 3 p.m.

> **If you need assistance from a UPS Representative, or if a UPS driver requests payment for this pickup, call toll-free 1-800-377-4877, extension 2422.**

b. Before the UPS driver arrives, double-check the following:

- Has a **yellow Grade 8 MC, pink HST 567,** or a **red EOC** SOL label been completed (including the carton number) and affixed **to the top of each appropriate carton of answer documents?**
- Has a **UPS Next Day Air Shipping Document** been completed (including the estimated weight) and affixed **to each carton?**

c. Store the sealed cartons in a locked, secure area until the UPS driver arrives. Make sure that someone will be on-site to meet the driver if you must leave. If you designate someone else to handle this UPS pickup, please provide him or her with a copy of this page of instructions.

d. **Be sure to keep the tracking information of every UPS Shipping Document for your file.** This will help to ensure that your shipment can be traced if necessary.

6.7 Receive and Pack Set B – Secure Test Booklets Returned by the STCs

Each STC is to have prepared **Set B** materials as follows prior to delivery to you:

- the quantities of test booklets must have been recorded on the SOL *School Test Coordinator's Test Booklet Transmittal Form.* The transmittal includes a "Discrepancy Report" for the STC to complete to explain any differences in the number of booklets received and returned (see the *STC Manual,* Section 6.4);
- all cartons containing test booklets were to have been labeled as Set B; and
- both the original and a photocopy of the *SOL School Test Coordinator's Test Booklet Transmittal Form, Discrepancy Report,* and copies of cover sheets noting a discrepancy were to be returned to you with the Set B materials.

Upon receipt of each school's materials, count the test booklets. Then sign both the original and the copy of the *SOL School Test Coordinator's Test Booklet Transmittal Form* to verify your receipt. The form includes an "SOL STC's Quantity Discrepancy Report" that the STC was to complete to account for the number of test booklets received and returned. Keep the photocopy of the completed form and discrepancy report for your file and leave the original form and discrepancy report in the carton marked "Transmittal Form Enclosed."

NOTE

Remember that any lost test booklet must be reported as a testing irregularity as soon as the problem is identified so that the Department of Education may take appropriate action. **If the security procedures in the various SOL manuals are followed closely, this should be a very rare occurrence.**

6.7.1 Returning test booklets marked with student answers

Test booklets used for students who have the accommodation of recording their answers in the test booklet are to be retained on file in the DDOT's office until scores are received and verified. (See "Procedures to Follow in Providing Students with Accommodations on the Virginia Standards of Learning Assessments," found in Appendix C of this manual.)

Make sure the booklets you are retaining for this purpose are accounted for on the appropriate *SOL School Test Coordinator's Test Booklet Transmittal Form* and the *Quantity Discrepancy Report.* Photocopy this form and use it again when you return the test booklets after scores are received and verified. Send a copy of the form with any test booklets that were retained for this purpose to the address below no later than six (6) weeks following the receipt of score reports.

UPS GroundTrac Service Label is preaddressed with the following:

Harcourt Assessment, Inc.
Scoring Center
19500 Bulverde Road
San Antonio, TX 78259

6.7.2 Ordering materials for Expedited Retakes

If you have students who will be retaking SOL *Grade 8 English: Reading* and/or *Mathematics* for verification of numeracy and literacy requirements (Modified Standard Diploma) and/or End-of-Course tests under the Expedited Retake policy, be sure to order any materials you might need using the *Expedited Retakes: Division Secure Test Booklets* Order Form (Appendix V). If you anticipate having a need for additional Special Forms testing materials (Braille, large-print, or audiotape), please contact your Harcourt Virginia Program Coordinator by faxing, toll-free, 1-(800) 547-2059, or E-Mail to virginia_sol@harcourt.com. (See Appendix V and W)

6.8 Organize and Ship Set B to the Scoring Center

Please remember the following very important points:

- Set B must be shipped **no later than 10 school days after the end of your testing window (except for materials retained for Expedited Retakes).**
- Use the UPS GroundTrac labels and **green** "Virginia SOL Non-Scorable Secure Test Materials" labels that were enclosed in your DDOT Kit. **Do not ship Set B using the UPS Next Day Air labels or via U.S. Mail or any other carrier.**

NOTE

Harcourt will conduct an accounting of all returned test booklets and advise the Department of Education of the results for all school divisions. **Any shortage reported by Harcourt will be investigated by the Virginia Department of Education.** Harcourt will conduct an accounting of all returned test booklets and writing prompts and advise the Department of Education of the results for all school divisions. The Virginia Department of Education will request an investigation of any testing improprieties, and implementation of a corrective action plan, as necessary.

Division Overage Materials

a. Record counts of unused division overage secure materials on the *SOL DDOT's Test Booklet Overage Transmittal Form* in Appendix N. Also complete the two-page *Quantity Discrepancy Report* in Appendix N. Check the appropriate box of each section to verify return of all overage secure materials, transferred secure materials, and secure materials that must be retained in DDOT files until scores are received and verified. Be sure to include counts of any materials being retained in the division for expedited retakes. If a discrepancy has occurred, fill in the blanks to describe it. (Use the Special Test Forms transmittal received in the division's shipment of read-aloud, Braille and large-print test booklets and accompanying audiotapes to return those secure test materials. See Section 6.9.)

b. Pack all test booklets in the reverse order of appearance on the *SOL DDOT's Test Booklet Overage Transmittal Form*. The first item on the list should be at the bottom of the box.

c. Make a photocopy of the overage transmittal form, the *Quantity Discrepancy Report,* and cover sheets noting a discrepancy for your records. Pack the originals inside box #1 of your division overage cartons. Label the box "Transmittal Forms Enclosed."

d. Locate the **green** Virginia SOL Multiple-Choice / Grade 8, Content Specific History, and End-of-Course Non-scorable Secure Test Materials labels that were included in your DDOT Kit. On each green label, enter the name of your school division on the DIVISION NAME line. Affix one label to the top of each carton.

e. Next, on each **green** label, number the cartons for your division overage consecutively. Use a permanent marker and begin with the first division overage carton through the last division overage carton (#1, #2, #3, etc.). On the *SOL Division Shipment Transmittal Form* (in Appendix O), print the number range of the cartons for your division overage.

f. As you work through the division overage materials, check to see if each carton is completely full. If not, fill the empty space with crumpled paper. **Except for carton #1**, seal each carton with strong packing tape. Now, move these cartons aside and begin work on cartons from your schools.

School Materials

a. The STC for this school should have marked "Transmittal Form Enclosed" on one of the Set B cartons. Consider this your very first carton in the series from the school. Locate the **green** Virginia SOL Multiple-Choice / Grade 8, Content Specific History, and End-of-Course Non-scorable Secure Test Materials labels that were included in your DDOT Kit. On each green label, enter the name of your school division on the DIVISION NAME line. Affix one label to the top of each carton.

b. Next, on each green label, number the cartons for this school consecutively, beginning with the next number after the number assigned to the last box in your division overage. For example, if the division overage boxes were #1, #2, and #3, the first box for the first school would be #4. Use a permanent marker and begin with the first Set B carton and work through to the last Set B carton. On the *SOL Division Shipment Transmittal Form* (see Appendix O), print the number range of the cartons for this school.

c. As you work through the school's materials, check to see that each carton is completely full. If not, fill the empty space with crumpled paper. Seal each carton with strong packing tape. Now, move these cartons aside and begin work on cartons from the next school.

d. Repeat steps **a–c** above for every school that tested. As you number the cartons, **make sure** that all carton numbers are **consecutive across the division.** For example, if the first school's last carton was #3, the first carton for the second school will be #4.

e. Once all cartons from all schools have been organized and numbered, note the total number of cartons for the entire shipment. Record the total number of cartons on the *SOL Division Shipment Transmittal Form.*

f. Locate the UPS GroundTrac shipping labels (included in your DDOT Kit) and place one on **each Set B carton.** The UPS GroundTrac shipping labels are preprinted with the origination and destination information for your convenience.

- GroundTrac labels contain a removable strip preprinted with the tracking numbers. Detach the removable strip preprinted with the tracking number for each UPS GroundTrac label and apply it to the *SOL Division Shipment Transmittal Form for UPS Tracking Number Labels.* (An example may be found in Appendix O.) When applying each label, indicate the number of the box to which the GroundTrac label will be applied.
- After first making a photocopy of it for your file, place the completed *SOL Division Shipment Transmittal Form* **on top of the secure test booklets in the carton (#1) of your division overage that has been left unsealed.** Carton #1 can now be closed and sealed.
- This form will alert the Scoring Center to the total number of cartons included in your shipment. It also will aid the Scoring Center in conducting the security check referred to in Note 13.

g. Set B must be shipped **no later than 10 school days after your answer documents have been shipped.**

- Contact UPS the day before you expect to have your shipment ready.

> **For non-scorable, secure test materials PICKUP, contact UPS toll-free 24 hours in advance at 1-800-214-0391. Use only this 800 telephone number for proper service.**

- Be sure to tell the Customer Representative that the shipment is to be paid for by Harcourt Assessment, Inc. and that you will be using UPS GroundTrac Service.

> **If you need assistance from a UPS Representative, or if a UPS driver requests payment for this pickup, call toll-free 1-800-377-4877, extension 2422.**

6.9 Return All Braille, Large-Print and Regular Audiotape Kits to Harcourt

If students in your division were tested with Braille or large-print test booklets or audiotapes, use the copies of the school Special Test Forms pack list to compare with the *SOL Special Test Forms School Transmittal Document* to verify that all of these Special Test Forms materials have been returned. Follow the instructions received with the shipment of Special Test Forms.

All regular-print test booklets used with audiotapes, Braille and large-print test booklets, audiotapes and Examiner's copies for Braille and large print must be returned to Harcourt.

6.10 Verify That You Have Received All Required Forms from All STCs

In addition to the *School Test Coordinator's Test Booklet Transmittal Form*, the *SOL School Test Coordinator's Discrepancy Report*, the *SOL Special Test Forms School Transmittal Document* and the *SOL School Master File Sheets,* STCs were to have submitted the following forms to you. **Obtain as quickly as possible any that you may not have yet received:**

- *Examiner's/Proctor's Test Security Agreements;*
- *SOL Examiner's/Proctor's Test Booklet Transmittal Form/Affidavit* (see Appendix R);
- Examiners' completed Test Booklet Package Cover Sheets (attached to *Examiner's/Proctor's Test Booklet Transmittal Form/Affidavit*);
- *SOL Multiple-Choice (Non-Writing) Special Test Forms Classroom Transmittal Document* (This document now includes an affidavit for Examiners to sign, and is now in Appendix P); and
- *SOL School Affidavit* (in the *STC's Manual*).

Retain these forms in your files.

6.11 Complete and Return the *SOL School Division Affidavit*

Complete the *SOL School Division Affidavit* that is in Appendix S of this manual. **Return the signed affidavit to the Department of Education no later than 2 weeks after the end of your testing window.**

6.12 Review Disposition of All Test Materials

The STC has been instructed to dispose of the following materials per your instructions:

- *School Test Coordinator's Manual;*
- *Examiner's Manuals;*
- unused answer documents; and
- damaged answer documents marked "VOID."

You may have STCs dispose of these materials or you may have them returned to you. With the exception of used scratch paper, which must be shredded or burned, these materials may be recycled or thrown away. Please make sure that your local instructions are clear in that regard. Please note that all scratch paper must be collected and destroyed. STCs may destroy the scratch paper at the school level, or you may collect it and destroy it yourself.

DO NOT return Examiner Manuals, STC Manuals, or your DDOT Manual to Harcourt. These manuals may be destroyed.

The materials listed above must **not** be packed with the test booklets that are in Set B and returned to Harcourt, and there is no requirement that you inspect any of these materials.

Refer to Table 7 to review your division's disposition of all SOL test materials.

THANK YOU

We appreciate your help and participation in the Fall 2004 Standards of Learning (SOL) Assessments.

Table 7. Disposition of Test Materials

	Item(s)	Required signature(s)	Disposition
Scorable test materials	• Completed answer documents/SSIDs • *Multiple-Choice, Content Specific History,* and *EOC Division Master File Sheets* • *OSS* (optional)	none	packed in cartons with **yellow (MC) /pink (HST)/red (EOC)/purple** (term grads) labels and shipped by UPS Next Day Air to Iowa City, IA
Non-scorable, secure test materials	• *SOL School Test Coordinator's* and *DDOT's Test Booklet Transmittal Forms;* cover sheets; *Quantity Discrepancy Reports* (originals) • Test booklets and audiotapes • *SOL Division Shipment Transmittal Form*	DDOT	packed and shipped with **green** labels by UPS GroundTrac to San Antonio,TX
	• Braille and large-print test booklets, and audiotapes • *Division Special Test Forms Kits Receipt Document*		
Required forms	• *SOL Examiner's Test Booklet Transmittal Forms/Affidavits* • *SOL Multiple-Choice (Non-Writing) Special Test Forms Classroom Transmittal Document* • *SOL Multiple-Choice (Non-Writing) Special Test Forms School Transmittal Document*	Examiners/ STC	retained in DDOT s file
	• *Examiner's/Proctor's Test Security Agreements*	Examiners/ Proctors	
	• *School Master File Sheets* • *SOL School Test Coordinator's* and *DDOT's Test Booklet Transmittal Forms;* cover sheets noting discrepancies; *Quantity Discrepancy Reports* (copies)	N/A	
	• *SOL School Affidavits*	STC/Building Principal	
	• *SOL School Division Affidavit*	DDOT/Division Superintendent	faxed to the Virginia Department of Education
	• *SOL Test Irregularity Form(s)* (if needed)	STC/DDOT	submitted to DDOT within 24 hours of occurrence; faxed to DOE if necessary
Non-scorable, non-secure test materials	• Unused and voided answer documents • Unused SSIDs • Mathematics formula sheets and Periodic Tables of the Elements	N/A	disposed of per local instructions
	• *Examiner's Manuals* • *School Test Coordinator's Manuals* • DDOT Manual		destroy
	• Scratch paper	N/A	destroyed per local instructions
	• Calculators, rulers, and compasses	N/A	stored according to DDOT instructions

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.

STANDARDS OF LEARNING (SOL) ASSESSMENTS
FALL 2004

DIVISION TEST SECURITY AGREEMENT

SEND VIA FAX

TO: Virginia Program Coordinator, Harcourt **NO. PAGES:** _____
(Toll-Free Fax No. 1-800-547-2059) (Including Cover Sheet)

FROM:_____ **DDOT NAME:** _____
(School Division Name) (Please Print)

The Virginia school division named above acknowledges that the Fall 2004 Standards of Learning (SOL) Assessments are secure tests and agrees to the following conditions of use to ensure the test's security:

1. **a.** The school division will take all necessary precautions to safeguard all test materials by limiting access to persons within the school division with a responsible, professional interest in the test's security.

b. All persons having access to the materials (other than students to whom the test is administered) will complete and sign the appropriate security agreements, affidavits, and transmittal forms as instructed in the SOL *School Test Coordinator's Manual* and *Examiner's Manual*, and will observe all other security-related procedures established and required by the Virginia Department of Education. Copies of all completed forms and affidavits will be kept on file in the school division office.

2. **a.** The school division will keep the test materials under lock and key, except on actual testing date(s), limiting access to those responsible for their security and to students taking the test.

b. Secure student test booklets will be delivered to schools no earlier than 96 hours (four days) prior to testing. School Test Coordinators will deliver the booklets to Examiners no sooner than the date of testing.

c. Test materials will be kept secure until they are actually distributed to students.

d. In no case will students be permitted to remove test materials from the room where testing takes place.

3. The school division will not disclose or allow to be disclosed the contents of the test instrument.

4. Upon completion of testing, the school division will ensure that all test materials are returned by school personnel to the designated Division Director of Testing.

By signing my name to this document, I am assuring the Virginia Department of Education and Harcourt Assessment, Inc. that I and anyone having access to the test materials will abide by the above conditions.

BY: _____ **BY:** _____

TITLE: Division Director of Testing **TITLE: Division Superintendent**

DATE: _____ **DATE:** _____

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)

Appendix B, continued

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 (grade 5, 8 and high school)				Not applicable for High School
Mathematics				Not applicable
*History/ Social Science				
*Science				

*** Students may have a one-time exemption only in grade 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**

APPENDIX C

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 Grade 8 English: Reading and the Standards of Learning Grade 8 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 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:

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.

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

PRESENTATION (cont.)

Standard Accommodations (cont.)

- 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) *

Appendix C, continued

- 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 grade 3 mathematics test and on the computation section of the grade 5 mathematics test (calculators are not routinely supplied to all students)

Nonstandard Accommodations (cont.)

- use of arithmetic tables on grade 3 mathematics test and on the computation section of the grade 5 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.

Appendix C, continued

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 booklet, 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 audio taped record must be verified by a second school official to ensure that no errors in transcription occurred. The audio taped 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 Braillewriter 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 Braillewriter 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.

APPENDIX D

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

DIVISION VERIFICATION OF RECEIPT OF NON-SECURE TESTING MATERIALS AND REORDER FORM

TO: Virginia Program Coordinator, Harcourt **NO. PAGES:** _____
(Toll-Free Fax No. 1-800-547-2059) (Including Cover Sheet)

DATE: _____ **, 2004**

FROM: _____ _____
(School Division Name) (Division Code)

DDOT NAME: _____
(Please Print)

DDOT Instructions: Complete Section 1 below. After receiving all schools' verification/reorder forms, if additional non-secure testing materials are needed from Harcourt, also complete Section 2. Then, fax this form to Harcourt at the fax number above as soon as possible, but **NO LATER THAN 7 days after receipt of materials.** (Please note: Do **not** send **school** verification/reorder forms to Harcourt.)

Section 1. Verification of Shipment: After receipt and verification of your division's Fall 2004 shipment of non-secure SOL *Multiple-Choice (Non-Writing)* testing materials, please complete the information requested in the table below.

Date(s) shipment(s) were delivered to your office: _____	
As indicated on the packing list, all copies of the non-secure SOL Multiple-Choice (Non-Writing) test materials were received in this shipment. If "No," indicate missing materials or discrepancies.	(Circle One) **Yes** **No**
_____ _____ _____ _____	
The carrier made "inside delivery" of the shipment, and my staff and I were satisfied with the manner of delivery. **If "No,"** indicate the problems you experienced.	(Circle One) **Yes** **No**
_____ _____ _____ _____	

continued

This page may be photocopied.

DIVISION VERIFICATION OF RECEIPT OF NON-SECURE TESTING MATERIALS AND REORDER FORM

DIVISION NAME: _____ **DIVISION NUMBER:** _____

Section 2. Reorder of Non-Secure Materials: If additional quantities of any non-secure materials are needed, print the **total** quantities needed in the appropriate box(es) below.

	Ungraded	Grade 8	Content Specific History	End-of-Course
School Test Coordinator's Manual		N/A	N/A	N/A
Fall 04 SOL School Master File Sheet	N/A			
Scoring Service ID (Header) Sheets (specify grade)	N/A			
Gr. 8 M/C Examiner's Manual	N/A		N/A	N/A
Gr. 8 M/C Answer Document	N/A		N/A	N/A
Gr. 8 M/C Mathematics Formula Sheet	N/A		N/A	N/A
Combined Content Specific History *Examiner's Manual*	N/A	N/A		N/A
United States History to 1877 Answer Document	N/A	N/A		N/A
United States History: 1877 to Present Answer Document	N/A	N/A		N/A
Civics & Economics Answer Document	N/A	N/A		N/A
EOC Eng: Rdg Examiner's Manual	N/A	N/A	N/A	
EOC Eng: Rdg Answer Document	N/A	N/A	N/A	
Combined EOC *Mathematics Examiner's Manual*	N/A	N/A	N/A	
Algebra I Answer Document	N/A	N/A	N/A	
Algebra I Formula Sheet	N/A	N/A	N/A	
Geometry Answer Document	N/A	N/A	N/A	
Geometry Formula Sheet	N/A	N/A	N/A	
Algebra II Answer Document	N/A	N/A	N/A	
Algebra II Formula Sheet	N/A	N/A	N/A	
Combined EOC *History and Social Science Examiner's Manual*	N/A	N/A	N/A	
VA and US History Answer Document	N/A	N/A	N/A	
World History I Answer Document	N/A	N/A	N/A	
World History II Answer Document	N/A	N/A	N/A	
World Geography Answer Document	N/A	N/A	N/A	
Combined EOC *Science Examiner's Manual*	N/A	N/A	N/A	
Biology Answer Document	N/A	N/A	N/A	
Earth Science Answer Document	N/A	N/A	N/A	
Chemistry Answer Document	N/A	N/A	N/A	
Chemistry Periodic Table of Elements	N/A	N/A	N/A	
Paper Bands		N/A	N/A	N/A

Additional orders must be faxed to Harcourt at 1-800-547-2059. You will receive confirmation from Harcourt once your order is received.

Division Director of Testing _____ Date _____

continued

DIVISION VERIFICATION OF RECEIPT OF NON-SECURE TESTING MATERIALS AND REORDER FORM

MULTIPLE CHOICE (Non-Writing) TESTS
Fall 2004

DIVISION NAME: _____ **DIVISION NUMBER:** _____

Section 2, continued

*SSID and ***Division/School Master File Sheets*** – For each sheet required, provide the school name(s), school number(s), grade(s), and quantity needed:

SCHOOL NAME	School Number	SUBJECT	SSID Quantity	Division MFS	School MFS

Attach additional pages as necessary. This page may be photocopied.

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

DIVISION VERIFICATION OF RECEIPT OF SECURE (REGULAR and SPECIALS) TESTING MATERIALS AND REORDER FORM

SEND VIA FAX

TO: Virginia Program Coordinator, Harcourt **NO. PAGES: _____**
(Toll-Free Fax No. 1-800-547-2059) (Including Cover Sheet)

DATE: _____ , 2004

FROM: _____ _____
(School Division Name) (Division Code)

DDOT NAME: _____
(Please Print)

DDOT Instructions: Complete Section 1 below. After receiving all schools' verification/reorder forms, if additional secure testing materials are needed from Harcourt, also complete Section 2. Then, fax this form to Harcourt at the fax number above as soon as possible, but **NO LATER THAN 7 days after receipt of materials.** (Please note: Do **not** send **school** verification/reorder forms to Harcourt.)

Section 1. Verification of Shipment: After receipt and verification of your division's Fall 2004 shipment of SOL *Multiple-Choice (Non-Writing)* secure testing materials, please complete the information requested in the table below.

Date(s) shipment(s) were delivered to your office: _____

	(Circle One)	
As indicated on the packing list, all copies of the secure SOL Multiple-Choice (Non-Writing) test materials were received in this shipment. If "No," indicate missing materials or discrepancies.	**Yes**	**No**
_____		
_____		
_____		
_____		

	(Circle One)	
The carrier made "inside delivery" of the shipment, and my staff and I were satisfied with the manner of delivery. **If "No,"** indicate the problems you experienced.	**Yes**	**No**
_____		
_____		
_____		
_____		

continued

This page may be photocopied.

MULTIPLE-CHOICE (NON-WRITING) TESTS
FALL 2004

DIVISION VERIFICATION OF RECEIPT OF SECURE (REGULAR and SPECIALS) TESTING MATERIALS AND REORDER FORM

DIVISION NAME: _____ **DIVISION NUMBER:** _____

Section 2. Reorder of Secure Materials: If additional quantities of any secure materials are needed, print the **total** quantities needed for all schools in the appropriate box(es) below. This form includes both REGULAR and SPECIAL FORMS testing materials.

TITLE		Regular	Regular Audio Kit	Large-Print Kit	Braille Kit
Gr. 8	Multiple-Choice				
	Plain English Mathematics				NA
Content Specific History	United States History to 1877				
	United States History: 1877 to Present				
	Civics & Economics				
End - of - Course	English: Reading				
	Algebra I				
	Geometry				
	Algebra II				
	VA and U.S. History 1995 Standards				
	VA and U.S. 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				

Attach additional pages as necessary. This page may be photocopied.

APPENDIX E

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

SCHOOL VERIFICATION OF RECEIPT OF NON-SECURE TESTING MATERIALS AND REORDER FORM

TO: _____ **NO. PAGES:** _____
(DDOT Name) (Including This Sheet)

SCHOOL NAME: _____ **SCHOOL CODE:** _____

STC NAME: _____ **DATE:** _____ **, 2004**

STC Instructions: Complete Section 1 below. If additional testing materials are needed, complete Section 2. Then, fax or deliver this form to your DDOT as soon as possible but **NO LATER THAN FIVE DAYS AFTER RECEIPT** of materials.

Section 1. Verification of Shipment: After receipt and verification of your school's Fall 2004 shipment of non-secure SOL *Multiple-Choice (Non-Writing)* testing materials, please complete the information requested in the table below.

Date shipment was delivered to your school: _____

	(Circle One)	
As indicated on the packing list, all copies of the non-secure SOL *Multiple-Choice (Non-Writing)* test materials were received in this shipment. If "No," indicate missing materials or discrepancies.	**Yes**	**No**
_____		
_____		
_____		
_____		
The carrier made "inside delivery" of the shipment, and my staff and I were satisfied with the manner of delivery. **If "No,"** indicate the problems you experienced.	**Yes**	**No**
_____		
_____		
_____		
_____		

PLEASE USE PAGE 2 TO ORDER ADDITIONAL NON-SECURE TESTING MATERIALS. FORWARD BOTH PAGES TO YOUR DIVISION DIRECTOR OF TESTING.

SCHOOL NAME: _____ **SCHOOL NUMBER:** _____
DIVISION NAME: _____ **DIVISION NUMBER:** _____

Section 2. Reorder of Materials: If additional quantities of any materials are needed, print the quantity in the box(es) below.

	Ungraded	Grade 8	Content Specific History	End-of-Course
School Test Coordinator's Manual		N/A	N/A	N/A
Fall 04 SOL School Master File Sheet	N/A			
Scoring Service ID (Header) Sheets (specify grade)	N/A			
Gr. 8 M/C Examiner's Manual	N/A		N/A	N/A
Gr. 8 M/C Answer Document	N/A		N/A	N/A
Gr. 8 M/C Mathematics Formula Sheet	N/A		N/A	N/A
Combined Content Specific History *Examiner's Manual*	N/A	N/A		N/A
United States History to 1877 Answer Document	N/A	N/A		N/A
United States History: 1877 to Present Answer Document	N/A	N/A		N/A
Civics & Economics Answer Document	N/A	N/A		N/A
EOC Eng: Rdg Examiner's Manual	N/A	N/A	N/A	
EOC Eng: Rdg Answer Document	N/A	N/A	N/A	
Combined EOC *Mathematics Examiner's Manual*	N/A	N/A	N/A	
Algebra I Answer Document	N/A	N/A	N/A	
Algebra I Formula Sheet	N/A	N/A	N/A	
Geometry Answer Document	N/A	N/A	N/A	
Geometry Formula Sheet	N/A	N/A	N/A	
Algebra II Answer Document	N/A	N/A	N/A	
Algebra II Formula Sheet	N/A	N/A	N/A	
Combined EOC *History and Social Science Examiner's Manual*	N/A	N/A	N/A	
VA and US History Answer Document	N/A	N/A	N/A	
World History I Answer Document	N/A	N/A	N/A	
World History II Answer Document	N/A	N/A	N/A	
World Geography Answer Document	N/A	N/A	N/A	
Combined EOC *Science Examiner's Manual*	N/A	N/A	N/A	
Biology Answer Document	N/A	N/A	N/A	
Earth Science Answer Document	N/A	N/A	N/A	
Chemistry Answer Document	N/A	N/A	N/A	
Chemistry Periodic Table of Elements	N/A	N/A	N/A	
Paper Bands		N/A	N/A	N/A

Attach additional pages as necessary. This page may be photocopied.

MULTIPLE-CHOICE (NON-WRITING) TESTS
FALL 2004

Sample Demographic Page of a Grade 8 Student Answer Document

Virginia
Standards of Learning Assessments

2004 – 2005
Answer Document

GRADE 8 MULTIPLE CHOICE TESTS

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 T

PLACE PRE-ID LABEL HERE

G STUDENT NUMBER

H LOCAL USE #1

I LOCAL USE #2

ISBN 999-8671-14-0

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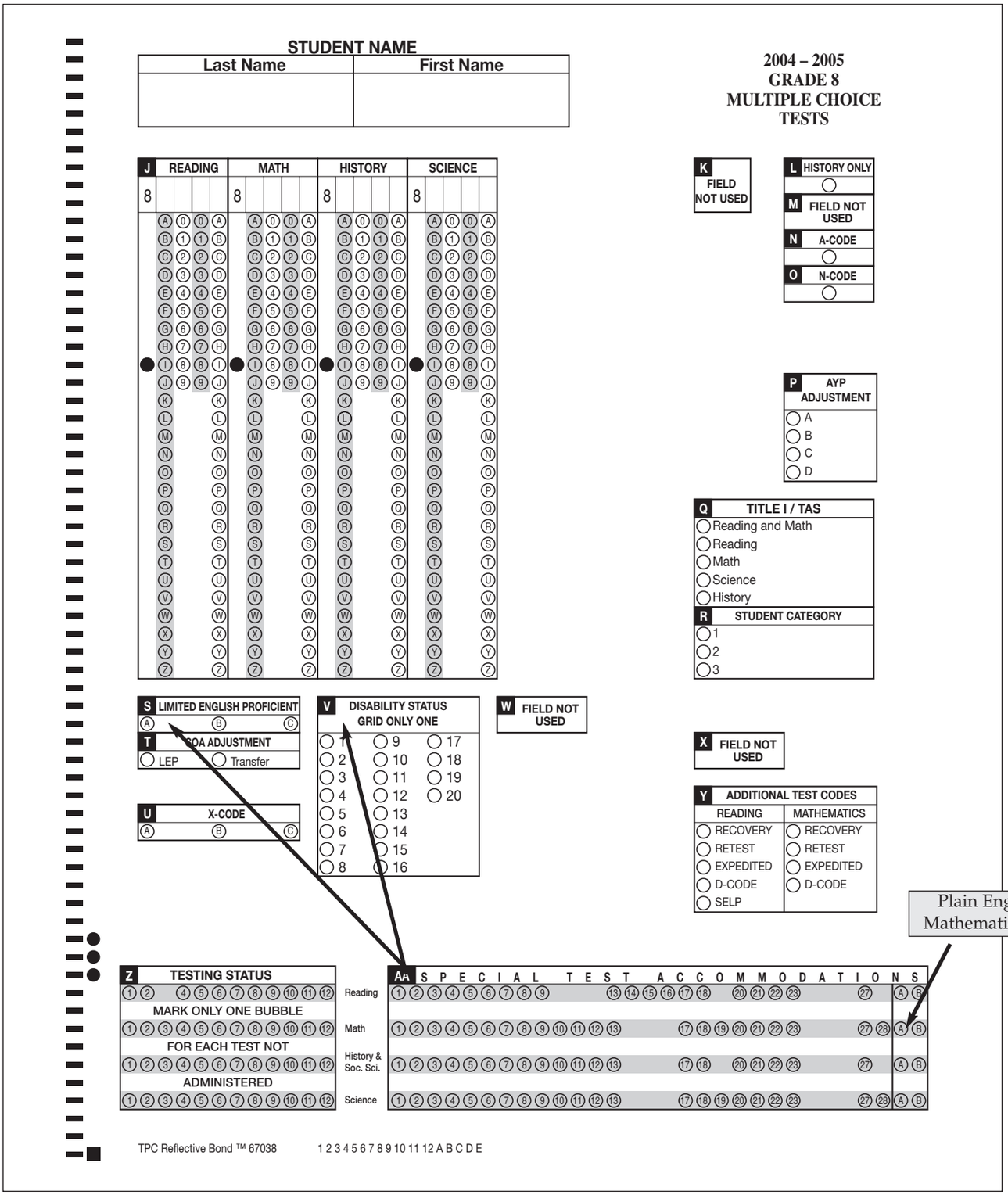

IMPORTANT NOTE: If any of the **Special Test Accommodations (AA)** are gridded, make sure that either **Disability Status (V) or Limited English Proficient (S)** has been included on the Pre-ID file or marked in Section V or S.

Sample Demographic Page of an End-of-Course with Pre-ID Label

Virginia
Standards of Learning Assessments

2004 – 2005
Answer Document

ENGLISH: READING
End-of-Course 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 T

PLACE PRE-ID LABEL HERE

G STUDENT NUMBER

H LOCAL USE #1

I LOCAL USE #2

ISBN 999-8671-15-9

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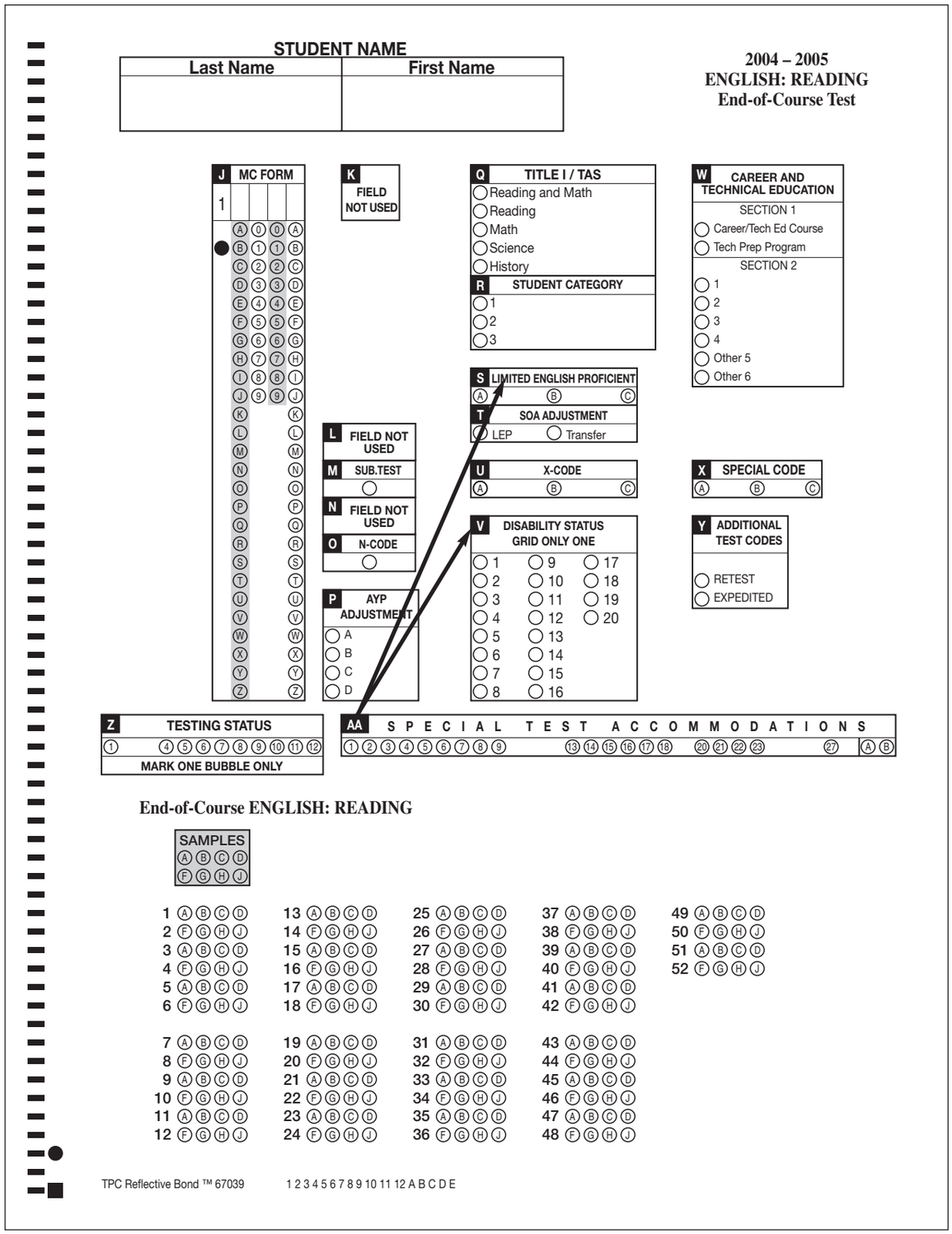


IMPORTANT NOTE: If any of the **Special Test Accommodations (AA)** are gridded, make sure that either **Disability Status (V) or Limited English Proficient (S)** has been included on the Pre-ID file or marked in Section V or S.

APPENDIX G

Special Test Accommodations Codes
Grade 8 Multiple-Choice Tests

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.

English: Reading		Mathematics (including Plain English Mathematics) and Science		History and Social Science		Answer document circle number		
* LEP	** SWD	* LEP	** SWD	* LEP	** SWD			
✓	✓	✓	✓	✓	✓	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	✓	L	✓	L	✓	5	amplification equipment (e.g., hearing aid or auditory trainer)	
L	✓	L	✓	L	✓	6	large-print test	
✓	✓	✓	✓	✓	✓	7	assistance with directions (i.e., simplifying or clarifying directions)	
L	✓	L	✓	L	✓	8	increased size of answer circles (e.g., enlarged copy of answer document)	
L	✓	L	✓	L	✓	9	Braille test / Braille answer document	
		✓	✓	✓	✓	10	reading in English of test items (except for English:Reading) If IEP calls for reading the English:Reading test aloud, see #14.	
		✓	✓	✓	✓	11	audiotape version of test items (except for English:Reading) If IEP calls for using audiotape version of test, see #15.	
		L	✓	L	✓	12	interpreting (e.g., signing, transliteration) test items (except for English) If IEP calls for interpreting the English, see #16.	
L	✓	L	✓	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*
L	✓					16	interpreting (e.g., signing, transliteration) test items on the *English: Reading*	*Non-standard*
✓	S	✓	S	✓	S	17	bilingual dictionary	*Non-standard*
✓	✓	✓	✓	✓	✓	18	mark in test booklet or student responds verbally	
		L	✓			19	math aids (e.g., abacus, manipulatives)	
L	✓	L	✓	L	✓	20	large diameter pencil, special pencil, pencil grip	
L	✓	L	✓	L	✓	21	respond by word processor, typewriter, Brailler	
L	✓	L	✓	L	✓	22	augmentative communication device	
L	✓	L	✓	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*
		L	✓			26	use of calculator or arithmetic tables (gr 3 math and gr 5 math computation)	*Non-standard*
						27	other	
		L	✓			28	calculator with additional functions to those routinely supplied to all students (for 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**

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		Answer document circle number		
* LEP	** SWD			
✓	✓	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**

SPECIAL TEST ACCOMMODATIONS CODES

For End-of-Course Tests in Mathematics and Science:

Algebra I ***Biology***
Geometry ***Earth Science***
Algebra II ***Chemistry***

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.

Limited English Proficient (LEP)	Students with Disabilities (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: Reading*, 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*	*Non-standard*
✓	S	17	bilingual dictionary	*Non-standard*
✓	✓	18	mark in test booklet or student responds verbally	
L	✓	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	
L	✓	28	calculator with additional functions to those routinely supplied to all students (for gr8 math and science)	*Non-standard*

Circles A-B are not available for any EOC tests. DO NOT GRID.

■ 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.

SPECIAL TEST ACCOMMODATIONS CODES
For End-of-Course Test in English: Reading

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.

Limited English Proficient (LEP)	Students with Disabilities (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 IEP calls for reading the *English: Reading* test aloud, see #14.	
		11	audiotape version of test items (except for English) If IEP calls for using audiotape version of test, see #15.	
		12	interpreting (e.g., signing, transliteration) test items (except for *English: Reading*) If IEP calls for interpreting the *English: Reading*, 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*
L	✓	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	

Circles A-B are not available for any EOC tests. DO NOT GRID.

■ 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.

SPECIAL TEST ACCOMMODATIONS CODES

For End-of-Course Tests in History/Social Science:

Virginia and United States History
World History I
World History II
World Geography

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.

Limited English Proficient (LEP)	Students with Disabilities (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: Reading*, 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	

Circles A-B are not available for any EOC tests. DO NOT GRID.

■ 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.

APPENDIX H

Sample Test Booklet Package Cover Sheet

Virginia
Standards of Learning Assessments

GRADE 8
COMBINED MULTIPLE CHOICE
SET XXXXXX
Cover Sheet

NOTES TO EXAMINER:

- THIS PACKAGE CONTAINS THE FOLLOWING FORMS:

  8XXXX

- 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

COVER SHEET ISBN: 999XXXXXXX **ISBN: 999XXXXXXX**

These forms MAY be used for read-aloud administration.

This form may be photocopied.

APPENDIX I

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

SOL SCHOOL TEST BOOKLET TRANSMITTAL FORM

For use prior to test administration to transfer test booklets from the DDOT to each STC.

DIVISION NAME: _____

SCHOOL NAME: _____

1. **Transmit a copy of this form to each school in which the SOL Multiple-Choice (Non-Writing) tests are being administered.** Make photocopies as necessary.
2. **Prior to delivering secure test materials to the STC,** fill in the box below with the number of cartons of test booklets being delivered to the STC.
3. **Deliver this form to the STC along with the test materials.**
4. Upon receipt of test booklets and this form from you, the STC must verify that the number of test booklet cartons you entered on this form is correct. **If incorrect, resolve the inconsistency immediately.** If correct, or once any inconsistency is resolved, the STC must sign and date this form.
5. The STC must return the completed form to you **immediately.**
6. Keep this form on file.

Number of Cartons of Test Booklets Delivered to STC by DDOT

STC Signature: _____ **Date:** _____

This page may be photocopied.

APPENDIX J

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.

The DDOT will this completed *Test Irregularity Form* to:
Virginia Department of Education, Division of Assessment and Reporting, 804-371-8978.

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:**_____

This page may be photocopied.

APPENDIX K

SOL END-OF-COURSE DIVISION MASTER FILE SHEET

Harcourt **Harcourt Assessment, Inc.**

VASOL Fall 04 End-of-Course Division Master File Sheet

Page 1

Division: OAKTOWN COUNTY
Code: 800
DDOT: JANE SMITH
Address: 1234 OAKTOWN ROAD
OAKTOWN, VA 23456
Telephone: (804) 658-9029

School Number	School Name	Grade	Number of Groups	Number of Documents
800 1234	Dear School Test Coordinator: Please place an N/A under the Number of Documents column for any subject that your school did not test. Thank You.			
	World History I-95 Stds	1W	_____	_____
	World History II-95 Stds	2W	_____	_____
	EOC Algebra I	A1	_____	_____
	EOC Algebra II	A2	_____	_____
	EOC Biology	BI	_____	_____
	EOC Chemistry	CH	_____	_____
	EOC Earth Science	ES	_____	_____
	EOC Geometry	GM	_____	_____
	World Geography-95 Stds	GW	_____	_____
	VA & US History-95 Stds	HV	_____	_____
	EOC Reading	RD	_____	_____
	EOC VA & US History-01 Stds	VH	_____	_____
	EOC World History I-01 Stds	W1	_____	_____
	EOC World History II-01 Stds	W2	_____	_____
	EOC World Geography-01 Stds	WG	_____	_____

Totals: _____ _____

FOR SCORING CENTER USE	Receiving Number	Order Number	Date Received
	Testing Program XXX-XXX	Est N-Count	

SOL MULTIPLE-CHOICE DIVISION MASTER FILE SHEET

Harcourt **Harcourt Assessment, Inc.**

VASOL Fall 04 Multiple-Choice Division Master File Sheet

Page 1

Division: OAKTOWN COUNTY
Code: 800
DDOT: JANE SMITH
Address: 1234 OAKTOWN ROAD
OAKTOWN, VA 23456
Telephone: (804) 658-9029

School Number	School Name	Grade	Number of Groups	Number of Documents
	Dear School Test Coordinator: Please place an N/A under the Number of Documents column for any subject that your school did not test. Thank You.			
800 1223	OAKTOWN MS			
	Grade 8	08	_____	_____
	Gr 8 Plain English Math	M8	_____	_____

Totals: _____ _____

FOR SCORING CENTER USE	Receiving Number	Order Number	Date Received
	Testing Program XXX-XXX	Est N-Count	

SOL CONTENT SPECIFIC HISTORY DIVISION MASTER FILE SHEET

Harcourt **Harcourt Assessment, Inc.**

VASOL Fall 04 Content Specific History Division Master File Sheet

Page 1

Division: OAKTOWN COUNTY
Code: 800
DDOT: JANE SMITH
Address: 1234 OAKTOWN ROAD
OAKTOWN, VA 23456
Telephone: (804) 658-9029

School Number	School Name	Grade	Number of Groups	Number of Documents
	Dear School Test Coordinator: Please place an N/A under the Number of Documents column for any subject that your school did not test. Thank You.			
800 1223	OAKTOWN MS			
	Civics & Economics	CE	_____	_____
	US History I to 1877	U1	_____	_____
	US History II :1877 to Present	U2	_____	_____

Totals: _____ _____

FOR SCORING CENTER USE	Receiving Number	Order Number	Date Received
	Testing Program XXX-XXX	Est N-Count	

APPENDIX L

SOL END-OF-COURSE SCHOOL MASTER FILE SHEET

Harcourt Assessment, Inc.

VASOL Fall 04 End-of-Course School Master File Sheet

Page 1

Division: OAKTOWN COUNTY
Code: 800
DDOT: JANE SMITH
Address: 1234 OAKTOWN ROAD
OAKTOWN, VA 23456
Telephone: (804) 658-9029

School Number	School Name	Grade	Number of Groups	Number of Documents
	Dear School Test Coordinator: Please place an N/A under the Number of Documents column for any subject that your school did not test. Thank You.			
800 1234	OAKTOWN HS			
	World History I-95 Stds	1W	_____	_____
	World History II-95 Stds	2W	_____	_____
	EOC Algebra I	A1	_____	_____
	EOC Algebra II	A2	_____	_____
	EOC Biology	BI	_____	_____
	EOC Chemistry	CH	_____	_____
	EOC Earth Science	ES	_____	_____
	EOC Geometry	GM	_____	_____
	World Geography-95 Stds	GW	_____	_____
	VA & US History-95 Stds	HV	_____	_____
	EOC Reading	RD	_____	_____
	EOC VA & US History-01 Stds	VH	_____	_____
	EOC World History I-01 Stds	W1	_____	_____
	EOC World History II-01 Stds	W2	_____	_____
	EOC World Geography-01 Stds	WG	_____	_____

Totals: _____ _____

FOR SCORING CENTER USE	Receiving Number	Order Number	Date Received
	Testing Program XXX-XXX	Est N-Count	

SOL MULTIPLE-CHOICE SCHOOL MASTER FILE SHEET

Harcourt **Harcourt Assessment, Inc.**

VASOL Fall 04 Multiple-Choice School Master File Sheet

Page 2

Division: OAKTOWN COUNTY
Code: 800
DDOT: JANE SMITH
Address: 1234 OAKTOWN ROAD
OAKTOWN VA 23456
Telephone: (804) 658-9029

School Number	School Name	Grade	Number of Groups	Number of Documents
	Dear School Test Coordinator: Please place an N/A under the Number of Documents column for any subject that your school did not test. Thank You.			
800 1223	OAKTOWN MS			
	Grade 8	08	_____	_____
	Gr 8 Plain English Math	M8	_____	_____

Totals: _____ _____

FOR SCORING CENTER USE	Receiving Number	Order Number	Date Received
	Testing Program XXX-XXX	Est N-Count	

SOL CONTENT SPECIFIC HISTORY SCHOOL MASTER FILE SHEET

Harcourt Assessment, Inc.

VASOL Fall 04 Content Specific History School Master File Sheet

Page 1

Division: OAKTOWN COUNTY
Code: 800
DDOT: JANE SMITH
Address: 1234 OAKTOWN ROAD
OAKTOWN, VA 23456
Telephone: (804) 658-9029

School Number	School Name	Grade	Number of Groups	Number of Documents
	Dear School Test Coordinator: Please place an N/A under the Number of Documents column for any subject that your school did not test. Thank You.			
800 1223	OAKTOWN MS			
	Civics & Economics	CE	_____	_____
	US History I to 1877	U1	_____	_____
	US History II :1877 to Present	U2	_____	_____

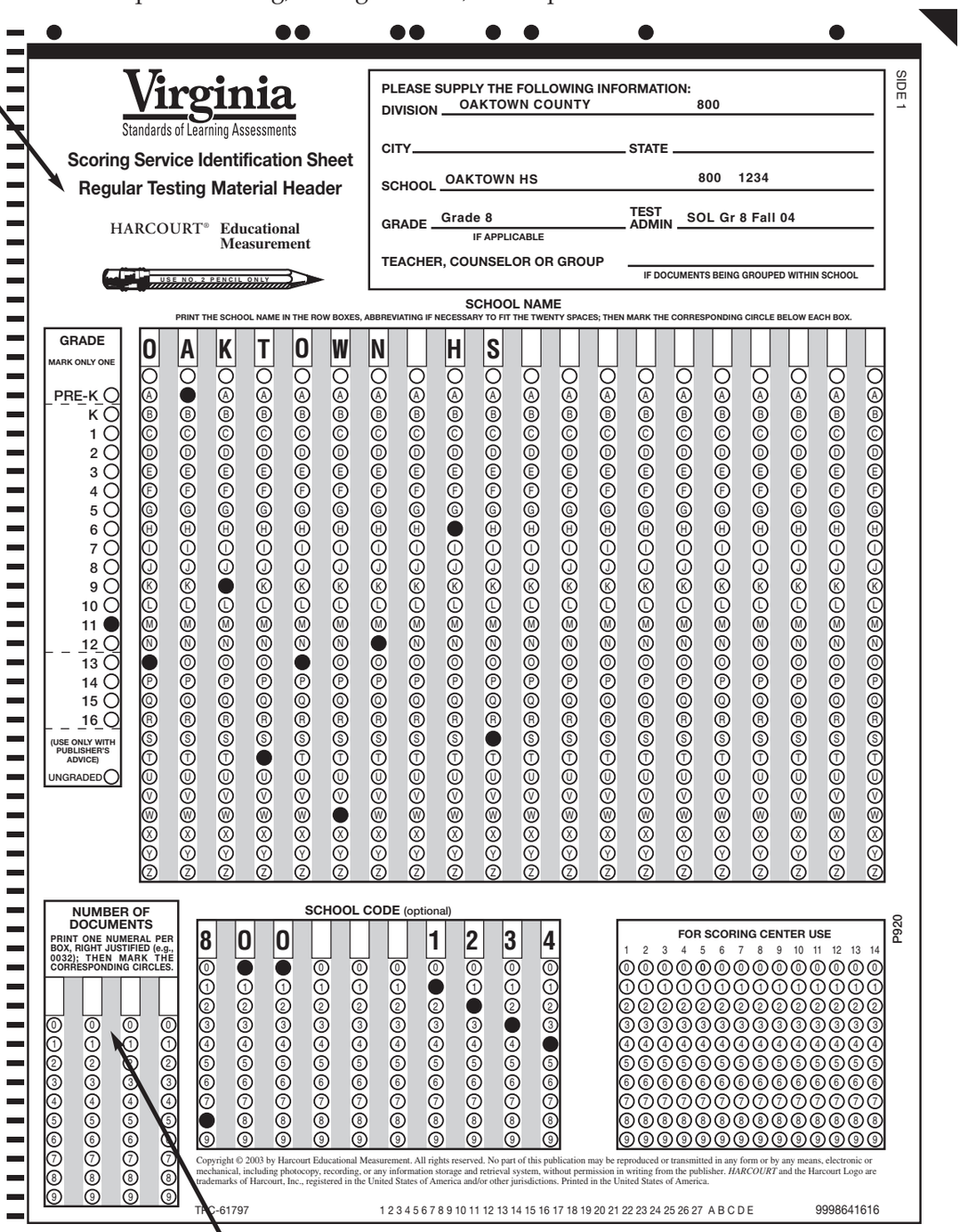
Totals: _____ _____

FOR SCORING CENTER USE	Receiving Number	Order Number	Date Received
	Testing Program XXX-XXX	Est N-Count	

APPENDIX M

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 2004 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), administrations using the alternate form for irregularities that require retesting, term graduates, and expedited retakes.



This section **MUST** be completed before submission. Remember to include an answer document for **EVERY** student enrolled, **including students who did not test.**

APPENDIX N

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

SOL DDOT's TEST BOOKLET OVERAGE TRANSMITTAL FORM

Complete this form and the Discrepancy Report on the next two pages after all test materials have been returned to you from STCs. The completed form and the report are to be returned to Harcourt as directed below.

DIVISION NAME: _____ **SCHOOL NAME:**_____

BEFORE TESTING:

1. Record the total counts of regular-print test booklets shown on all packing lists of overage shipments in the "Packing List Quantity" column.
2. Prior to distributing these overage test booklets, record the total counts received in the division in the corresponding "DDOT Received" column of this form.

AFTER TESTING:

1. Enter the total number of overage, regular-print test booklets packed for return shipment in the corresponding "DDOT Returned" column. Then complete the *DDOT's Quantity Discrepancy Report* on the next two pages for **all** regular-print test booklets received in both regular and overage shipments. If any test booklet is lost, an *SOL Test Irregularity Form* must be submitted to the Virginia Department of Education. **Do not mark in the "Scoring Center ONLY" column.**
2. Photocopy this form and the *DDOT's Quantity Discrepancy Report* for your records. Pack the originals inside Box #1 of your Set B cartons. Label the box "Transmittal Forms Enclosed."
3. **You MUST sign and date the bottom of this form.**

Grade/Subject	Packaging List Quantity	Test Booklets Total Numbers		
		DDOT Received	DDOT Returned	DO NOT USE Scoring Center Only
Gr 8 Plain English Math				
Grade 8 Combined				
Content Specific History				
US History to 1877				
US History: 1877 to present				
Civics & Economics				
End-of-Course				
English: Reading				
Algebra I				
Geometry				
Algebra II				
Biology				
Chemistry				
Earth Science				

Grade/Subject	Packaging List Quantity	Test Booklets Total Numbers		
		DDOT Received	DDOT Returned	DO NOT USE Scoring Center Only
VA & US History 95 Stds				
VA & US History 01 Stds				
World History I 95 Stds				
World History I 01 Stds				
World History II 95 Stds				
World History II 01 Stds				
World Geography 95 Stds				
World Geography 01 Stds				

DDOT's Signature: _____ **Date:** _____

This page may be photocopied.

STANDARDS OF LEARNING (SOL) ASSESSMENTS
FALL 2004

DDOT'S QUANTITY DISCREPANCY REPORT
Multiple-Choice, Content Specific History, and End-of-Course

DDOT Instructions: In each section, check the appropriate box. If the second box is checked, fill in the blanks to describe each discrepancy.

1. Division Overage Packing List / Receipt Discrepancies (including supplemental shipments)

❑ No discrepancies were noted between quantities on the division overage packing list (and as appropriate, packing lists for supplemental shipments from Harcourt) and quantities actually received.

❑ The following discrepancies were noted:

- grade _____ test booklet, HST subject _____ or EOC subject _____
  Packing list indicated _____ booklets shipped, but we received _____ booklets
  Package was supposed to contain _____ booklets but only _____ were enclosed *
- grade _____ test booklet, HST subject _____ or EOC subject _____
  Packing list indicated _____ booklets shipped, but we received _____ booklets
  Package was supposed to contain _____ booklets but only _____ were enclosed *

* Please attach a photocopy of the package cover sheet.

2. Booklets Lost or Removed from Division Overage During Testing Due to Testing Irregularities

❑ No booklets were lost, and none were forwarded to the Department of Education.

❑ The following booklets were lost or forwarded to the Department of Education due to a testing irregularity:

- grade _____ test booklet, HST subject _____ or EOC subject _____
  Number of copies lost _____ Number of copies forwarded _____
  Date irregularity reported to DDOT _____; irregularity number _____
- grade _____ test booklet, HST subject _____ or EOC subject _____
  Number of copies lost _____ Number of copies forwarded _____
  Date irregularity reported to DDOT _____; irregularity number _____

3. Booklets Retained in the Division to Verify Scores of Transcribed Tests

❑ No booklets have been retained in the division for these purposes.

❑ The following booklets have been retained in the division to verify results of students' tests:

- grade ___ test booklet, HST subject _____ or EOC subject _____Form No. _____; no. copies ___
- grade ___ test booklet, HST subject _____ or EOC subject _____Form No. _____; no. copies ___
- grade ___ test booklet, HST subject _____ or EOC subject _____Form No. _____; no. copies ___

This page may be photocopied.

STANDARDS OF LEARNING (SOL) ASSESSMENTS
FALL 2004

DDOT'S QUANTITY DISCREPANCY REPORT
Multiple-Choice, Content Specific History, and End-of-Course

4. Division Overage Booklets Transferred to Schools in This Division

❑ No booklets were transferred from the DDOT's division overage to any school.

❑ The following booklets were transferred to schools from the division overage, have remained in the schools' materials inventories, and are being returned with the schools' materials:

- school name _____ number _____ grade _____
  test booklet, HST subject _____ or EOC subject _____ No. of copies transferred ____
- school name _____ number _____ grade _____
  test booklet, HST subject _____ or EOC subject _____ No. of copies transferred ____
- school name _____ number _____ grade _____
  test booklet, HST subject _____ or EOC subject _____ No. of copies transferred ____
- school name _____ number _____ grade _____
  test booklet, HST subject _____ or EOC subject _____ No. of copies transferred ____
- school name _____ number _____ grade _____
  test booklet, HST subject _____ or EOC subject _____ No. of copies transferred ____
- school name _____ number _____ grade _____
  test booklet, HST subject _____ or EOC subject _____ No. of copies transferred ____
- school name _____ number _____ grade _____
  test booklet, HST subject _____ or EOC subject _____ No. of copies transferred ____

5. Division Overage Booklets Transferred with the Department of Education's Authorization to Another School Division

❑ No booklets were transferred from this division to any other school division.

❑ The following booklets were transferred to another school division, have remained in that division's materials inventory, and are being returned with that division's materials:

- grade ___ test booklet, HST subject _____ or EOC subject _____ No. of copies transferred ___
- grade ___ test booklet, HST subject _____ or EOC subject _____ No. of copies transferred ___

6. Booklets Transferred to This School Division with the Department of Education's Authorization from Another School Division

❑ No booklets were transferred to this division from any other school division.

❑ The following booklets were transferred to this school division from another division and are among the enclosed materials:

- grade ___ test booklet, HST subject _____ or EOC subject _____ No. of copies transferred ___
  Number of copies received from the DDOT_____
- grade ___ test booklet, HST subject _____ or EOC subject _____ No. of copies transferred ___
  Number of copies received from the DDOT_____

This page may be photocopied.

APPENDIX O

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

SOL DIVISION SHIPMENT TRANSMITTAL FORM

SET B Materials — Secure Test Booklets

For use by DDOT after test administration to ship test booklets to Harcourt.

DIVISION NAME: _____

1. List the carton information for the division additional materials in the first line. For reference use a copy of the Division Director of Testing's *Test Booklet Overage Transmittal Form*, which is in Appendix N of this manual.
2. Working with one school at a time, enter the name of the school in the first column.
3. In the second column labeled "Total Number of Cartons," for each school listed, enter the number of cartons.
4. In the third column labeled "Carton Number Range," for each school listed, enter the number range. **Remember to consecutively number ALL cartons.**
5. In the fourth column labeled "Transmittal Form is in Carton Number," indicate by number the specific carton in which the school's transmittal form is enclosed.
6. Repeat steps 2-5 for all other schools in your division.
7. **This form must be signed by the DDOT and returned to the Scoring Center at the top of carton #1 of your division's Set B shipment. Be sure to keep a copy of this form for your files. Also, leave one copy of each *STC's Test Booklet Transmittal Form* with each school's test booklets/writing prompts when shipping to the Scoring Center.**
8. Each box of your shipment should have a black-and-white UPS GroundTrac label attached. You must detach the removable strip preprinted with the tracking number from each UPS GroundTrac label and apply it to the *SOL Division Shipment Transmittal Form for UPS Tracking Number Labels* on the next page. When applying each label to this page, please indicate the number of the box from which the label was removed.

School Name	Total Number of Cartons	Carton Number Range	Transmittal Form Is in Carton Number:
Division overage			
Total Number of Cartons:			

DDOT's Signature: _____ **Date:** _____

This page may be photocopied.

STANDARDS OF LEARNING (SOL) ASSESSMENTS
FALL 2004

SOL DIVISION SHIPMENT TRANSMITTAL FORM FOR UPS TRACKING NUMBER LABELS

Box Number	UPS Tracking Number (Apply Label Here)	Box Number	UPS Tracking Number (Apply Label Here)

This page may be photocopied.

APPENDIX P

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 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								
Gr. 8	Grade 8 Plain English Math		NA						
Content Specific History	US History to 1877								
Content Specific History	US History: 1877 to Present								
Content Specific History	Civics & Economics								
End - of - Course	English: Reading								
End - of - Course	Algebra I								
End - of - Course	Geometry								
End - of - Course	Algebra II								
End - of - Course	VA and U.S. History 1995 Standards								
End - of - Course	VA and U.S. History 2001 Standards								
End - of - Course	World History I 1995 Standards								
End - of - Course	World History I 2001 Standards								
End - of - Course	World History II 1995 Standards								
End - of - Course	World History II 2001 Standards								
End - of - Course	World Geography 1995 Standards								
End - of - Course	World Geography 2001 Standards								
End - of - Course	Biology								
End - of - Course	Earth Science								
End - of - Course	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 Q

STANDARDS OF LEARNING (SOL) ASSESSMENTS

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

For use by the DDOT when distributing Special Forms Kits to the STCs prior to testing, and for use by the STCs when returning secure materials to the DDOTs following testing.

SCHOOL 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								
	Grade 8 Plain English Math		N/A						
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 and U.S. History 1995 Standards								
	VA and U.S. 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								

NOTE: Refer to the kit component listing within each kit to verify all components are returned. STCs must notify the DDOTs of shipment discrepancies and additional orders.

[1] Before test administration
[2] After test administration
[3] The full battery multiple-choice test booklet will be sent, but only the *English: Reading* and *Mathematics* should be attempted.

BEFORE TESTING: Verify the receipt of Special Test Form Kits.

_____ STC's Signature _____ DDOT's Signature _____ Date

AFTER TESTING: Verify the return of Special Test Form Kits to the DDOT.

_____ STC's Signature _____ DDOT's Signature _____ Date

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 R

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 (if applicable) 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.

APPENDIX S

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

SOL SCHOOL DIVISION AFFIDAVIT

FAX THIS AFFIDAVIT NO LATER THAN TWO WEEKS AFTER THE END OF YOUR TESTING WINDOW TO:

TO: VIRGINIA DEPARTMENT OF EDUCATION,
DIVISION OF ASSESSMENT AND REPORTING
FAX 804-371-8978

DIVISION NAME: _____

This affidavit must be completed by the DDOT and then signed and dated by the DDOT and the school division superintendent.

This signed and dated form must be returned no later than two weeks after the end of your testing window, to the Virginia Department of Education, Division of Assessment and Reporting, fax 804-371-8978.

AFFIDAVIT

I certify that, to my knowledge, no one in the school division has copied, reproduced, or had improper access to the Standards of Learning (SOL) Assessments *Multiple-Choice (Non-Writing)* test booklets or to any questions from them. All SOL test booklets and scorable answer documents have been returned to my office as directed in the SOL *DDOT's Manual* and *School Test Coordinator's Manual*.

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

This page may be photocopied.

APPENDIX T

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

EXPEDITED RETAKES: SCHOOL TRANSMITTAL FORM

SCHOOL NAME: _____ STC's NAME: _____

For use by the DDOT when distributing Expedited Retake materials to the STC prior to testing. For use by the STC when returning Expedited Retake materials to the DDOT following testing.

	SUBJECT	Regular Print	Regular Audio	Braille	Large Print	Test Bklets/Kits Received		Test Bklets/Kits Returned	
						Quantity Received	STC's Initials$_1$	Quantity Returned	DDOT's Initials$_2$
End of Course	EXAMPLE:	3		2		5			
	English: Reading								
	Algebra I								
	Geometry								
	Algebra II								
	VA and U.S. History 1995 Standards								
	VA and U.S. 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								
Modified Diploma	Grade 8 *								
	Plain English Mathematics			N/A					

*** For Modified Standard Diploma students only**

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

BEFORE TESTING: Verify the receipt of the Expedited Retake materials.

_____ DDOT's Signature _____ STC's Signature _____ Date

AFTER TESTING: Verify the receipt of the Expedited Retake materials.

_____ DDOT's Signature _____ STC's Signature _____ Date

APPENDIX U

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

EXPEDITED RETAKES: CLASSROOM TRANSMITTAL FORM

SCHOOL NAME: _____ **EXAMINER's NAME:** _____

For use by the STC when distributing Expedited Retake materials to the Examiner prior to testing. For use by the Examiner when returning Expedited Retake materials to the STC following testing.

	SUBJECT	Regular Print	Regular Audio	Braille	Large Print	Test Bklets/Kits Received		Test Bklets/Kits Returned	
						Quantity Received	EM's Initials[1]	Quantity Returned	STC's Initials[2]
End of Course	EXAMPLE:	3		2		5			
	English: Reading								
	Algebra I								
	Geometry								
	Algebra II								
	VA and U.S. History 1995 Standards								
	VA and U.S. 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								
Modified Diploma	Grade 8 *								
	Plain English Mathematics			N/A					

*** For Modified Standard Diploma students only**

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

BEFORE TESTING: Verify the receipt of the Expedited Retake materials.

STC's Signature _____ Examiner's Signature _____ Date _____

AFTER TESTING: Verify the receipt of the Expedited Retake materials.

STC's Signature _____ Examiner's Signature _____ Date _____

APPENDIX V

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

EXPEDITED RETAKES: DIVISION SECURE TEST BOOKLETS ORDER FORM

DIVISION NAME: _____ **DIVISION NUMBER:** _____

	SUBJECT	REGULAR QUANTITY NEEDED	FORM NUMBER OF ORIGINAL TEST	FORM NUMBER OF ORIGINAL TEST	Regular Audio Qty.	Braille Qty.	Large Print Qty.
End of Course	English:Reading						
	Algebra I						
	Geometry						
	Algebra II						
	VA and U.S. History 1995 Standards						
	VA and U.S. 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						
Modified Diploma	Grade 8 *						
	Plain English Mathematics					N/A	

* For Modified Standard Diploma students only

Division Director of Testing: _____

(Signature) (Date)

APPENDIX W

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

EXPEDITED RETAKES: DIVISION SHIPMENT TRANSMITTAL FORM

Complete this form after all Expedited Retake test materials have been returned to you from STCs. Return the completed form with the Expedited Retake test materials to Harcourt.

DIVISION NAME: _____ **DIVISION NUMBER:** _____

	SUBJECT	Regular Print	Regular Audio	Braille	Large Print	QUANTITY ORDERED (Division Secure Test Bklets Order Form)	QUANTITY RETAINED (Per Section 3: Discrepancy Report)	QUANTITY RETURNED	DO NOT USE Scoring Center Only
End of Course	English: Reading								
	Algebra I								
	Geometry								
	Algebra II								
	VA and U.S. History 1995 Standards								
	VA and U.S. 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								
Modified Diploma	Grade 8 *								
	Plain English Mathematics			N/A					

* For Modified Standard Diploma students only

Attach copy of *DDOT's Quantity Discrepancy Report* (Section 3) and *Expedited Retakes: Division Secure Test Booklets Order Form.*

Division Director of Testing: _____

(Signature) **(Date)**

APPENDIX X

STANDARDS OF LEARNING (SOL) ASSESSMENTS
Fall 2004

CAREER AND TECHNICAL EDUCATION ANSWER DOCUMENT GUIDELINES (Section W)

Directions for completing Section W, Career and Technical Education on the Standards of Learning End-of-Course answer document are as follows:

SECTION 1

Grid **"Career/Tech Ed Course"** for all students (grades 9-12) who are enrolled in one or more Career and Technical Education course(s) during the same "real time" as an academic course(s) that requires a Standards of Learning (SOL) End-of-Course test.

Career and Technical Education content areas are:

- Agriculture Education
- Business and Information Technology
- Family and Consumer Sciences
- Health and Medical Sciences
- Marketing
- Technology Education
- Trade and Industrial Education
- Career Connections, including Special Programs

AND

Grid **"Tech Prep Program:"** for all students who are enrolled in the secondary component of a Tech Prep program. A student who is enrolled in a Tech Prep program must also be enrolled in a Career and Technical Education course(s).

A Tech Prep program is defined as a program of study that:

- combines at a minimum of two years of secondary education (as determined under State Law) with a minimum of two years of post-secondary education in a non-duplicative, sequential course of study
- integrates academic and career and technical instruction and utilizes work-based and work-site learning where appropriate and available
- provides technical preparation in a career field such as engineering technology; applied science; a mechanical, industrial, or practical are or~ trade; agriculture; health occupations; business; or applied economics
- builds student competence in mathematics, science, reading, writing, communications, economics, and workplace skills through applied, contextual academics and integrated instruction in a coherent sequence of courses
- leads to an associate or baccalaureate degree, or a post-secondary certificate in a specific career field
- leads to placement in appropriate employment or to further education.

STANDARDS OF LEARNING (SOL) ASSESSMENTS
Fall 2004

CAREER AND TECHNICAL EDUCATION ANSWER DOCUMENT GUIDELINES (Section W)

SECTION 2

If Section V - Disability Status, Section S - Limited English Proficient, or Section O - N–Code Economically Disadvantaged has been marked on the student's answer document, do not grid Section W - Career and Technical Education, Section 2, If Section V, Section S or Section O has **not** been marked on the student's answer document, grid only **one** of the following:

Grid 1: Economically Disadvantaged (LEAVE BLANK)

The information is provided in Section O–N Code

Grid 2: Single Parent

Students who are unmarried or legally separated from a spouse; and
(1) have a minor child or children for which the parent has either custody or joint custody, or

Grid 3: Displaced Homemaker

Students who
(1) have worked primarily without remuneration to care for a home and family, and for that reason have diminished marketable skills, have been dependent on the income of another family member but are no longer supported by that income, or a parent whose youngest dependent child will become ineligible to receive assistance under Part A of Title IV of the Social Security Act (42 U.S.C. 601 et.seq.) not later than 2 years after the date on which the parent applies for assistance under this title; and
(2) are unemployed or underemployed and are experiencing difficulty in obtaining or upgrading employment

❖ ❖ ❖ ❖ ❖ ❖ ❖ ❖ ❖ ❖ ❖ ❖

Complete bubble 4 if a student is classified as non-traditional as explained below.

Grid 4: Non-traditional Career

Students who are classified as the non-traditional gender (grades 9-12) enrolled in one or more of the courses identified for Non-traditional Career Preparation and who also enrolled in academic course(s) that require(s) a Standards of Learning (SOL) End-of-Course test. To determine this student population:

(1) Review the most current listing of Secondary Programs Identified for Non-Traditional Career Preparation in Virginia at:
http://www.pen.k12.va.us/VDOE/Instruction/CTE/cters/procedure.pdf
(2) Determine which courses from this list are offered at each high school and the non-traditional gender classification assigned to these course(s); and
(3) Review the class roster for only the courses offered at your school for non-traditional career preparation. Identify only students classified as the non-traditional gender in these courses

Grid 5 and 6: Leave blank.

If you have additional questions, please call the Virginia Department of Education Office of Career and Technical Education (804) 225-2051.

APPENDIX Y

STANDARDS OF LEARNING (SOL) ASSESSMENTS
FALL 2004

Virginia SOL Team Directory

How do I reach someone at Harcourt Assessment, Inc.?

VA TEAM email: virginia_sol@harcourt.com
The best way to reach a member of the Project team is to send an email to this address. Any of the VA team members can access the site, although responsibility for accessing the site and forwarding issues is rotated through the group. Utilizing this email site will help ensure that your request is responded to in a timely manner. If your "assigned" program coordinator is not available to process your request, it will be handled by another team member.

Scoring Hotline: (800) 328-5999
Questions concerning scoring or reporting should be called into the Scoring Hotline. The hotline sends a copy of your inquiry to your assigned program coordinator, who will watch to make certain the situation is resolved in a timely fashion.

CTP Toll Free Fax No. (800) 547-2059
In addition to faxing in required documentation (i.e., transmittal forms), you can also fax copies of material orders, additional orders, copies of emails you sent via the email address, or any other messages you want to make certain are received by Harcourt.

CTP Toll Free Phone No. (800) 228-0752
Phone extensions of the program coordinators can be found on the next page. If you have a question, please call one of them.

CERVS Website: http://va.harcourt.com
Commonly used forms can be printed from this site: Additional Materials Order Form; Division and School Master File Sheets; Instructions for Optional Scoring Service (OSS); and Pre-ID Order Form.

STANDARDS OF LEARNING (SOL) ASSESSMENTS
FALL 2004

Virginia SOL Team Directory

Harcourt Assessment, Inc. Program Coordinator Assignments October 25, 2004
Customer Support Center: 1-800-763-2306

Kimberly Bridgest, ext. 5609			
Alleghany County	Charles City	Goochland County	Powhatan County
Amelia County	Charlotte County	Harrisonburg City	Prince Edward County
Appomattox County	Chesterfield County	Hopewell City	Richmond City
Arlington County	Clarke County	Loudoun County	Scott County
Bath County	Colonial Beach City	Martinsville City	State Operated Programs
Brunswick County	Dept of Correctional Ed	Northumberland County	Suffolk City
Buckingham County	Fauquier County	Nottoway County	Warren County
Buena Vista City	Frederick County	Page County	Washington County
Caroline County	Gloucester County	Petersburg City	Waynesboro City

Norma Brooks, ext. 5604			
Albemarle County	Cumberland County	Lexington City	Roanoke City
Alexandria City	Dinwiddie County	Louisa County	Russell County
Bedford County	Franklin County	Lunenburg County	Smyth County
Bland County	Galax City	Madison County	Southampton County
Bristol City	Grayson County	Manassas City	Spotsylvania County
Carroll County	Greene County	Manassas Park City	Stafford County
Colonial Heights City	King George County	Pittsylvania County	Virginia Beach City
Covington City	King William County	Portsmouth City	Westmoreland County
Craig County	Lee County	Prince William County	Williamsburg City

Roxie Gonzalez, ext. 5605			
Accomack County	Fluvanna County	Middlesex County	Richmond County
Augusta County	Fredericksburg City	Montgomery County	Rockingham County
Campbell County	Greensville County	Nelson County	Salem City
Culpeper County	Hampton City	Newport News City	Staunton City
Fairfax County	Isle of Wight	Norton City	Tazewell County
Falls Church City	Mathews County	Orange County	York County
Floyd County	Mecklenburg County	Patrick County	

Brenda Zamarripa, ext. 5141			
Amherst County	Halifax County	Northampton County	Sussex County
Botetourt County	Hanover County	Poquoson County	VSDB-Hampton
Buchanan County	Henrico County	Prince George County	VSDB-Staunton
Charlottesville City	Henry County	Pulaski County	West Point City
Chesapeake City	Highland County	Radford City	Winchester County
Danville City	King and Queen County	Rappahannock County	Wise County
Dickenson County	Lancaster County	Roanoke County	Wythe County
Essex County	Lynchburg City	Rockbridge County	
Franklin City	New Kent County	Shenandoah County	
Giles County	Norfolk City	Surry County	

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DDOT'S CHECKLISTS

Activities During Test Administration

- ❑ **1.** Be available during your schools' testing sessions to answer questions and resolve problems (Section 5.3).
- ❑ **2.** Assist STCs in identifying and resolving testing irregularities (Section 5.4).
- ❑ **3.** Ensure make-up sessions are properly scheduled (Section 5.5).

Activities After Test Administration

- ❑ **1.** After all testing sessions have been completed, verify receipt of all test materials from all STCs.
- ❑ **2.** Receive and verify all scorable answer documents (Sections 6.1 and 6.2).
- ❑ **3.** Pack and ship all scorable answer documents. Scorable answer documents should be shipped **no later than the ship date provided to the Department of Education** (Sections 6.4–6.6).
- ❑ **4.** Receive, pack, and ship all secure, non-scorable test booklets including Braille, large-print and audiokits, **no later than ten school days after the end of your testing window** (Section 6.8).
- ❑ **5.** Verify that you have received all required SOL forms from all STCs (Section 6.10).
- ❑ **6.** Return a signed *SOL School Division Affidavit* to the Virginia Department of Education **no later than 2 weeks after the end of your testing window** (Section 6.11).
- ❑ **7.** Review final disposition of all test materials: scorable answer documents, secure test booklets, forms and documentation, and other non-scorable materials (Section 6.12).

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