Virginia

Standards of Learning Assessments

DDOT's Manual

Fall 2004
English: Writing Test

Manual for the Division Director of Testing

Grade 8
End-of-Course

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

ISBN: 9998670489

NEW FOR FALL 2004

Please make sure all Examiners are aware that revisions were made to the demographic pages of the answer documents during the Fall 2004 SOL tests administration. Other changes include the following:

- No audits will take place in the fall administration.
- Students eligible to graduate by August 31, 2005, with a standard or advanced studies diploma who have not passed the End-of-Course *English: Writing* test may have two opportunities to take the test during the Fall 2004 Administration (Section 4.1).
- 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 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).
  - In addition to Sections A and B on the front cover of the answer document, the student's last name and first name must be written in the two boxes (upper right corner) on pages 3 and 5, and also on the upper back cover.
  - Students must use only No. 2 pencils when completing the answer document for the multiple-choice component and the direct-writing component of the English test.
  - Section F – Grade – Circle T should be gridded for students not currently enrolled, but who had sufficient standard credit to graduate previously and who are returning to retake the SOL *English: Writing* test for verified credit (Section 4.7.1).
  - 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 4.7.1).
  - 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); or **grid circle C** for those students who are formerly LEP and have exited monitor status within the last two years (Section 4.7.1).
  - Section AA – Special Test Accommodations – The audiotape version of the *English: Writing* test is available for students identified as limited English proficient and students with disabilities. Refer to Special Test Accommodations Codes, number 11, in Appendix G.
- 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, regular-audio), (3) alternate forms used for irregularities that require retesting, and (4) second-opportunity testing (EOC only).
- During the transition from three SSID sheets to one SSID sheet, please note that the SSID sheets you receive for the Fall administration will have Regular Testing Material Header printed at the top. However, this orange SSID sheet may be used for any bundle of answer documents, including Special Test Forms (Braille, large-print, and regular-audio), administrations using the alternate form for irregularities that require retesting, and second-opportunity testing (EOC only).
- Contact Harcourt's Virginia Program Coordinator to order special situation or "quad 8888" SSID sheets (Section 6.2.4.1).
- 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.
- Additional orders for secure testing materials must be faxed to Harcourt at 1-800-547-2059. You will receive confirmation from Harcourt once your order is received (Appendix D).

Carefully review this *DDOT Manual*, as well as the *STC's* and *Examiner's Manuals*, for additional information, new wording on procedures, and other changes to instructions on 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 3, Table 1) for all critical dates.
- ❑ **2.** Assist School Test Coordinators (STCs) in identifying students who will be tested (Section 4.1).
- ❑ **3.** Receive division overage of 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 October 19 (Appendix D).
- ❑ **4.** Send the completed *SOL Division Test Security Agreement* (if applicable) to Harcourt by October 22 (Section 4.4).
- ❑ **5.** 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 4.7.1).
- ❑ **6.** Make sure that STCs understand how to complete answer documents for students who do not take **any** component of the SOL *English: Writing* test (see *School Test Coordinator's Manual*).
- ❑ **7.** Train all School Test Coordinators (Section 4.8).
- ❑ **8.** Receive secure materials from Harcourt (Section 4.9). Send the *Division Verification of Receipt of Secure Testing Materials and Reorder Form* to Harcourt by 1:00 PM EST, October 19 (Section 4.9.2).
- ❑ **9.** 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 4.9.4 and 4.9.5).

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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) *English: Writing* test to students in grade 8, and to students completing high school English courses that have covered the grades 9, 10, and 11 SOL. Students who need to retake the End-of-Course *English: Writing* test for verified credit may also take the test during the fall administration.

This manual includes the following information:

- test administration dates
- school division responsibilities for SOL testing
- your responsibilities before, during, and after each testing session
- 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 grade level being tested. The *Examiner's Manuals* include specific directions for administering the multiple-choice and direct-writing components of the SOL *English: Writing* test for each level being tested. 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 *ENGLISH: WRITING* TEST SCHEDULE

The SOL *English: Writing* test has both multiple-choice and direct-writing (response to a writing prompt) components that must be administered **statewide** on the following dates:

- October 25 or 26, 2004 – multiple-choice component **(main form)**
- October 25 or 26, 2004 – multiple-choice component (**alternate form**/second-testing opportunity for eligible students)
- October 27, 2004 – direct-writing component (**main prompt only**)
- October 28, 2004 – direct-writing component (**alternate prompt**/second-testing opportunity for eligible students)

Students scheduled to graduate by August 31, 2005, with a standard, or advanced, studies diploma who have not passed the End-of-Course *English: Writing* test may have two opportunities to take the test during the Fall 2004 SOL Administration. Students eligible for two opportunities should take the main multiple-choice form (1K38P) on Monday, October 25, and the alternate multiple-choice form (1K38T) on Tuesday, October 26. These students take the main prompt (271) on October 27 and the alternate prompt (272) on October 28.

Please note that eligible students are not required to exercise their option for a second opportunity for the *English: Writing* test. However, you should encourage STCs to offer these students the opportunity to take both tests.

Students who are absent on any or all of these dates are to be provided with an opportunity during the make-up period to take the test component(s) they missed. See Section 5.5. STCs will be responsible for arranging make-up administrations for all students who require them and will be in attendance during the make-up period. Instruct STCs to schedule make-up testing so that materials can be returned to you in ample time to ship scorable answer documents to the scoring center by November 5 (see Table 1).

3. SCHOOL DIVISION RESPONSIBILITIES FOR SOL TESTING

Many school division personnel are responsible for the administration of the SOL *English: Writing* test. 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 *English: Writing* test are implemented within the division.

For the Fall 2004 SOL *English: Writing* test, the schedule of your major activities as DDOT is presented in Table 1.

Table 1. Schedule of DDOT Activities

Activity	Date (2004)
Receive division overage of non-secure test materials from Harcourt (Section 4.5); and,	September 27 – October 4
Monitor schools' direct receipt of non-secure test materials (Section 4.6).	
Receive and inventory schools' cartons and division overage of secure writing test materials. Receive and inventory division's Special Test Forms materials, if ordered (audio, Braille, and large-print test kits).	October 4–11
Receive *School Verification of Receipt of Non-Secure Testing Materials and Reorder Form* from schools; and,	October 15
Fax *Division Verification of Receipt of Non-Secure Testing materials and Reorder Form* to Harcourt (Section 4.6).	October 19
Complete your inventory of all secure writing test materials and Fax *Division Verification of Receipt of Secure Testing Materials and Reorder Forms* to Harcourt.	NO LATER THAN *1:00 P.M. EST* October 19
Send completed *SOL Division Test Security Agreement* to Harcourt.	October 22
Oversee your division's administration of the *English: Writing* test:	
• statewide administration of the **multiple-choice** component.	October 25 or 26
• statewide administration of the **direct-writing** component.	October 27
Ship **scorable answer documents** to **Iowa City, Iowa.**	November 5
Ship **non-scorable materials** to **San Antonio, Texas**, including all regular-print test booklets, all Braille and large-print test booklets and Examiner Copies, and all audiotapes.	November 5
Forward the *SOL School Division Affidavit* to the Virginia Department of Education.	November 5

*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 November 5, 2004.

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 *English: Writing* test 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 *English: Writing* test are to be directed to you.

Test Examiner

The Test Examiner (Examiner) is responsible for administering the SOL *English: Writing* test according to the procedures contained in the *Examiner's Manual* 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 Grade 8 and End-of-Course *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 *English: Writing* test is designed to accommodate the following groups of students:

1. Students who will complete Grade 8 English classes in the fall semester.
2. Students who will complete high school English classes that cover the grades 9–11 English SOL in the fall semester.
3. Students who have failed the SOL EOC *English: Writing* test and need it for verified credit. These students do not need to be enrolled in a fall *English: Writing* class to take the test. Their participation in the test administration is optional.
4. Students who have already left school and are returning to take the SOL EOC *English: Writing* test to earn verified credit.

Grade 8 students who have disabilities or who are limited English proficient (LEP) are expected to take the writing test unless it is clearly not in the best interest of the student.

It is expected that students enrolled in credit-bearing high school English classes that have covered the grades 9–11 English SOL will take the SOL *English: Writing* test. This expectation includes students with disabilities or limited English proficient (LEP) students.

Determination as to how students with disabilities and students identified as LEP will participate in the SOL *English: Writing* test should be made in accordance with the following guidelines:

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

Please review these 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 eligible to graduate by August 31, 2005, with a standard or advanced studies diploma who have not passed the End-of-Course *English: Writing* test have two opportunities in the fall administration to earn the required verified credit. Eligible students taking advantage of this opportunity may take both the main and the alternate forms of the multiple-choice component of the *English: Writing* test as well as the main and alternate prompts of the direct-writing component. Remember that students must take both the multiple-choice and the writing-prompt component to receive a valid score.

4.2 Schedule Testing Sessions

The Virginia Department of Education has established the following **statewide** testing dates for the SOL *English: Writing* test:

- October 25 **or** 26, 2004 – multiple-choice component (**main form**)
- October 25 **or** 26, 2004 – multiple-choice component (**alternate form**/second-testing opportunity for eligible students)
- October 27, 2004 – direct-writing component (**main prompt only**)
- October 28, 2004 – direct-writing component (**alternate prompt**/second-testing opportunity for eligible students)

NOTE

Testing sessions should be scheduled on October 25 or 26, 2004, so that each student may complete the multiple-choice test on just one of the dates. For example, a student may not be allowed to start the multiple-choice test on October 25 and complete it on October 26.

Students eligible for second-opportunity testing must complete one form of the multiple-choice test on October 25 and complete the other multiple-choice test on October 26.

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 one or both of the components on a make-up basis. Additionally, your make-up schedule must allow time for assembly and shipment of all scorable answer documents by November 5, 2004. Work with the STCs to establish the appropriate make-up testing schedules for their schools.

Students eligible to graduate by August 31, 2005, with a standard or advanced studies diploma who have not passed the End-of-Course *English: Writing* test may have two opportunities to take the test during the Fall 2004 SOL Administration. Work with your STCs to establish testing times for students eligible for second-opportunity testing.

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 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 the test.

NOTE

Though the Standards of Learning Assessments are untimed, each component of the *English: Writing* test is to be completed in one school day. Additionally, students may not leave the testing site and subsequently return to finish the test unless their absence from the site is closely monitored 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 finish 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 testing site to complete their tests, their test booklets and / or writing prompts 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 direct-writing component is to be administered at the same time of day to all students in a school. Two separate administrations of the prompt at different times of the day are permissible **only** if school officials can certify to the Department of Education that there has been no contact between the students who took the writing prompt first and the students who took the writing prompt second. Contact the Division of Assessment and Reporting at (804) 225-2102 if you have questions.

The SOL *English: Writing* test administration takes 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, notify the Division of Assessment and Reporting immediately by calling (804) 225-2102.

Make sure that each school provides students with advance notice of the test dates and schedule.

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.

WITHOUT EXCEPTION, copies of secure test booklets and writing prompts (including Braille and large-print test booklets, Examiner copies, and audiotapes), 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 **on or before October 22, 2004.** 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 your Harcourt Virginia Program Coordinator by **toll-free fax** at 1-800-547-2059.

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 beginning September 27 – October 4. It will include your Fall 2004 SOL *English: 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:

- level-specific *Examiner's Manuals*
- *School Test Coordinator's Manuals*
- level-specific answer documents for the *English: Writing* test

Your DDOT Kit will include the following components:

- a division-level packing list
- a cover letter explaining the contents of your kit, plus additional instructions on procedures to follow
- *Division Master File Sheet* (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 writing materials it will receive from Harcourt
- **blue** labels for secure scorable answer documents and red UPS "Next Day Air" shipping labels for return of **scorable answer documents**
- **green** labels for secure non-scorable materials and black and white UPS "GroundTrac" labels for return of **non-scorable secure materials**
- extra paper bands
- Writing Optional Scoring Services 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 V) 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.com.

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

Harcourt will ship non-secure testing materials directly to each school the week of September 27–October 4, which includes the following:

- *School Verification of Receipt of Non-Secure Testing Materials and Reorder Form* (attached to the shipment's cover letter and in Appendix E of this manual)
- level-specific answer documents
- level-specific *Examiner's Manuals.* These include the specific directions for administration of the grade 8 and End-of-Course SOL tests.
- *School Test Coordinator's Manual*
- *Fall 04 SOL Writing School Master File Sheet*
- school-specific orange Scoring Service ID Sheets (SSIDs or headers)
- paper bands

NOTE

Each school's non-secure SOL *English: Writing* test materials will be shipped by Harcourt directly to the attention of the School Test Coordinator. These shipments are to be shipped September 27–October 4, 2004.

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 Appendix E) to confirm receipt and request materials if necessary. Contact any STC who has not yet verified receipt of the shipment of non-secure materials by October 18.

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.

4.7 Prepare Local Instructions

The following issues should be addressed in your local instructions:

4.7.1 Coding of student demographic information

The demographic pages on the SOL *English: Writing* test answer documents include new sections that are effective with the Fall 2004 Administration. Samples of the demographic pages are in Appendix F of this manual and also are included 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

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 the table in the *Examiner's Manuals.*) If students object to completing this section, it may be left blank.

Section F — GRADE

Do not complete 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 to retake the SOL *English: Writing* test for verified credit. 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 scanned and reported 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 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 and Section K — PROMPT NUMBER

Students, Examiners, or other adults may complete these sections.

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, an "8" is pregridded. The rest of the grid should be gridded 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 pregridded, and the rest of the grid should be gridded 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 multiple-choice test form number gridded in Section J and the writing prompt number gridded in Section K match the test booklet and writing prompt that bear that student's name.

Section K, Prompt Number, is to be gridded with the prompt number that appears near the top of the student's writing prompt page.

Correct completion of Section J (MC Form) and Section K (Prompt Number) is essential for correct and accurate scoring. Both sections are located on the front of grade 8 and End-of-Course answer documents.

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

This section is to be completed only for students who are administered a substitute test instead of the corresponding SOL EOC *English: Writing* test. The current list of substitute tests for EOC *English: Writing* is as follows:

- AP English Language and Composition
- AP English Literature and Composition
- IB English (Higher Level)
- IB English (Standard Level)
- SAT II Writing
- Test of English as a Foreign Language (TOEFL)
- Advanced Placement International English Language (APIEL)
- Cambridge International Examinations: English Language (GCE-AS)
- Cambridge International Examinations: First Language English (IGCSE)
- Cambridge International Examinations: IGCSE English as a Second Language
- ACT WorkKeys Writing

If Section M is completed, nothing should be entered 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 *English: Writing* 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 Q — TITLE I/TAS

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 Math
- Reading
- Math
- 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 completed only if the student is classified as LEP and a Pre-ID label is not being used, otherwise, leave blank. Note that even if LEP status is carried on the Pre-ID file, it is not printed on the Pre-ID label.

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

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

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

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

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

Limited English Proficient (LEP) Students:

As of January 8, 2002, 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

Complete 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 S **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 criteria on A, B, C, **or** D below.

A. Grade 8 – 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.

If a student taking the grade 8 writing test enrolled on or before the 20th instructional day after the opening of school, do not grid the "Transfer" circle in Section T. <u>There are NO exceptions.</u>

B. Grade 8 – 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.

If a student taking the grade 8 writing test enrolled on a block schedule prior to the elapse of 20 instructional hours, do not grid the "Transfer" circle in Section T. <u>There are NO exceptions.</u>

C. 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).

D. Grade 8 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

This section is not to be completed unless authorized by the Virginia 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, this grid should not completed on the back cover 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 Plan. See Table 2 and Appendix C for detailed information. Table 2 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 Programs (IEPs). Use category 15 for "otherwise qualified handicapped" students who are eligible for services under Section 504 of the *Rehabilitation Act of 1973.*

Table 2. 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 (End-of-Course Only)

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 U 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 (End-of-Course Only)

Complete the retest grid for any student currently enrolled who has already received the standard credit in English (i.e., has passed the class) and is retaking the End-of-Course *English: Writing* test for verified credit.

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 both components of the *English: Writing* test. Complete instructions are in the *Examiner's Manuals.*

Table 3 explains the options for completing Section Z, Testing Status.

Table 3. Coding "Testing Status"

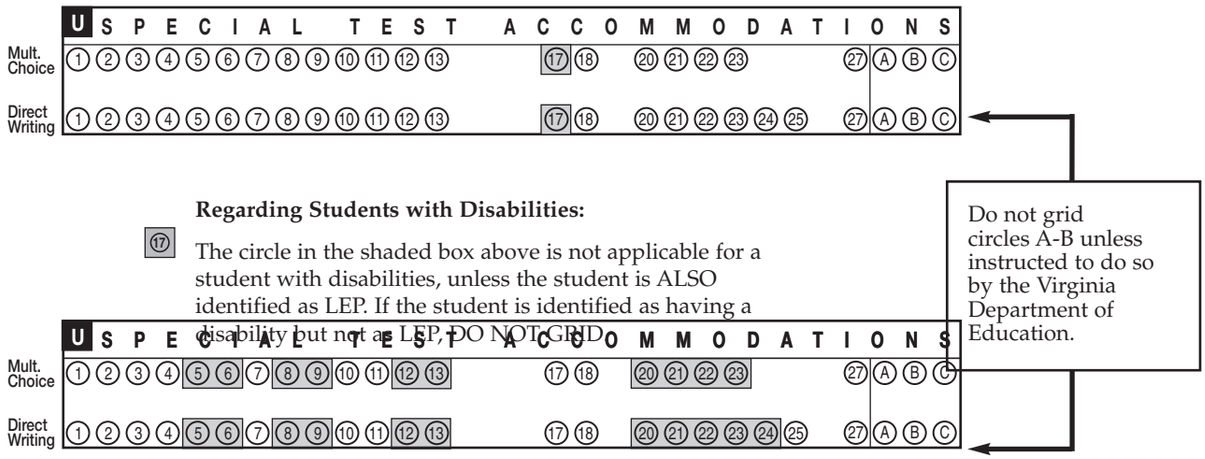
GRID CIRCLE NUMBER:	IF THE STUDENT WAS:
1 = Absent	Absent.
2 = IEP or 504 management plan	Circle 2 is not applicable for End-of-Course tests.
3 = Limited English Proficient (LEP)	Circle 3 is not applicable for End-of-Course tests.
4 = Medical Emergency	Unable to take the test due to a medical emergency.
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 = Other	Grid circle 8 **only with authorization from the Virginia Department of Education.**
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.**

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 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.

NOTE: The audiotape version of the *English: Writing* test is available for students identified as limited English proficient and for students with disabilities. Refer to Special Test Accommodations Codes, number 11, in Appendix G.



Regarding Students with Disabilities:

The circle in the shaded box above is not applicable for a student with disabilities, unless the student is ALSO identified as LEP. If the student is identified as having a disability but not as LEP, DO NOT GRID.

Regarding LEP Students:

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

It should be noted that the multiple-choice writing component and the direct-writing component have different allowable accommodations. Refer to the diagrams above to properly complete the Special Test Accommodations section. This information is also included in the *School Test Coordinator's Manual* and the *Examiner's Manuals.*

In addition, if any accommodation is gridded in Section AA, the student's primary disability must be entered in Section V, Disability Status, and/or the LEP circle in Section S, Limited English Proficient, must be filled in. School personnel must resolve any issues or uncertainties regarding a student's special accommodations, disability status, and/or LEP status **before answer documents are submitted for scoring.**

4.7.2 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 disadvantaged 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 cover letter, "INSTRUCTIONS FOR ORDERING PRE-IDENTIFICATION LABELS.")

4.7.3 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.

4.7.4 Test dates and schedules

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

4.8 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
- multiple-choice and direct-writing components of the SOL *English: Writing* test
- testing schedules, including second-opportunity testing for eligible students, make-up sessions, and return of all forms and test materials to you in accordance with deadlines
- security requirements, including use of the *Examiner's/Proctor's Test Security Agreement*
- guidelines for participation of LEP students and students with disabilities
- arranging for testing sites
- handling testing irregularities
- organizing, packing, and returning scorable and non-scorable materials to you after testing
- training Examiners

4.8.1 Packaging of multiple-choice tests and writing prompts

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

- A package number unique to the test booklets/writing prompts in the specific package
- The form number of the test booklets/writing prompts contained in the package.

A sample test booklet cover sheet is in Appendix H, and a sample writing prompt cover sheet is in Appendix I.

STCs should emphasize to Examiners that test booklets and writing prompts must be counted and the quantities recorded on the cover sheets before materials are distributed to students. All cover sheets should be returned to the STC with test booklets and writing prompts.

4.9 Receive and Verify Secure Test Materials

4.9.1 Receipt and verification of schools' secure materials

These shipments, packed separately for each school, will be delivered to you October 4–October 11. 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 V).

Each school's cartons of secure writing 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, main direct-writing prompts, and a smaller quantity of alternate prompts for make-up testing. A flyer printed on colored card stock will be inserted in the boxes to identify them as alternate testing materials.

For quick identification of main and alternate multiple-choice forms and prompts, refer to the table below.

Table 4. Writing Multiple-Choice Forms and Prompts

	REGULAR	REGULAR AUDIO	LARGE-PRINT	BRAILLE
Grade 8 MC (Main)	8K84L	8K84Q	8M84V	8M84U
Grade 8 MC (Alternate)	8K84Q	8F84Q	8H84V	8H84U
Grade 8 Prompt (Main)	961	961	965	967
Grade 8 Prompt (Alternate)	962	962	966	968
EOC MC (Main)	1K38P	1K38T	1M38V	1M38U
EOC MC (Alternate)	1K38T	1F28T	1H28V	1H28U
EOC Prompt (Main)	271	271	275	277
EOC Prompt (Alternate)	272	272	276	278

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
- all cartons have arrived for all schools scheduled for the *English: Writing* 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 that is 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.

4.9.2 Receipt and verification of division overage of secure materials

This shipment of test materials will be delivered to you October 4–October 11, 2004. It will include overage quantities of secure multiple-choice test booklets and writing prompts 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
- level-specific direct-writing prompts (main and alternate prompts as described in Table 4)
- level-specific writing multiple-choice test booklets (main forms and a smaller quantity of an alternate form to be used only for testing irregularities with the prior approval of 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 1:00 PM EST, October 19, 2004. **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 additional orders to you as quickly as possible, but **please remember to allow at least four business days for receipt of shipments.** Additional materials that are requested after October 19 may not be received in time for testing to begin promptly on October 25 or 26.

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

4.9.3 Receipt and verification of second-opportunity testing materials

Second-opportunity testing materials will be available to seniors needing verified credit. The quantity of second-opportunity testing materials will be based on the quantity entered on the CERVS website. These materials will consist of End-of-Course alternate test booklets and writing prompts, and will be delivered to you in a separate shipment. Refer to the cover letter in you DDOT kit for more information about these materials.

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**.

4.9.4 Distribution of secure materials to schools

Using a copy of the *SOL School Test Booklet/Writing Prompt Transmittal Form* (see Appendix J), transfer to each school its cartons of secure test materials. Complete instructions are included 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 discrepencies 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.

4.9.5 Receive and verify Special Test Forms materials and transmit to schools

This shipment of test materials will be delivered to you no later than October 4–October 11, 2004. The Special Test Forms kits will be packaged by school, but shipped to you. Immediately upon receipt of this shipment, inventory the Special Test Forms kits and record the counts on the *SOL Division Special Test Forms Kits Receipt Document* (in Appendix P). 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 *English: Writing* test. Use the *Special Test Forms School Transmittal Document* (in Appendix Q) to transmit Special 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.

5.1.1 October 25 or October 26, 2004 – multiple-choice component (main form) or multiple-choice component (alternate form/second-testing opportunity for eligible students)

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

a. Do not begin testing unless you are confident that all scheduled testing sessions can be completed within the anticipated school day.

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.

c. If you are unsure whether a scheduled testing session can be completed, the best course of action would be to postpone the session. Students who begin a test and cannot complete it will need to re-test with an alternate form. Retesting must be approved by the Department of Education so that appropriate materials can be shipped to you.

If schools are closed:

Notify the Department of Education's Division of Assessment and Reporting immediately by calling (804) 225-2102. Be sure to advise to the best of your knowledge when schools will re-open. On the next anticipated full day of school (with the exception of October 27), students need to be administered the multiple-choice component.

Exception: If the next full day of school will be October 27, the direct-writing component should be administered as scheduled that day, and administration of the multiple-choice component should be postponed until October 28. If this occurs, make certain that Examiners and Proctors know to be especially vigilant in ensuring that students do not go back to edit, complete, or otherwise alter their direct-writing response when they should be working on the multiple-choice component.

5.1.2 October 27, 2004 – direct-writing component (main prompt only)

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

a. Do not begin testing unless you are confident that all scheduled testing sessions can be completed within the anticipated school day.

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 the Department of Education's Division of Assessment and Reporting immediately by calling (804) 225-2101. Be sure to advise to the best of your knowledge when schools will re-open.

b. The Division of Assessment and Reporting will decide on a case-by-case basis (depending upon the extent of closings and the specific locations affected) which direct-writing prompt is to be administered and the date for which the postponed testing session(s) will be rescheduled.

If you have questions regarding these procedures, please call the Division of Assessment and Reporting 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 *English: Writing* test. Ensure that all secure materials are being handled properly by both STCs and Examiners.

5.4 Identify and Resolve Testing Irregularities

The *Examiner's Manuals* instruct 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 Plan, or *LEP SOL Participation Plan* are not provided
- a student is provided an accommodation that is not specified in her/his IEP, 504 Plan, or *LEP SOL Participation Plan*
- an excessive disturbance or disruption occurs during the testing session
- a student's test booklet, writing prompt, or used answer document is missing
- any unused/unassigned test booklet or writing prompt is missing

All testing irregularities must be recorded on the *Test Irregularity Form* (found in Appendix K 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 the 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 or alternate prompt
- include the correct multiple-choice form number and prompt 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 on October 25 or 26, 2004, and / or October 27, 2004, must be provided with an opportunity to take on a make-up basis the test component(s) they missed. All make-up sessions must be completed in time for you to ship all scorable writing materials by November 5, 2004.

For make-up sessions of the multiple-choice component, students will use a test booklet from the school's original distribution. However, students who miss the October 27, 2004, direct-writing

administration will **not** write to the same writing prompt used statewide on October 27, 2004. Instead, students taking the direct-writing component, on a make-up basis, will write to the alternate prompt. **See Table 4 in Section 4.9.** A small supply of alternate prompts is provided in school boxes of secure materials. Your division overage also contains a small supply of alternate prompts. A flyer printed on colored card stock will be inserted in the boxes to identify them as alternate testing materials.

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 and writing prompts to Harcourt Scoring Center in San Antonio, Texas
- 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

STCs are to transmit their **Set A–scorable** answer documents to you as soon as possible after all test sessions, including all make-up sessions, have concluded. Each school's bundle(s) of answer documents should include an orange SSID sheet and Fall 2004 SOL *School Master File Sheet.*

Using the original shipping cartons in which materials were delivered, 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 label all cartons of scorable answer documents as Set A and to place the appropriate completed *SOL Writing 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,** 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 November 5, 2004.** Make sure that STCs know the schedule you have set for receipt of Set A materials that will allow this shipment to take place as scheduled.

IMPORTANT: ALL Set A scorable answer documents from all schools in the division are to be shipped to the Scoring Center **IN ONE SHIPMENT** and organized according to the instructions in Sections 6.2–6.6.

6.2 Verify Scorable Answer Documents from Schools

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

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

6.2.1 *SOL Writing School Master File Sheet*

For each school, there must be a completed *SOL Writing School Master File Sheet* at the top of that school's bundle(s) of answer documents. See the samples in Appendix L. Each *SOL Writing 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 each grade level within the school.

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 *SOL Writing 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 *English: Writing* test results.**

6.2.2 *SOL Writing Division Master File Sheet*

Once a school's *SOL Writing School Master File Sheet* has been verified, record the number of groups for each grade level on the *SOL Writing Division Master File Sheet.* See the samples in Appendix L. Leave the FOR SCORING CENTER USE boxes blank. Set aside the school's *SOL Writing School Master File Sheet* and keep it for your records. **Ship only the *SOL Writing Division Master File Sheet.***

6.2.3 Paper-banded groups of answer documents

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

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, and second-opportunity testing administrations.

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.
3. Administrations for graduating seniors taking advantage of a second-testing opportunity
   - **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 answer 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 *English: Writing* 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. If the answer documents have been positioned properly, this corner-cut should line up for all sheets in the stack. If not, pull the sheet(s) that is not positioned properly from the stack, turn it so that its corner-cut is aligned with the other documents, and put it back in the stack.

NOTE

Improper orientation of the scannable documents could result in damage during the scanning process and delay reporting of SOL *English: Writing* test results.

6.4 Pack Scorable Answer Documents

6.4.1 *SOL Writing Division Master File Sheet*

After all cartons are packed, place the appropriate *SOL Writing Division Master File Sheet* at the **top of the carton to be labeled " 1 of X."** Verify that the number of groups from all schools has been recorded on the appropriate *SOL Writing Division Master File Sheet.* See the related information in Section 6.2.2. Do not ship the *SOL Writing School Master File Sheets.* Retain these for your records.

6.4.2 Proper sequence for packing scorable materials

Schools and grade levels should be packed in the order in which they are printed on the *SOL Writing 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 32 for your reference.

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

6.5 Prepare to Ship Scorable Answer Documents

All of your division's scorable answer documents must be shipped at one time and as soon as possible after testing (including make-up testing) is completed, **but no later than November 5, 2004.**

Use sturdy shipping cartons. If they remain in good condition, you can re-use 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 foam "peanuts."**

Affix a **blue** "Virginia SOL Writing Test Scorable Answer Documents" label (shipped to you in your DDOT Kit) to the top of **each** sealed carton. On **each** label, enter the name of your school division in the corresponding blank.

NOTE: Do not use the **green** labels, which will identify return shipments of non-scorable materials, for this shipment.

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

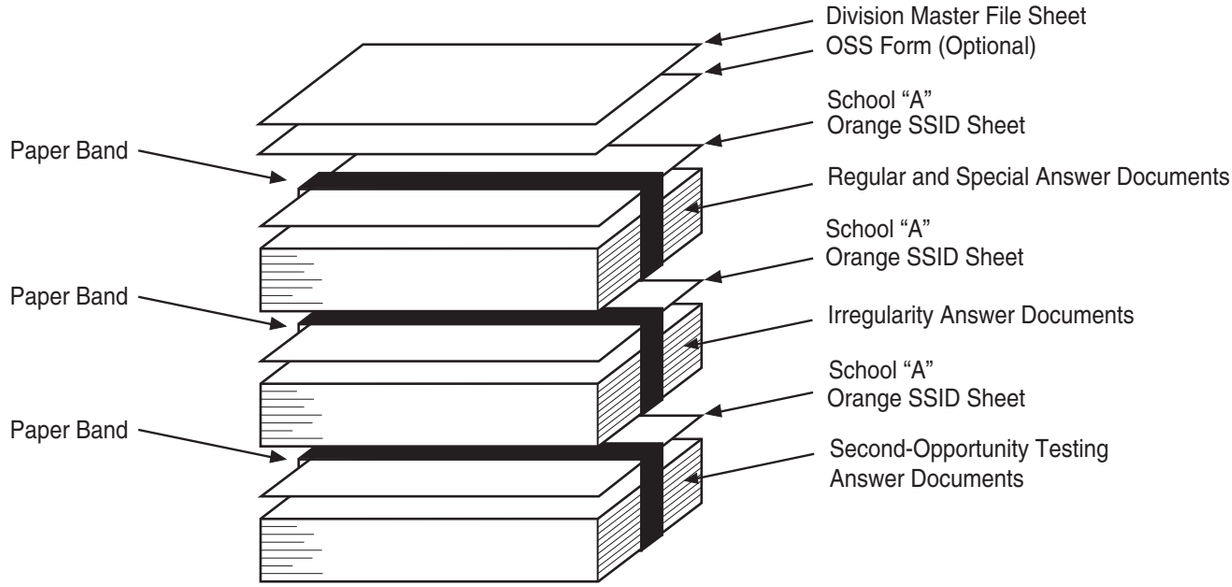
Find the preprinted UPS Next Day Air Shipping Documents that were included in your DDOT Kit.

NOTE

IMPORTANT: The UPS Next Day Air Shipping Documents display an **Iowa City, Iowa,** address and must be used for this shipment of scorable booklets. 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.***

PACKING DIAGRAM

The following illustration is an example of the proper packing sequence of scorable materials. Irregularity and Second-Opportunity (EOC only) Test Forms bundles (orange SSID sheets and answer documents), if any, must remain with the bundles for the school and grade in which they were used. **Make sure that each school's bundles of answer documents are kept together.**



Follow directions above for additional schools in the division.

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 Next Day Air 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 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 5 below:

Table 5. 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 Next Day Air Shipping Document.

d. Remove its backing and affix a completed UPS Next Day Air 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 PM.

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 **blue** SOL label been completed (including the carton number) and affixed **to the top of each carton?**
- 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 top copy 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/Writing Prompts Returned by the STCs

Please remember the following very important points:

- Set B must be shipped **no later than November 5, 2004.**
- Use the UPS GroundTrac labels and **green** "Virginia SOL Writing Test Non-Scorable Secure Test Materials" labels that were included 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.**

Prepare and package all unused, regular-print, overage secure materials for return shipment. Record counts of unused division overage secure materials on the *SOL Division Director of Testing Test Booklet/ Writing Prompt Overage Transmittal Form* in Appendix N. Also complete the two-page *DDOT's Quantity Discrepancy Report English: Writing* in Appendix N. Check the appropriate box of each section to verify return of all division overage secure materials, transferred secure materials, and secure materials that must be retained in DDOT files until scores are received and verified. If a discrepancy has occurred, fill in the blanks to describe it. Use the *SOL English: Writing Special Test Forms School Transmittal Document* in Appendix Q of this manual to return secure Special Test Forms test materials. This form also appears in the *STC's Manual* and the *Examiner's Manual.*

Photocopy the *SOL Division Director of Testing Booklet/Prompt Transmittal Form* and the *Discrepancy Report* for your records. Pack the originals inside box #1 of your Set B cartons. Label the box "Transmittal Forms Enclosed."

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

- the quantities of test booklets and writing prompts must have been recorded on the SOL *School Test Coordinator's Test Booklet/Writing Prompt Transmittal Form.* The transmittal includes a "Discrepancy Report" for the STC to complete to explain any differences in the number of booklets and prompts received and returned (see the *STC Manual,* Section 6.4)
- all cartons containing test booklets and writing prompts were to have been labeled as Set B
- both the original and a photocopy of the *SOL School Test Coordinator's Test Booklet/Writing Prompt 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 and writing prompts. Then sign both the original and the copy of the *SOL School Test Coordinator's Test Booklet/Writing Prompt 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/prompts 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 in which the materials will be shipped for return to Harcourt.

NOTE

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

6.8 Organize and Ship Set B to the Scoring Center

Working first with your division overage and then with one school's materials at a time, use the following steps to organize and ship Set B.

a. The STC for this school should have indicated on one of the Set B cartons, "Transmittal Form Enclosed." Consider this your very first carton in the series from the school. Locate the green Virginia SOL *English: Writing* non-scorable 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, use a permanent marker to consecutively number the cartons for this school, beginning with the first Set B carton through the last Set B carton (#1, #2, #3, etc.). 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 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, set 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
- **Exception to Step c above:** After the first school's materials have been packed, **all** cartons from the subsequently packed school(s) may be sealed with packing tape. Only the first carton packed for the first school (which is carton #1 of your shipment) needs to remain unsealed at this time

e. Once the 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. 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 and writing prompts in the carton (#1) 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 to account for all secure test materials.

g. Set B must be shipped **no later than November 5, 2004.**

- Locate the **black and white** UPS GroundTrac shipping labels (included in your DDOT Kit) and place one on **each Set B carton.** For your convenience, the black and white UPS GroundTrac shipping labels are preprinted with the origination and destination information.
- **Black and white** UPS GroundTrac labels contain a removable strip preprinted with the tracking numbers. Detach the strip with the tracking number for each UPS GroundTrac label and apply it to the *SOL Division Shipment Transmittal Form.* When applying each label, indicate the number of the box to which the GroundTrac label will be applied (Appendix O).
- 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 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-Audio Test Kits to Harcourt

If students in your division were tested with regular, Braille, or large-print test booklets or their accompanying audiotapes, use the *SOL English: Writing Special Test Forms School Transmittal Document* in Appendix Q to verify that all of these Special Test Forms test materials have been returned. Follow the instructions received with the shipment of Special Test Forms.

All regular-print test booklets/prompts used with audiotapes, Braille and large-print test booklets and their accompanying audiotapes, and Braille and large-print Examiner's copies, 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/Writing Prompt Transmittal Form*, the *SOL School Test Coordinator's Discrepancy Report*, the *SOL English: Writing Special Test Forms School Transmittal Document,* and the *SOL Writing 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 S)
- Examiners' completed Test Booklet Cover Sheets (attached to *Examiner's Test Booklet Transmittal Form*)
- *SOL English: Writing Special Test Forms Classroom Transmittal Document* (see Appendix R)
- *SOL Examiner's/Proctor's Writing Prompt Transmittal Form/Affidavit* (see Appendix S)
- *SOL School Affidavit* (in the *STC's Manual*)
- Examiner's completed *Writing Prompt Cover Sheets* (attached to *Examiner's/Proctor's Writing Prompt Transmittal Form/Affidavit*)

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 T of this manual. **Return the signed affidavit to the Department of Education no later than November 5, 2004.**

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*
- scratch paper
- unused answer documents
- 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. STCs may destroy the scratch paper at the school level, or you may collect it and destroy it yourself.

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

Refer to Table 6 to review your division's disposition of all writing test materials.

THANK YOU

We appreciate your time and effort in participating in the Fall 2004 Standards of Learning (SOL) Assessments for English: Writing.

Table 6. Disposition of Test Materials

	Item(s)	Required signature(s)	Disposition
Scorable test materials	• Completed answer documents/SSIDs • *Division Master File Sheet* • *OSS* (optional)	none	packed in cartons with **blue** labels and shipped by UPS Next Day Air to Iowa City, IA
Non-scorable, secure test materials	• *SOL School Test Coordinator's* and *SOL DDOT's Test Booklet/Writing Prompt Transmittal Forms;* cover sheets; *DDOT's Quantity Discrepancy Reports English: Writing* (originals) • Test booklets, writing prompts • Braille and large-print Examiners copies • *SOL Division Shipment Transmittal Form*	DDOT	packed and shipped with **green** labels by UPS GroundTrac to San Antonio,TX
	• Braille, large-print test booklets, and audiotapes • *Division Special Test Form Kits Receipt Document*		
Required forms	• *SOL Examiner's Test Booklet and Writing Prompt Transmittal Forms/Affidavits* • *SOL English: Writing Special Test Forms Classroom Transmittal Document* • *SOL English: Writing Special Test Forms School Transmittal Document*	Examiners/ STC	retained in DDOT s le
	• *Examiner's/ Proctor's Test Security Agreements*	Examiners/ Proctors	
	• *SOL Writing School Master File Sheets* • *SOL School Test Coordinator's* and *SOL DDOT's Test Booklet/Writing Prompt Transmittal Forms;* cover sheets; *DDOT's Quantity Discrepancy Reports English: Writing* (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	N/A	disposed of per local instructions
	• Scratch paper	N/A	destroyed per local instructions
	• *Examiners' Manuals* • *School Test Coordinators' Manuals* • *DDOT's Manual*	N/A	Destroy

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 and writing prompts 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.

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APPENDIX B

VIRGINIA DEPARTMENT OF EDUCATION

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

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

I. Who Should Be Tested

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

II. Purpose of the SOL Assessments

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

III. Definition of LEP

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

An LEP student is classified as one:

A. who is aged 3 through 21;

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

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

OR

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

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

OR

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

AND

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

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

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

iii) the opportunity to participate fully in society.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

VI. Selection of Testing Accommodations for LEP Students

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

A. Accommodations Which Maintain Standard Conditions (Standard Accommodations)

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

Timing/Scheduling

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

Setting

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

Presentation

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

Response

- student responds verbally/teacher or proctor marks answer document

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

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

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

Presentation

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

Response

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

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

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

VII. Exempting LEP Students from the SOL Assessments

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

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

VIII. Documentation of Decisions

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

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

Participation decisions may be one of the following:

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

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

Student Name: _____ **Grade:** _____

School: _____

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

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

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

Appendix C, continued

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*

Appendix C, continued

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) *

- 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.

APPENDIX A

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 an oral 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 oral 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 of the direct writing assessment 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
ENGLISH: WRITING TEST
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 October 19, 2004.** (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 *Writing* test 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 *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

English: Writing **Test**
Fall 2004

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**	**End-of-Course**
Writing *DDOT's Manual*		N / A	N / A
Writing *School Test Coordinator's Manual*		N / A	N / A
Examiner's Manuals	N / A		
Answer documents	N / A		
Division Master File Sheet		N / A	N/A
*School Master File Sheets**	N/A		
Scoring Service ID (header) Sheets**	N/A		
Blue Writing Scorable Return Labels		N/A	N/A
Green Writing Non-Scorable Return Labels		N/A	N/A
UPS Next Day Air Shipping Labels		N/A	N/A
UPS GroundTrac Shipping Labels		N/A	N/A
Paper Bands		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 _____

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

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

English: Writing **Test**
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
***ENGLISH: WRITING* TEST**
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 1:00 PM EST, October 19, 2004.** (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 secure SOL *Writing* test 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 *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.

***ENGLISH: WRITING* TEST**
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 and your division overage in the appropriate box(es) below.

TITLE		Regular	Regular Audio Kit	Large-Print Kit	Braille Kit
EOC	Main Writing Prompt				
	Alternate Writing Prompt				
EOC	Main Writing Multiple-Choice Test Booklet				
	Alternate Writing Multiple-Choice Test Booklet				
Grade 8	Main Writing Prompt				
	Alternate Writing Prompt				
Grade 8	Main Writing Multiple-Choice Test Booklet				
	Alternate Writing Multiple-Choice Test Booklet				

Additional orders must be faxed to Harcourt at 1-800-547-2059. You will receive confirmation from Harcourt once your order is received. Additional orders will no longer be shipped via overnight unless written approval is given by the Virginia Department of Education. Orders will be processed and shipped ground within ten days of receipt of additional order. Depending on when the additional order is placed, it may arrive the same day as your regular order, but it will have a separate packing list.

Division Director of Testing _____ Date _____

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

APPENDIX E

STANDARDS OF LEARNING (SOL) ASSESSMENTS

FALL 2004 *ENGLISH: WRITING* TEST

School Verification of Receipt of Non-Secure Testing Materials and Reorder Form

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

SCHOOL NAME: _____

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 OCTOBER 15, 2004.**

SECTION 1. VERIFICATION OF SHIPMENT: After receipt and verification of your school's Fall 2004 shipment of non-secure SOL Writing testing materials, please complete the information requested in the table below.

Date shipment was delivered to your school: _____

As indicated on the packing list, all copies of the non-secure SOL *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**

_____

_____

_____

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

Materials	Ungraded	Grade 8	End-of-Course
School Test Coordinator's Manual		N / A	N / A
Examiner's Manuals	N / A		
Answer documents	N / A		
School Master File Sheets	N/A		
Scoring Service ID (header) Sheets	N/A		
Paper Bands		N/A	N/A

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

APPENDIX F

Virginia Department of Education
Standards of Learning (SOL) Assessments
Fall 2004 *English: Writing* Test

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	00	19 00
Apr	11	20 11
May	22	22
Jun	33	33
Jul	44	44
Aug	55	55
Sep	66	66
Oct	77	77
Nov	88	88
Dec	99	99

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

G STUDENT NUMBER

H LOCAL USE #1

I LOCAL USE #2

PLACE PRE-ID LABEL HERE

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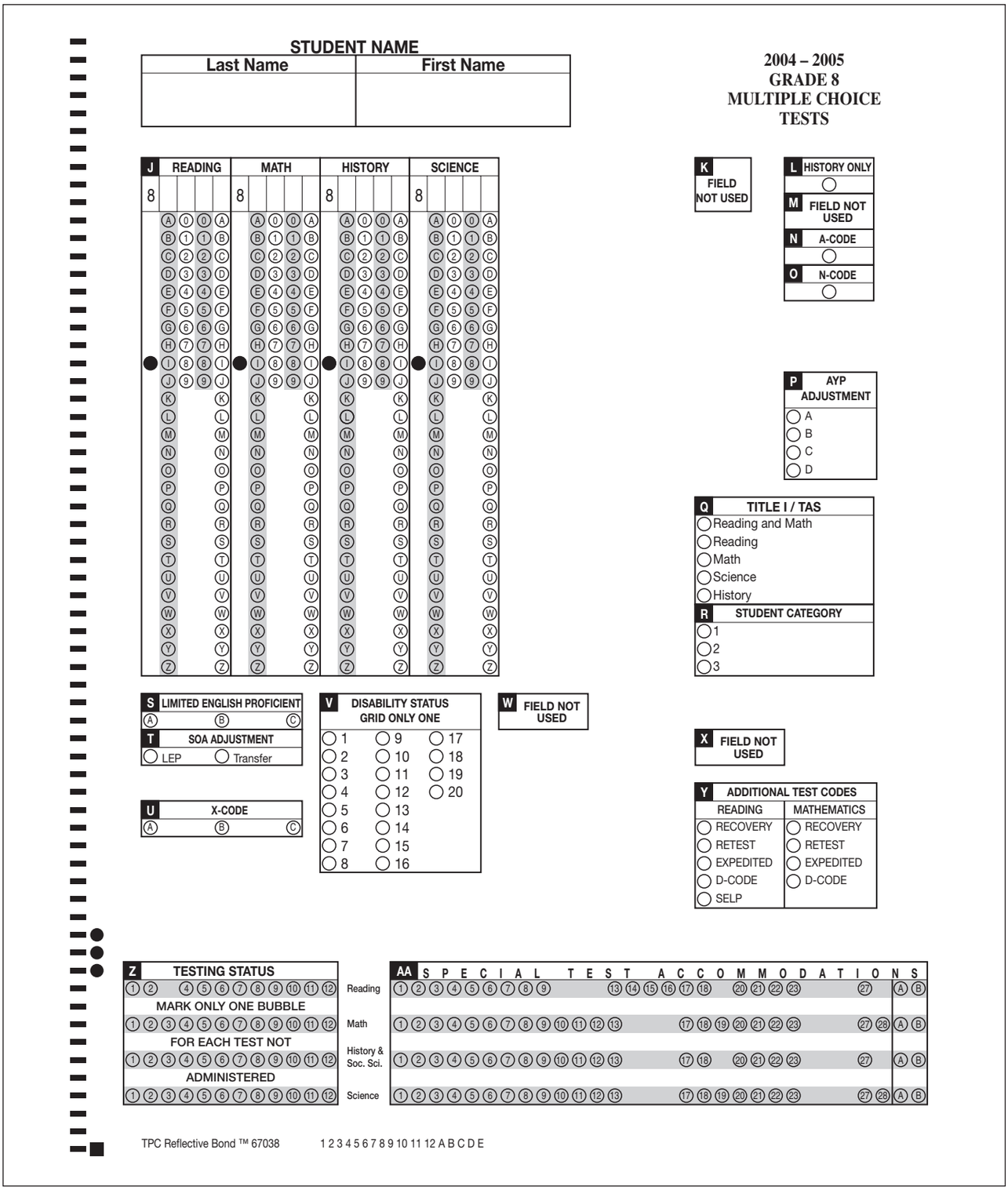
ISBN 999-8671-14-0

Sample Grade 8 Demographic Page



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 S or V.

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

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

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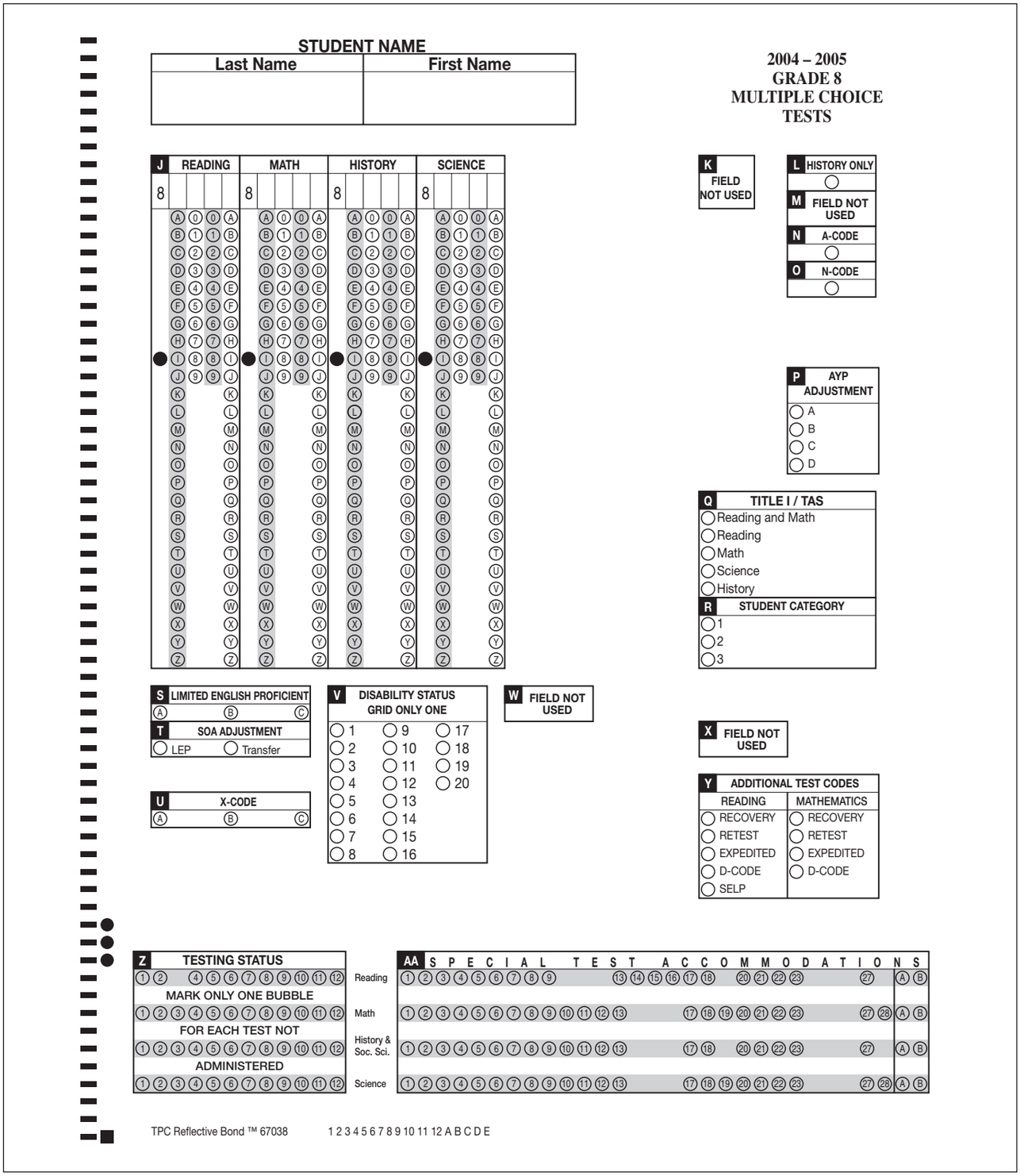
ISBN 999-8671-14-0
9 789998 671140

Sample of an End-of-Course Demographic Page



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 S or V.

APPENDIX G

Special Test Accommodations Codes
Grades 8 and End-of-Course *English: Writing* Test

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 the *English: Reading* 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	
L	•	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 test. 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

END OF COURSE
ENGLISH: WRITING
SET XXXXXX
Cover Sheet

NOTES TO EXAMINER:

- THIS PACKAGE CONTAINS THE FOLLOWING FORM:

  1XXXX

- 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

Sample Writing Prompt Package Cover Sheet

Virginia
Standards of Learning Assessments

END OF COURSE
ENGLISH: WRITING
PROMPT XXXXXXX
Cover Sheet

NOTES TO EXAMINER:

- THIS PACKAGE CONTAINS THE FOLLOWING PROMPT:

  XXX

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

  1. Count the number of writing prompts contained in this package.

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

❑ There were **10** writing prompts in this package.

❑ There were **NOT 10** writing prompts in this package.
Discrepancy: _____
_____

3. Signature _____ Date _____

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

PKG SIZE: 10

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

These prompts may be used for read-aloud administration.

This form may be photocopied.

APPENDIX J

VIRGINIA DEPARTMENT OF EDUCATION
STANDARDS OF LEARNING (SOL) ASSESSMENTS
ENGLISH: WRITING TEST
FALL 2004

SOL SCHOOL TEST BOOKLET/WRITING PROMPT TRANSMITTAL FORM

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

DIVISION NAME: _____

SCHOOL NAME: _____

1. **Transmit a copy of this form to each school in which the SOL *Writing* test is 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/writing prompts being delivered to the STC.
3. **Deliver this form to the STC along with the test materials.**
4. Upon receipt of test booklets/writing prompts and this form from you, the STC must verify that the number of test booklet/writing prompt 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/Writing Prompts Delivered to STC by DDOT

STC Signature: _____ **Date:** _____

This page may be photocopied.

APPENDIX K

VIRGINIA DEPARTMENT OF EDUCATION
STANDARDS OF LEARNING (SOL) ASSESSMENTS
ENGLISH: WRITING TEST
FALL 2004

TEST IRREGULARITY FORM

Division Name _____

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

School Name _____

Date _____

Grade (Circle One)	Multiple-Choice Form No.	Prompt No.
8 EOC		

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:** _____

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

This page may be photocopied.

APPENDIX L

STANDARDS OF LEARNING (SOL) ASSESSMENTS
FALL 2004

SOL WRITING DIVISION MASTER FILE SHEET

Harcourt

Harcourt Assessment, Inc.

VASOL Fall 04 Writing Division Master File Sheet

Division: OAKTOWN COUNTY
Code: 123
DDOT: JANE SMITH
Address: 6789 OAK STREET
OAKTOWN, VA 23333
Telephone: (804) 555-5555

School Number	School Name	Grade	Number of Groups	Number of Documents
123 5678	OAKTOWN MS	8	_____	_____
123 6789	OAKTOWN HS	EOC	_____	_____

Totals: _____ _____

FOR SCORING CENTER USE	Receiving Number	Order Number	Date Received
	Testing Program 161-104	Est N-Count	

SOL WRITING SCHOOL MASTER FILE SHEET

Harcourt

Harcourt Assessment, Inc.

VASOL Fall 04 Writing School Master File Sheet

Division: OAKTOWN COUNTY
Code: 123
DDOT: JANE SMITH
Address: 6789 OAK STREET
OAKTOWN, VA 23333
Telephone: (804) 555-5555

School Number	School Name	Grade	Number of Groups	Number of Documents
123 6789	OAKTOWN HS	EOC	_____	_____

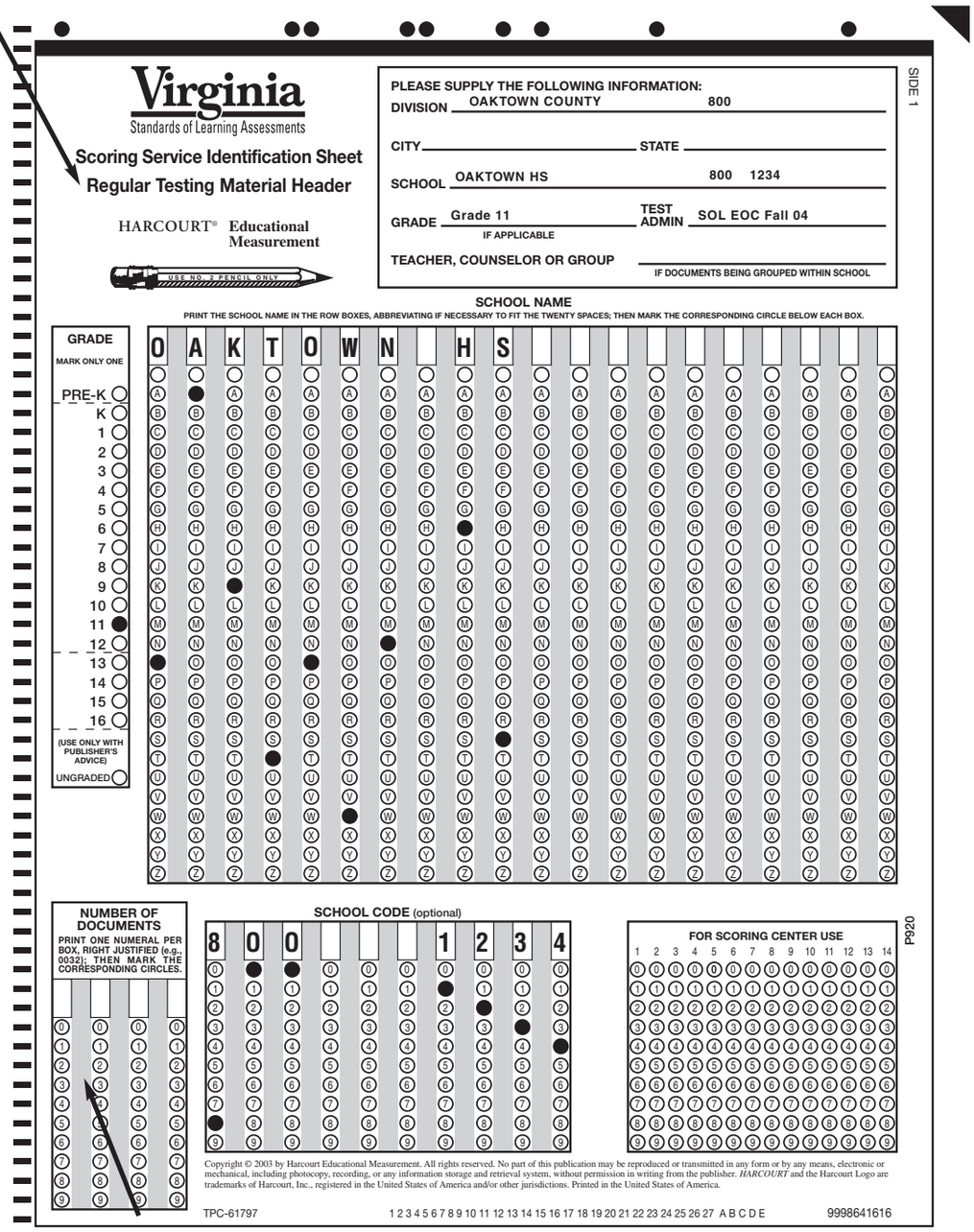
Totals: _____ _____

FOR SCORING CENTER USE	Receiving Number	Order Number	Date Received
	Testing Program 161-104	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 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, and administrations of second-opportunity testing.



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

Fall 2004 *English: Writing* Test

SOL DIVISION DIRECTOR OF TESTING TEST BOOKLET/WRITING PROMPT 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 and prompts shown on all packing lists of overage shipments in the "Packing List Quantity" column.
2. Prior to distributing these overage test booklets/prompts, 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 and prompts packed for return shipment in the corresponding "DDOT Returned" column. Then complete the *Discrepancy Report* on the next two pages for **all** regular-print test booklets/prompts received in both regular and overage shipments. If any test booklet/prompt is lost, an SOL *English: Writing 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 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/ Item	Packing List Quantity	Test Booklets Total Numbers			Packing List Quantity	Writing Prompts Total Numbers		
		DDOT Received	DDOT Returned	DO NOT USE Scoring Center ONLY		DDOT Received	DDOT Returned	DO NOT USE Scoring Center ONLY
Gr. 8 Writing Test Booklets								
Gr. 8 Prompt 961								
Gr. 8 Prompt 962								
EOC Writing Test Booklets								
EOC Prompt 271								
EOC Prompt 272								

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

This page may be photocopied.

STANDARDS OF LEARNING (SOL) ASSESSMENTS
Fall 2004

DDOT's Quantity Discrepancy Report *English: Writing*

DDOT: 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 or grade _____ prompt number _____
  Packing list indicated ____ booklets / prompts shipped but we received _____booklets / prompts.
  Package was supposed to contain _____ booklets / prompts but only _____ were enclosed*.
- grade _____test booklet or grade _____ prompt number _____
  Packing list indicated _____booklets / prompts shipped, but we received _____ booklets / prompts.
  Package was supposed to contain _____ booklets / prompts but only _____ were enclosed*.

*Please attach a photocopy of the package cover sheet.

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

❏ No booklets / prompts were lost, and none were forwarded to the Department of Education

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

- grade ____test booklet or grade _____ prompt number _____
  Number of copies (circle one): lost / forwarded _____
  Date irregularity reported to DDOT _____; irregularity number _____
- grade _____ test booklet or grade _____ prompt number _____
  Number of copies (circle one): lost / forwarded _____
  Date irregularity reported to DDOT _____; irregularity number _____

3. Booklets Retained in the Division for Purpose of Verifying Scores of Transcribed Tests, etc.

❏ No booklets have been retained in the division for this purpose.

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

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

This page may be photocopied.

STANDARDS OF LEARNING (SOL) ASSESSMENTS
Fall 2004

DDOT's Quantity Discrepancy Report *English: Writing*

4. Division Overage Booklets / Prompts Transferred to Schools in this Division

❏ No booklets / prompts were transferred from the DDOT's division overage to any school.

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

- grade_____ test booklet or grade _____ prompt number _____
  Number of copies transferred _____
- grade_____ test booklet or grade _____ prompt number _____
  Number of copies transferred _____
- grade_____ test booklet or grade _____ prompt number _____
  Number of copies transferred _____
- grade_____ test booklet or grade _____ prompt number _____
  Number of copies transferred _____
- grade_____ test booklet or grade _____ prompt number _____
  Number of copies transferred _____
- grade_____ test booklet or grade _____ prompt number _____
  Number of copies transferred _____

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

❏ No booklets / prompts were transferred from this division to any other school division.

❏ The following booklets / prompts 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 or grade _____ prompt number _____
  Number of copies transferred _____
- grade_____ test booklet or grade _____ prompt number _____
  Number of copies transferred _____

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

❏ No booklets / prompts were transferred to this school division from another school division.

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

- grade_____ test booklet or grade _____ prompt number _____
  Number of copies received from the DDOT _____
- grade_____ test booklet or grade _____ prompt number _____
  Number of copies received from the DDOT _____

This page may be photocopied.

APPENDIX O

VIRGINIA DEPARTMENT OF EDUCATION
STANDARDS OF LEARNING (SOL) ASSESSMENTS
ENGLISH: WRITING TEST
FALL 2004

SOL DIVISION SHIPMENT TRANSMITTAL FORM

SET B Materials — Secure Test Booklets/Writing Prompts

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

DIVISION NAME: _____

1. List the carton information for the division's additional materials in the first line. For reference, use a copy of the Division Director of Testing's *Test Booklet/Writing Prompt 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 transmittal form 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

MULTIPLE-CHOICE (Non-Writing) TEST
Fall 2004

DIVISION SPECIAL TEST FORMS KITS RECEIPT DOCUMENT

Division Name: _____ Division Number:_____

Instructions:

1. Immediately upon receipt of a shipment of Special Test Form Kits, record the number of *English: Writing* Kits in the appropriate column for each grade level. Sign the form at the bottom to acknowledge receipt.

2. Upon completion of testing, record the number of Special Test Form Kits returned. Explain any discrepancies in the Comments column. Keep a photocopy of this form. **Return the original of this document with your shipment of secure non-scorable Special Forms materials to Harcourt (Set B).**

	Regular Audio Kit	Braille Kit	Large-Print Kit	Number of Kits Received				Kits Returned	
				Initial Shipment	Reorder #1	Reorder #2	Total Received	Total Received	Comments
Grade 8 Writing Multiple-Choice									
Grade 8 Writing Prompt									
EOC Writing Multiple-Choice									
EOC Writing Prompt									

Division Director of Testing: _____

(Signature) (Date)

This page may be photocopied.

APPENDIX Q

STANDARDS OF LEARNING (SOL) ASSESSMENTS

***English: Writing* Test**
Fall 2004

SOL ENGLISH: WRITING SPECIAL TEST FORMS SCHOOL TRANSMITTAL DOCUMENT

For use by the DDOT when distributing Special Test 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:_____

	Regular Audio Kit	Braille Kit	Large-Print Kit	Kits Received		Kits Returned		Comments
				Quantity Received	STC's Initials [1]	Quantity Returned	DDOT's Initials [2]	
Grade 8 Writing Multiple-Choice								
Grade 8 Writing Prompt								
EOC Writing Multiple-Choice								
EOC Writing Prompt								

Refer to the packing list to determine total number of kits.

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

BEFORE TESTING: Verify the receipt of secure Special Test Forms Kits at the school.

STC's Signature: DDOT's Signature: Date:

AFTER TESTING: Verify the return of secure Special Test Forms 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

STANDARDS OF LEARNING (SOL) ASSESSMENTS
ENGLISH: WRITING TEST
FALL 2004

SOL ENGLISH: WRITING SPECIAL TEST FORMS CLASSROOM TRANSMITTAL DOCUMENT

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

SCHOOL NAME:_____

EXAMINER'S NAME:_____

	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]	
Grade 8 Writing Multiple-Choice								
Grade 8 Writing Prompt								
EOC Writing Multiple-Choice								
EOC Writing Prompt								

[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 *English: 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 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 S

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

Fall 2004 *English: Writing* Test

Division Name: _____ School: _____

Grade Level: _____

School Test Coordinators: Use this form to sign test booklets in and out to Examiners/Proctors in your school. List each Examiner's/Proctor's name in the far-left column. Use the second column to list the number of test 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 test 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 *English: 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 Quantity	OUT EXAMINER'S/ PROCTOR'S INITIALS	IN STC'S INITIALS	EXAMINER'S/PROCTOR'S AFFIDAVIT Examiners and 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.

SOL EXAMINER'S/PROCTOR'S WRITING PROMPT TRANSMITTAL FORM/AFFIDAVIT

Fall 2004 *English: Writing* Test

Division Name: _____ **School:** _____

Grade Level: _____

School Test Coordinators: Use this form to sign writing prompts in and out to Examiners/Proctors in your school. List each Examiner's/Proctor's name in the far-left column. Use the second column to list the writing prompts and the number of writing prompts assigned to each Examiner/Proctor. The Examiner/Proctor should initial the "Out" column when receiving writing prompts. The STC must initial the "In" column at the end of the day when writing prompts 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 *English: 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)	Writing Prompt Quantity	OUT EXAMINER'S/ PROCTOR'S INITIALS	IN STC'S INITIALS	EXAMINER'S/PROCTOR'S AFFIDAVIT Examiners and 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 T

VIRGINIA DEPARTMENT OF EDUCATION
STANDARDS OF LEARNING (SOL) ASSESSMENTS
***ENGLISH: WRITING* TEST**
FALL 2004

SOL SCHOOL DIVISION AFFIDAVIT

FAX THIS AFFIDAVIT NO LATER THAN November 5, 2004:

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 November 5, 2004, 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 *English: Writing* test booklets or writing prompts, or to any questions from them. All SOL writing test booklets, writing prompts, 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's Signature:**	**Date:**
Division Superintendent Name (printed or typed):	**Division Superintendent's Signature:**	**Date:**

This page may be photocopied.

APPENDIX U

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 V

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 HAI.

CTP Toll Free 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

Kimberly Bridgest — Extension 5609

Alleghany County
Appomattox County
Arlington County
Brunswick County
Buckingham County
Charles City County
Chesterfield County
Dept of Correctional Ed
Fauquier County
Frederick County
Gloucester County
Goochland County
Harrisonburg City
Hopewell City
Loudoun County
Martinsville City
Northumberland County
Nottoway County
Page County
Petersburg City
Powhatan County
Prince Edward County
Richmond City
Scott County
State Operated Programs
Suffolk City
Warren County
Washington County
Waynesboro City

Norma Brooks — Extension 5604

Albemarle County
Alexandria City
Bedford County
Bland County
Bristol City
Carroll County
Covington City
Dinwiddie County
Franklin County
Grayson County
Greene County
King William County
Lee County
Louisa County
Madison County
Manassas City
Manassas Park City
Pittsylvania County
Portsmouth City
Prince William County
Roanake City
Russel County
Smyth County
Southhampton County
Spotsylvania County
Stafford County
Virginia Beach City
Westmoreland County
Williamsburg City/
James City County

Roxie Gonzalez — Extension 5605

Accomack County
Augusta County
Campbell County
Culpeper County
Fairfax County
Falls Church City
Floyd County
Fluvanna County
Fredericksburg City
Greensville County
Hampton City
Isle of Wight County
Mecklenburg County
Middlesex County
Montgomery County
Newport News City
Salem City
Staunton City
Tazewell County
York County

Elena Rodriguez — Extension 5608

Amelia County
Bath County
Buena Vista City
Caroline County
Charlotte County
Clarke County
Colonial Beach City
Colonial Heights City
Craig County
Cumberland County
Galax City
King George County
Lexington City
Lunenburg County
Mathews County
Nelson County
Norton City
Orange County
Patrick County
Richmond County
Rockingham County
Shenandoah County
Surry County
Sussex County
VSDB-Hampton
West Point
Winchester City
Wise County
Wythe County

Brenda Zamarripa — Extension 5141

Amherst County
Botetourt County
Buchanan County
Charlottesville City
Chesapeake City
Danville City
Dickenson County
Essex County
Franklin City
Giles County
Halifax County
Hanover County
Henrico County
Henry County
Highland County
King and Queen County
Lancaster County
Lynchburg City
New Kent County
Norfolk City
Northampton County
Poquoson City
Prince George County
Pulaski County
Radfoed City
Rappahannock County
Roanoke County
Rockbridge County
VSDB-Staunton

Property of the Virginia Department of Education

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 that STCs are prepared to administer the appropriate prompts for make-up sessions and for EOC, second-opportunity testing, and be prepared to supply additional alternate writing prompts to STCs, if necessary (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 no later than November 5, 2004 (Sections 6.4–6.6).
- ❑ **4.** Receive, pack, and ship all secure, non-scorable test booklets and writing prompts, including Braille, large-print, and audio kits, no later than November 5, 2004 (Sections 6.7–6.9).
- ❑ **5.** Verify that you have received all required SOL forms from all STCs (Section 6.10).
- ❑ **6.** Return a signed *SOL School Division Affidavit* (see Appendix T) to the Virginia Department of Education no later than November 5, 2004 (Section 6.11).
- ❑ **7.** Review final disposition of all test materials: scorable answer documents, secure test booklets and writing prompts, forms and documentation, and other non-scorable materials (Section 6.12 and Table 6).