VIRGINIA
Standards of Learning Assessments

Spring 2018
Non-Writing
Tests

Test Implementation Manual
for Division Directors of Testing and
School Test Coordinators

Grades 3–8
Content Specific History
End-of-Course

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

Spring 2018 Standards Of Learning (SOL) *Non-Writing* Test Administration Schedule

February 5, 2018	Division submits Student Registration Import (SRI) file via PearsonAccess^{next}
February 26, 2018	Special Assessment Accommodation Request deadline
March 5–July 20, 2018	Additional Order window for DDOTs to place orders for test materials and return materials via PearsonAccess^{next}
April 9–June 22, 2018	Statewide Spring 2018 SOL *Non-Writing* Testing Window (including Expedited Retakes)
No later than the Friday prior to the start of division's testing window	Return the *School Division Test Security Agreement* to Pearson (Appendix A).
No later than the last day of the division's testing window OR not later than June 29, 2018	Deadline to ship all paper answer documents to Pearson, Cedar Rapids, IA.
No later than four weeks after the end of the division's testing window	Ship secure non-scorable test materials to Pearson, Cedar Rapids, IA.
No later than four weeks after the end of the division's testing window	Return the *School Division Affidavit* to the Virginia Department of Education (Appendix A).
By July 20, 2018	DDOTs submit Spring 2018 ATR (Authorization to Report) request via PearsonAccess^{next} after resolving any Student Test Alerts and ensuring data are correct.
August 17, 2018	Deadline for ordering printed reports

The detailed Virginia Assessment Program Schedule for the 2017–2018 school year is available in PearsonAccess^{next}. After login, select the VAP Schedule 2017–2018 (pdf).

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NEW FOR SPRING 2018

PearsonAccess^{next}

- PearsonAccess, the online platform that Virginia uses for the administration of the Standards of Learning (SOL) testing programs, has been updated to PearsonAccess^{next}.
- PearsonAccess^{next} has the same features as PearsonAccess but are accessed in different ways. In addition, new functionality has been added to assist with the administration of the SOL Testing programs.
- There are some noticeable differences between PearsonAccess and PearsonAccess^{next}; for example, the Student Data Upload (SDU) in PearsonAccess is now referred to as the Student Registration Import (SRI) in PearsonAccess^{next}, and Authorization to Proceed (ATP) in PearsonAccess is now referred to as Authorization to Report (ATR) in PearsonAccess^{next}.

Updated Sections

Several sections in the *Test Implementation Manual* have been updated. Be sure to read all sections of the manual.

Appendix B Special Testing Accommodations

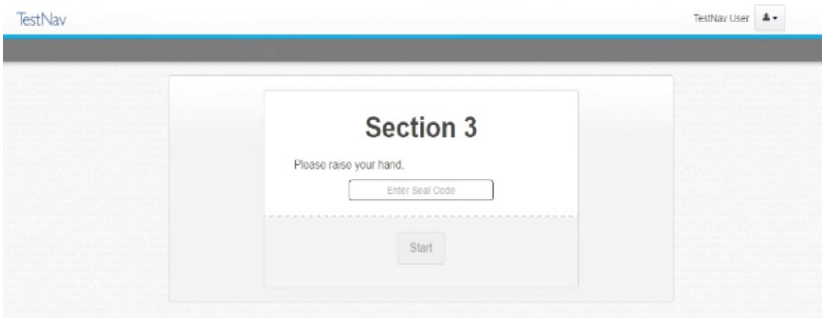
- **Testing Accommodations for Students with Disabilities:** Updates have been made to some existing accommodations. See Appendix B for specific details related to the following:
    - Multiple test sessions—the IEP team/504 committee may determine that it is appropriate for an individual student, with the Multiple Test Sessions accommodation, to take the online version of the Grades 3, 4, or 5 *Reading* and *Mathematics* SOL tests or the Grade 6 or 7 *Mathematics* SOL tests.
    - Headphones, ear muffs, or ear plugs—have been added to accommodation code 5.
    - Accommodation code 26 has been renamed to Calculators and/or Arithmetic tools.
    - Brailler, accommodation code 21—the guidelines have been updated to include permitting the student to use the brailler like scratch paper to take notes or complete calculations.
    - Dictation to a scribe (accommodation code 25)—the guidelines have been updated to allow the scribe to manipulate TestNav tools/features only according to the exact directions from the student. The student and scribe must practice with online practice items in TestNav prior to the test.
    - The guidelines for reading tests aloud have been updated for reading text contained within a graphic.
    - The guidelines for accommodations using augmentative communication device, brailler, devices with text-to-speech capability, devices with speech-to-text capability, word processor, and word prediction software have been updated to reflect that the device, software, or app must not be connected to the Internet or the Internet access must be disabled during the test session.
    - Calculator with Additional Functions, accommodation code 28, has been renamed Calculator with Additional Capabilities.

NEW FOR SPRING 2018, continued

- **Testing Accommodations for English Learners (ELs):** Updates have been made to some existing accommodations. See Appendix B for specific details related to the following:
  - Formerly ELs Monitor Year 1 and Year 2 are eligible for direct and indirect testing accommodations. Formerly ELs Year 3 and 4 are not eligible for direct and indirect testing accommodations.
  - Formerly ELs may not receive any test exemptions.
  - The Direct and Indirect Linguistic Testing Accommodations for ELs table has been simplified.
  - Multiple test sessions—the EL committee may determine that it is appropriate for an individual student, with the Multiple Test Sessions accommodation, to take the online version of the Grades 3, 4, or 5 *Reading* and *Mathematics* SOL tests or the Grade 6 or 7 *Mathematics* SOL tests.
  - The guidelines for reading tests aloud have been updated for reading text contained within a graphic.

New Seal Code Screen

- In order to prevent the student from accidently accessing the second part of the Grades 3, 4, and 5 *Reading* and Grades 3, 4, 5, 6, and 7 *Mathematics* CATs, a seal code has been added between the two parts of the tests.
- When students complete the first part of the online *Reading* or *Mathematics* test, a screen with Section 3 and a seal code box will appear as shown.



- The STC provides the seal code to the Examiners.
- The student cannot enter the second part of the test until the seal code is correctly entered.

Grades 6, 7, and 8 Examiner's Manual Erratum

- In Section 5.3 of the *Grades 6, 7, and 8 Examiner's Manual*, the *Directions for Administering the Online Grades 6 and 7 Reading CATs (Spring 2018 Only) and 2017–2018 Grade 8 Reading CAT*, **the two sample questions on pages 54 and 55 are incorrect**.
    - The corrected pages 54, 55, and 56 were provided to the DDOT for the Fall 2017 Administration in an Erratum email from VAP.
    - The error was corrected in the *Grades 6, 7, and 8 Examiner's Manual* posted on the Virginia Department of Education website.
    - Ensure all Examiners and Proctors for the Grade 6–8 *Reading* CAT receive the new pages.
    - The erratum announcement and replacement pages are available on the DDOT page in SSWS under Emails from VAP, December 8, 2017.

Grades 6, 7, and 8 Examiner's Manual Addendum

- The Seal Code for the Grades 6 and 7 *Mathematics* CATs was not available during the Fall 2017 Administration but will be available for the Spring 2018 Test Administration.
- Therefore, the current directions in the *Examiner's Manual* for the Grades 6 and 7 *Mathematics* CATs must not be used for the Spring Administration. New Examiner's Manuals will not be printed.
- An Addendum has been developed to replace the sections that pertain to the *Directions for Administering the Spring 2018 Online Grades 6 and 7 Mathematics CAT Including Grades 6 and 7 Plain English*.
- The Addendum for Sections 5.4, 5.4.1, and 5.4.2 is only available by download from the VDOE website at: **http://www.doe.virginia.gov/testing/test_administration/index.shtml**, under the *Examiner's Manuals* heading.
- Ensure all Examiners and Proctors for Grade 6 and 7 *Mathematics* CATs receive the Addendum with the *Grades 6, 7, and 8 Examiner's Manual*.
- The Examiner/Proctor must refer to the *Grades 6, 7, and 8 Examiner's Manual* for all other information, guidance, procedures, and responsibilities required to be followed in order to administer the Grades 6 and 7 *Mathematics* CATs.

IMPORTANT REMINDERS FOR SPRING 2018

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

Pearson Support Services

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

TestNav Availability

- TestNav, the online testing software used to deliver the SOL assessments, is only available Monday–Friday, 7:00 a.m. to 10:00 p.m.
- The DDOT should notify Pearson in advance if a school plans to administer online SOL tests after 5:00 p.m. on Monday–Friday.
- Permission from the Virginia Department of Education must be obtained prior to any testing on weekends.

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

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

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

IMPORTANT REMINDERS FOR SPRING 2018, continued

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

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

- The *Non-Writing Examiner's Manuals* contain the information, guidance, procedures, and responsibilities that the Examiner and Proctor are required to follow in order to administer the SOL tests. Each manual contains testing directions for online-format tests, but not paper tests, and is provided as a hard-copy document sent to divisions/schools in the non-secure shipments. The *Examiner's Manuals* are also available for download from the Virginia Department of Education Web site at:

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

- Separate documents, the *Supplements to the Examiner's Manuals*, provide the testing directions that Examiners and Proctors must use for the administration of the paper format tests; they must be used in conjunction with the *Examiner's Manuals*. The *Supplements* are available in electronic format only—no hard copies are provided—and may be downloaded from the Virginia Department of Education website (above).

Documented Need for Paper Test

All students are required to take the online version of the SOL tests with the exception of students who meet one of the following criteria for paper testing:

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

IMPORTANT REMINDERS FOR SPRING 2018, continued

- The student's eligibility for paper tests has been established using the *Documentation of Need for Paper Standards of Learning (SOL) Assessment* form. The form documents that the use of paper tests is intended only to provide access to the SOL assessments for the following students:
  - Students with disabilities who require other accommodations that necessitate a paper test
  - Students with medical conditions that render them unable to take an online test
- Refer to Section 4.6 for further details about the documented need for a paper test, and Appendix C for the *Documentation of Need for Paper Standards of Learning (SOL) Assessment* form.

School Division Test Security Agreement

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

School Affidavit

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

School Division Affidavit

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

Mathematics Tests—Calculator and Non-Calculator Sections

- All Grades 4 and 5 *Mathematics* tests have two portions. In the first portion, students may not use a calculator. In the second portion, students may use a calculator. The non-calculator portion is administered first. Students may complete the *Mathematics* test (both portions) in one school day, or each portion may be given on different days.
- All Grades 6 and 7 *Mathematics* tests have two portions. In the first portion, students may not use a calculator. In the second portion, students may use a calculator. The non-calculator portion is administered first. Students must complete the *Mathematics* test (both portions) in one school day.

IMPORTANT REMINDERS FOR SPRING 2018, continued

VMAST *Algebra I* and VMAST EOC *Reading*

The Virginia Modified Achievement Standards Tests (VMAST) for *Algebra I* and EOC *Reading* are available to students with disabilities pursuing a standard diploma with credit accommodations following these criteria:

- The student must have passed the course.
- The student must have taken the EOC test at least twice, with the test scores being 374 or below.
- The student must meet the VMAST Participation Criteria.
- The test must be coded as retest.

The VMAST for *Algebra I* and EOC *Reading* will remain available for students with disabilities who were administered the VMAST *Algebra I* and/or EOC *Reading* tests for the first time prior to Summer 2014 and are seeking to retake the test(s) for verified credit following these criteria:

- The student must have passed the course prior to Summer 2014.
    - The student must meet the VMAST Participation Criteria.
    - The test must be coded as retest.

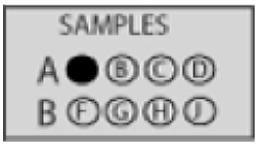
Reading Tests

- Read-Aloud or Audio Accommodation
    - The read-aloud/audio accommodations on a *Reading* test are available only to students with disabilities who meet specific criteria. For more information, see *Students with Disabilities: Guidelines for Assessment Participation* at:

      www.doe.virginia.gov/testing/participation/index.shtml
- **Struggling EL Students (*Reading* Tests Only)**
    - Examiners should be directed to discontinue testing for English Learners (ELs) who struggle with reading the test items after the student has responded to five items (not including the sample items). Students who answer at least five items will be counted as participants in the *Reading* test for purposes of federal accountability. This information is included in the *Examiner's Manual* specific grade-level *Reading* test directions.

IMPORTANT REMINDERS FOR SPRING 2018, continued

- **Paper Test Forms**
  - Some *Reading* test forms may have question(s) that do not refer to a "passage." The directions in the *Examiner's Manual* point out to students that "Sample B" is an illustration of this type of question.
  - There will be two sample test items on most *Reading* test forms. However, there is only one sample test item on the following 2002 standards test form:
    - Grade 8 *Reading*: R6037
- Refer to the forms matrix to determine if this form will be used. Remind Examiners to point out to students that the Sample Box located on the back side of the answer documents has two samples (A and B); the students will be directed to leave Sample "B" blank.



Modified Standard Diploma Students

- The Modified Standard diploma is available only to students in high school who entered the 9th grade for the first time prior to the 2013–2014 school year.
- **Numeracy: Grade 8 *Mathematics* 2009 SOL.** Students needing to demonstrate the numeracy requirement for a Modified Standard Diploma who were taught the Grade 8 mathematics curriculum based on the 2009 standards must retake the Grade 8 *Mathematics* test based on the 2009 SOL using CAT format. A paper test is available only for those students with a documented need for a paper test.
- **Literacy: Grade 8 *Reading* 2002 SOL.** Students needing to demonstrate the literacy requirement for a Modified Standard Diploma must re-take the Grade 8 *Reading* test based on the 2002 SOL.

VMAST Grade 8 *Reading* and *Mathematics*

- The VMAST for Grade 8 *Reading* and *Mathematics* are only available to high school students with disabilities who are pursuing a Modified Standard Diploma and who meet the VMAST participation criteria. The directions for administering these tests are available in the *Examiner' Manual*.

  NOTE: the Modified Standard Diploma is available only to students who entered the 9th grade for the first time prior to the 2013–2014 school year.
- The VMAST is not available in paper format.
- The VMAST for Grade 8 *Mathematics* is not available as a CAT.

IMPORTANT REMINDERS FOR SPRING 2018, continued

Term Graduates

- Students pursuing a Standard or Advanced Studies Diploma who are scheduled to graduate by August 31, 2018, and who need certain verified credits in order to graduate are considered to be Term Graduates for the Spring 2018 *Non-Writing* Administration.
- Students pursuing a Modified Standard Diploma who are scheduled to graduate by August 31, 2018, and who need to take the Grade 8 *Reading* and/or *Mathematics* tests to verify literacy and numeracy requirements are also considered to be Term Graduates for the Spring 2018 *Non-Writing* Administration.
- Refer to Section 5.6 for details regarding Term Graduate requirements and selecting the correct forms.

Retesters

A student is considered to be a retester if the student:

- has previously taken and passed a course but failed the associated EOC SOL test and is retaking the EOC SOL test to verify the standard credit and requires the verified credit in order to fulfill specific diploma requirements.

  NOTE: Students who have fulfilled their specific diploma verified credit requirements should not be retested.

- is retaking the SOL test under the expedited retake policy having taken it once during the Spring administration.
- is in high school and pursuing a Modified Standard Diploma, had previously taken a Grade 8 *Mathematics* and/or Grade 8 *Reading* SOL test. The student is retaking the Grade 8 *Mathematics*/*Reading* test to satisfy the Numeracy and/or Literacy requirements for the Modified Standard Diploma.

Expedited Retake Testing

The Expedited Retake test is an optional opportunity for the student to retake a failed SOL test during the same administration. Refer to Section 5.7 for the Expedited Retake requirements, coding, and information about assigning forms.

IMPORTANT REMINDERS FOR SPRING 2018, continued

Substitute Test Coding

- If a student is enrolled for the first time in a course that requires an EOC test and has taken or will take an approved substitute test in place of the EOC test, select Testing Status code 10 to indicate the administration of a substitute test. These substitute tests do not include the VAAP or VSEP assessments.
- If a student has failed an EOC test and takes an approved substitute test as a retest in an attempt to earn a verified credit, complete Testing Status Code 10 and set the Retest flag to Yes on the Students in Sessions screen (by selecting *Manage Student Tests* under the "Tasks" dropdown) in PearsonAccess^{next}.
- Submit only one substitute test record (Testing Status Code 10 completed) for each specific EOC SOL test in the school year (which includes Summer 2017, Fall 2017, and Spring 2018) for a student regardless of how many times the student attempts the substitute test during that time. Substitute test performance data is submitted to the Virginia Department of Education via the Single Sign-on for Web Systems (SSWS) application by September 1, 2018, for the Summer 2017, Fall 2017, and Spring 2018 test administrations. DDOTs will enter only the highest score earned by the student for the substitute test.
- Refer to the document Substitute Tests for Verified Credit for the list of approved substitute tests at:

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

Icons to Identify Audio and Read-Aloud Tests

- Students who have been assigned either an audio or read-aloud test in PearsonAccess^{next} will have an icon printed on their Student Testing Tickets:

  This icon indicates the student should receive an audio test.

  This icon indicates the student should receive a read-aloud test.

- These icons will also appear next to the student's individual form assignment on the Students in Sessions screen in PearsonAccess^{next}.
- School Test Coordinators must ensure the Test Examiners receive the most current Student Testing Tickets prior to testing. In order for a test ticket to show the icons correctly, new authorization tickets must be printed if the student's test form is changed from "regular" to "audio" or "audio" to "regular" in a test session.
- These icons will also be used in the testing directions to designate the additional audio or read-aloud test directions that must be read to students using these accommodations.

IMPORTANT REMINDERS FOR SPRING 2018, continued

Additional Orders

- Division Directors of Testing (DDOTs) will be required to order all testing materials for the schools, except for *Test Implementation Manuals*, using the Orders and Shipment Tracking process within PearsonAccess[next]. The DDOT will need to order:
  - For Online *Non-Writing* tests—*Examiner's Manuals*, formula sheets (for tests that permit a paper copy).
  - For Paper *Non-Writing* tests—*Examiner's Manuals*, answer documents, all test booklets; including regular/read-aloud, audio kits, large-print kits with or without audio, and braille kits with or without audio; secure scorable return kit (for returning answer documents), secure material return kit (for returning test booklets).
  - DDOTs must only order materials for the tests that will actually be administered.
- For assistance with ordering, refer to the Checklist for Placing Orders located under Testing Resources on the Division Director of Testing Application in the Single Sign-on for Web Systems (SSWS).
- All shipments of secure and non-secure materials will be delivered to the Division Director of Testing (DDOT). The DDOT will be responsible for distributing the secure materials and non-secure materials to each school testing during this administration.
- The DDOT must ensure that all secure materials received are returned to Pearson. Therefore, the DDOT should have a materials accounting procedure in place to account for materials delivered to schools and returned from schools. A sample secure materials transmittal form is available in the *Supplement to the Writing and Non-Writing Test Implementation Manuals*. The DDOT and division Superintendent will be required to affirm the return of all secure paper test materials to Pearson on the *School Division Affidavit*. Packing lists will be provided.

Answer Documents for Paper Tests

- **Version 1.0 Answer Documents.** All *Non-Writing* paper tests **must use Version 1.0** answer documents.

If you have questions about your school's testing procedures, contact your School Test Coordinator (STC). If you have concerns about the testing procedures being followed in your school and your STC is unable to address them, contact the Division Director of Testing (DDOT) in your school division's central office. If you have concerns that your DDOT cannot address, please contact the Division of Student Assessment and School Improvement at (804) 225-2102 or by email at Student_Assessment@doe.virginia.gov.

Table 1. DDOT Testing Checklist

Activities Before Test Administration	Mode
1. Receive PearsonAccess^{next} login ID from Pearson (if not already received) and set up password. Supply School Test Coordinators (STCs) and Project Managers with login ID.	Online Paper
2. Order testing materials, including *Examiner's Manuals*, and all paper testing materials.	Online Paper
3. Carefully read this *Test Implementation Manual*, as well as any directions from the Virginia Department of Education. Read the *Supplement to the Writing and Non-Writing Test Implementation Manuals* if your division will administer any paper tests.	Online Paper
4. Carefully read the *Examiner's Manuals* and the *Supplements to the Examiner's Manuals* to become familiar with the Examiner's/Proctor's testing information, guidance, procedures, and responsibilities. Review manuals' updates with STCs.	Online Paper
5. Ensure the *School Division Personnel Test Security Agreement* is read and understood by all school division personnel. All individuals who may be exposed to secure test items and those involved in the administration of Virginia SOL Assessments (including but not limited to Examiners, Proctors, Interpreters, and Scribes) **MUST** read, understand, and agree to adhere to the *School Division Personnel Test Security Agreement*.	Online Paper
6. Determine with your Project Manager the division's online test schedule (number of concurrent tests, number of sessions each day, number of available labs/computers, etc.) based on the number of students testing.	Online
7. Determine the procedures for the break or transition between parts 1 and 2, as appropriate, of the Grades 3, 4, and 5 *Reading* CAT and the Grades 3–7 *Mathematics* CAT.	Online Paper
8. Receive login ID and password for the PearsonAccess^{next} Training Center if not already received.	Online
9. Train all School Test Coordinators (STCs). Ensure all STCs receive training using PearsonAccess^{next}.	Online Paper
10. Ensure STCs understand how to create online test sessions, assign appropriate forms (such as audio and read-aloud), move students, etc.	Online
11. Ensure STCs understand how to "troubleshoot" common online test issues. The DDOT must understand his/her role in the troubleshooting process.	Online
12. Assist STCs in identifying students who will be tested.	Online Paper

Table 1. DDOT Testing Checklist, continued

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

Table 1. DDOT Testing Checklist, continued

Activities During Test Administration	Mode
1. Be available during your schools' testing sessions to answer questions and resolve problems, or to contact VDOE for "troubleshooting" certain problems.	Online Paper
2. Assist STCs in identifying and resolving testing irregularities.	Online Paper
3. Ensure that STCs are prepared and have correct materials in sufficient supply to administer make-up sessions.	Online Paper
4. Confirm the method Examiners will use to verify students' attendance the day of testing. If desired, print the student list for each test session.	Online Paper
5. If necessary, start and stop test sessions. **NOTE:** Test sessions must only be started on the day of testing. Test sessions must be stopped at the end of each testing day.	Online
6. Determine students who are eligible for make-up tests, expedited retake tests, and additional opportunities for Term Graduates.	Online Paper

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

Table 1. DDOT Testing Checklist, continued

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

Table 2. STC Testing Checklist

Activities Before Test Administration	Mode
1. Carefully read this *Test Implementation Manual* as well as any local directions you have been given. Resolve any questions you might have with your DDOT. Read the *Supplement to the Writing and Non-Writing Test Implementation Manuals* if your division will administer any paper tests.	Online Paper
2. Carefully read the *Examiner's Manuals* and the *Supplements to the Examiner's Manuals* to become familiar with the Examiner's/Proctor's testing information, guidance, procedures, and responsibilities.	Online Paper
3. Train Examiners/Proctors. Review *Examiner's Manual* updates with Examiners/ Proctors.	Online Paper
4. Assist teachers and Examiners in identifying students who will be tested.	Online Paper
5. Ensure that suitable testing sites are available, including an alternate site for students who do not finish by the allotted test administration time.	Online Paper
6. Schedule all test sessions in your school. Remember to schedule Term Graduates and students who are retaking an EOC *Non-Writing* test to earn verified credits.	Online Paper
7. Select Examiners, determine the size of each testing group, and determine whether use of Proctors will be necessary.	Online Paper
8. Collect a signed *School Division Personnel Test Security Agreement* from all individuals who may be exposed to secure test items and those involved in the administration of Virginia Standards of Learning (SOL) Assessments (including, but not limited to, Examiners, Proctors, Interpreters, and Scribes).	Online Paper
9. Receive non-secure materials and verify quantities with the DDOT.	Online Paper
10. Review completion of answer document fields.	Paper
11. Ensure that teachers and Examiners understand which test accommodations are and are not available for students with disabilities, ELs, and students with documented temporary conditions.	Online Paper
12. Receive secure materials from your DDOT. Report discrepancies to the DDOT.	Paper
13. Create test sessions in PearsonAccess^{next} for online students. Test sessions may be Prepared **no earlier than 24 hours** prior to the start of the division's test window.	Online
14. Be prepared to print the Student Testing Tickets for each test session. Print Proctor Testing Tickets and Seal Codes for appropriate tests. All tickets and seal codes should be printed **no more than 96 hours** (4 school days) prior to the test session start date and must be stored in a secure location until needed.	Online

Table 2. STC Testing Checklist, continued

Activities Before Test Administration	Mode
15. Assist, as necessary, teachers/Examiners and students to access the SOL test training resources.	Online Paper

Activities During Test Administration	Mode
1. Start online test sessions on the day of testing.	Online
2 Before each testing session, ensure that all Examiners have appropriate materials for testing. Refer to the applicable *Examiner's Manual* for this information. Ensure Examiners who will administer paper tests have the *Supplement to the Examiner's Manual*.	Online Paper
3. On each day of testing, check out secure test materials to Examiners.	Online Paper
4. Monitor all testing sessions. Be available to contact the DDOT for certain "troubleshooting" situations.	Online Paper
5. Assist Examiners in identifying and submitting testing irregularities.	Online Paper
6. Collect all secure and non-secure testing materials at the end of each testing session.	Online Paper
7. Verify students who are eligible for make-up tests.	Online Paper
8. Move *Exited*/*Resumed* and *Ready* students out of active test sessions and into irregularity or make-up sessions by the end of the day's testing.	Online
9. Stop online test sessions at the end of each testing day.	Online

Table 2. STC Testing Checklist, continued

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

Table 3. Required Technology

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

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

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

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

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

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

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

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

Table 3. Required Technology, continued

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

1. USE OF THIS MANUAL FOR THE SPRING 2018 ADMINISTRATION

The *Test Implementation Manual* describes procedures that the Division Director of Testing (DDOT) and School Test Coordinator (STC) should follow before, during, and after administration of the Spring 2018 Standards of Learning (SOL) *Non-Writing* tests.

This manual includes the following information:

- Test administration schedule
- School division responsibilities for SOL testing
- Procedures for the online administration of SOL Web-based assessments in the available subject areas
- DDOT/STC responsibilities before, during, and after each testing session

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

https://va.pearsonaccessnext.com

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

The *Examiner's Manuals* include specific directions for administering the SOL online subject tests for each level. Directions for the administration of the paper and Special Test Forms (braille, large-print, and audio) are contained in the *Supplements to the Examiner's Manuals*. Take particular care to read all testing materials and to provide in-depth training to school division personnel who are responsible for the administration of the SOL *Non-Writing* tests. Refer to the list of 2018 Spring *Non-Writing* tests.

The Grades 3–8 *Reading* and Grades 3–8 *Mathematics* online tests will be administered using Computer Adaptive Testing (CAT). This testing model is different from other SOL online tests in that the test delivery software customizes which test items are administered to the individual students.

The Grades 3–8 *Reading* CATs require that the student respond to the test item presented before advancing to the next item; however, once the student answers questions in a passage set, the student is able to bookmark the question and go back to previously answered questions in that passage set only. The Review Drop down will only list the answered questions in that passage set and also show those with bookmarks. When the student finishes the questions in the passage set and selects the *Forward Arrow* button, a screen appears that informs the student that once he/she moves to the next passage, the student will no longer be able to go back to the previous passage set. Other transition screens will appear as the student enters and leaves passage sets or standalone questions.

The Grades 3–8 *Mathematics* CATs select the items administered to a student by scoring the student's response to a test item and then selecting the next item based on the student's response. The process of choosing test items, scoring the responses, and selecting the next items to be administered is repeated throughout the test. Because the selection of the next item is dependent on the student answering the current item, the student must respond to the test item presented before advancing to the next item. Also, the student cannot bookmark a test item for review or go back to any previous test items.

The Grades 3–8 *Reading* and Grades 3–8 *Mathematics* CATs are available in standard and audio format. If the student requires a read-aloud administration, follow the Read-Aloud Guidelines for Computer Adaptive Tests in Appendix B.

The following tests are included in the Spring 2018 *Non-Writing* test administration.

Virginia Standards of Learning Assessments
2018 Spring *Non-Writing* Test Administration

Standards of Learning Tests	Testing Modes Available	
	Paper[5]	Online
Grade 3 *Reading* CAT		X
Grade 3 *Reading*	X	
Grade 3 *Mathematics* CAT		X
Grade 3 Plain English *Mathematics* CAT		X
Grade 3 *Mathematics*	X	
Grade 3 Plain English *Mathematics*	X	
Grade 4 *Reading* CAT		X
Grade 4 *Reading*	X	
Grade 4 *Mathematics* CAT		X
Grade 4 Plain English *Mathematics* CAT		X
Grade 4 *Mathematics*	X	
Grade 4 Plain English *Mathematics*	X	
Grade 5 *Reading* CAT		X
Grade 5 *Reading*	X	
Grade 5 *Mathematics* CAT		X
Grade 5 Plain English *Mathematics* CAT		X
Grade 5 *Mathematics*	X	
Grade 5 Plain English *Mathematics*	X	
Grade 5 *Science*	X	X
Grade 6 *Reading* CAT		X
Grade 6 *Reading*	X	
Grade 6 *Mathematics* CAT		X
Grade 6 Plain English *Mathematics* CAT		X
Grade 6 *Mathematics*	X	
Grade 6 Plain English *Mathematics*	X	
Grade 7 *Reading* CAT		X
Grade 7 *Reading*	X	
Grade 7 *Mathematics* CAT		X
Grade 7 Plain English *Mathematics* CAT		X
Grade 7 *Mathematics*	X	

Standards of Learning Tests	Testing Modes Available	
	Paper[5]	Online
Grade 7 Plain English *Mathematics*	X	
Grade 8 *Reading* CAT		X
Grade 8 *Reading* (2002[1] and 2010 Standards)	X	
Grade 8 *Mathematics* (2009) CAT		X
Grade 8 Plain English *Mathematics* (2009) CAT		X
Grade 8 *Mathematics* (2009)	X	
Grade 8 Plain English *Mathematics* (2009)	X	
Grade 8 *Science*	X	X
Virginia Studies	X	X
Civics & Economics	X	X
EOC *Reading* (2010 Standards)	X	X
EOC *Algebra I* (2009 Standards)	X	X
EOC Plain English *Algebra I* (2009 Standards)	X	X
EOC *Geometry* (2009 Standards)	X	X
EOC *Algebra II* (2009 Standards)	X	X
EOC *Virginia and United States History* (2008 Standards)	X	X
EOC *World History I* (2008 Standards)	X	X
EOC *World History II* (2008 Standards)	X	X
EOC *World Geography* (2008 Standards)	X	X
EOC *Earth Science* (2010 Standards)	X	X
EOC *Biology* (2010 Standards)	X	X
EOC *Chemistry* (2010 Standards)	X	X
EOC VMAST *Reading*[2, 3]		X
EOC VMAST *Algebra I*[2, 3]		X
VMAST Grade 8 *Reading*[4]		X
VMAST Grade 8 *Mathematics*[4]		X

CAT = Computer Adaptive Test
EOC = End-of-Course
VMAST = Virginia Modified Achievement Standards Test
= the test is not available in this mode.

Notes:

[1]**Grade 8 *Reading* 2002 SOL Tests.** Students who are pursuing a Modified Standard Diploma should retake the Grade 8 *Reading* test based on the 2002 standards to meet the literacy requirement for this diploma.

NOTE: The Modified Standard diploma is available only to students in high school who entered the 9th grade for the first time prior to the 2013–2014 school year.

[2]**EOC VMAST *Reading* and VMAST *Algebra I* tests.** The EOC VMAST *Algebra I* and *Reading* tests are available to students with disabilities pursuing a standard diploma with credit accommodations following these criteria: The student must have passed the course; the student must have taken the EOC test at least twice, with the test scores being 374 or below; the student must meet the VMAST Participation Criteria; and the test must be coded as re-test.

[3]**EOC VMAST *Reading* and VMAST *Algebra I* tests.** The EOC VMAST *Algebra I* and *Reading* tests are available for students with disabilities who were administered the VMAST *Algebra I* and/or EOC *Reading* tests for the first time prior to Summer 2014 and are seeking to retake the test(s) for verified credit following these criteria: The student must have passed the course prior to Summer 2014; the student must meet the VMAST Participation Criteria; the test must be coded as re-test.

[4]**VMAST Grade 8 *Reading* and *Mathematics* tests.** The Grade 8 VMAST *Reading* and *Mathematics* tests are available only to high school students with disabilities who are pursuing a Modified Standard Diploma and who meet the VMAST participation criteria.

NOTE: The Modified Standard Diploma is available only to students who entered the 9th grade for the first time prior to the 2013–2014 school year.

[5]All students are required to take the online version of the SOL tests. Refer to Section 4.6 for the criteria required for the administration of a paper test.

2. SPRING 2018 SOL *NON-WRITING* TEST SCHEDULE

Each school division is to administer the Grades 3 through 8, Content Specific History, and End-of-Course tests within its own established "testing windows" within the larger window established by the Virginia Department of Education. The DDOT, Project Manager, and STC must work together to establish the division's online test schedule (number of concurrent tests, number of sessions each day, number of available labs/computers, etc.) and dates and times for paper testing in the schools. Ensure that all Test Examiners are advised of their school's specific test dates and times.

Each school's test schedule must allow opportunities for make-up sessions to be held prior to the close of the division's testing window. STCs are responsible for arranging make-up administrations for all students who require them and who will be in attendance during the testing window. Make sure that this is done in all schools. Testing dates, including make-up sessions, must allow for all scorable answer documents to be returned to the DDOT in time to ship answer documents to the Cedar Rapids scoring center by the end of your division's testing window.

For the Spring 2018 SOL *Non-Writing* test administration, the DDOT and STC checklists for major testing activities are presented in Tables 1 and 2. You may use the activities outlined in these checklists to help determine your division's specific testing activity dates.

3. SCHOOL DIVISION RESPONSIBILITIES FOR SOL TESTING

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

- Division Director of Testing (DDOT)
- Project Manager (PM)
- School Test Coordinator (STC)
- Test Examiner (Examiner)
- Test Proctor (Proctor)

A brief explanation of the roles and responsibilities of each of these persons follows.

Division Director of Testing

Each division has designated a Division Director of Testing (DDOT). The DDOT serves as the point of contact between the school division and the Virginia Department of Education and Pearson. The DDOT has divisionwide responsibility for maintaining the security of test materials, implementation of SOL test procedures, and providing appropriate training for STCs and school administrators. DDOTs are to take particular care in reading all test administration materials. Additionally, DDOTs are to inform key instructional leaders, such as directors of instruction and directors of special education and Title I and Title III coordinators, of testing policies, guidelines, and procedures. Any questions the DDOT has regarding the SOL test administration are to be directed to the Pearson Support Center or the student assessment staff of the Virginia Department of Education.

Project Manager

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

questions the PM has regarding technology are to be directed to the Pearson Support Center. Any questions regarding the administration of SOL tests are to be directed to the DDOT.

School Test Coordinator

Each school has designated a School Test Coordinator (STC). The STC serves as the point of contact between the school and the DDOT. The STC has schoolwide responsibility for maintaining the security of test materials, implementing SOL test procedures, and providing appropriate training for Examiners, Proctors, and other school personnel involved in the test administration. STCs are to take particular care in reading all test administration materials, and are to inform all school staff of testing policies, guidelines, and procedures. Any questions the STC has regarding the SOL test administration are to be directed to the DDOT.

Test Examiner

The Test Examiner (Examiner) is responsible for administering the SOL test(s) according to the procedures outlined in the *Examiner's Manual* and for maintaining the security of test materials. Any questions the Examiners have regarding the SOL test administration are to be directed to the STC.

Test Proctor

The Test Proctor (Proctor) works with the Examiner in administering the SOL test(s) and assists in maintaining an appropriate testing environment. A Proctor is also an observer who may be called upon to verify that students did not receive help on the test, that the test was administered according to the procedures in the *Examiner's Manual*, and according to the *School Division Personnel Test Security Agreement*. Any questions the Proctor has regarding the SOL test administration are to be directed to the STC.

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

Before testing, review the *Test Implementation Manual, Examiner's Manuals*, the *PearsonAccess^{next} User's Guide for the Virginia Assessment Program, the TestNav 8 Technology Guidelines: Configuring Your Test Delivery Environment for Virginia*, and the *Student Registration Import File Requirements* so that you are familiar with the responsibilities of all testing personnel.

4.1 Train School Test Coordinators

DDOT

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

STC

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

TRAINING TOPICS FOR SCHOOL TEST COORDINATORS
Identifying responsibilities of STCs and Examiners/Proctors for the administration of the SOL *Non-Writing* tests
Identifying responsibilities of school administration during testing and training all school personnel in the requirements for Test Security; training for school personnel who are not directly involved in test administration should include reminders that the content of unreleased SOL test items is not to be discussed with students or with other school staff; providing training for all school staff on how to report potential SOL test security concerns
Maintaining an appropriate "school climate" during the testing schedule (such as appropriate student and staff behavior, avoiding distracting instances such as planned fire drills, reviewing division guidelines on cell phones, texting, and other electronics, etc.)
Training of Examiners and Proctors, and preparing the entire school staff for the test administration; ensuring that school staff are prepared to discuss with students the policies regarding cell phones, electronic devices, and other unauthorized materials during testing, and the consequences of cheating on the test
Reviewing security requirements, including use of the *School Division Personnel Test Security Agreement*; reviewing local policies to ensure students have no access to cell phones or other electronic devices during testing
Preparing students for online testing with Practice Items and Guides, Practice Tools, Training Center Tests, and Released Tests
Reviewing guidelines for participation of ELs and students with disabilities
Arranging for testing site and alternate test locations; establishing an appropriate test setting
Understanding what testing materials/manipulatives are available online and what hand-held manipulatives are permitted for online and/or paper tests
Creating test sessions, assigning forms, knowing how to distinguish audio forms; adding and moving students; removing students from test sessions
Ensuring audio forms are successfully assigned and read-aloud sessions are correctly created
Assign STCs access to "Get Authorizations – Seal Codes" (the ability to print Student Testing Tickets, Proctor Testing Tickets, and Seal Codes). These tickets and seal codes should be printed **no more than 96 hours** (4 school days) prior to the test session start date and must be stored in a secure location until needed.

TRAINING TOPICS FOR SCHOOL TEST COORDINATORS
Proctor caching and preparing tests **no earlier than 24 hours** prior to the start of the division's test window; windows that open on a Monday may proctor cache forms and prepare sessions on the previous Friday
Starting test sessions only on the day of testing and stopping test sessions at the end of the day
Administering SOL testing under standardized conditions using the *Examiner's Manuals* (for paper tests, Examiners/Proctors must use the *Supplement to the Examiner's Manual*)
Understanding how to navigate in TestNav and the purpose of the various test screens
Understanding the monitoring duties of the Examiner and Proctor during testing, how student questions may be answered, and what level and kinds of assistance may be given
Establishing procedures for monitoring students and ensuring test security when a break is requested
Handling emergencies
Troubleshooting procedures
Resuming exited students
Understanding Early Warning System procedures
Reporting problems/errors on SOL test forms
Identifying and reporting testing irregularities
During the Grades 6, 7, and 8 *Reading* tests, identifying struggling ELs and discontinuing testing following the guidelines in the *Examiner's Manuals*
During testing, implementing the appropriate break between the non-calculator and the calculator portions of the Grade 6 *Mathematics* and Grade 7 *Mathematics* tests as described in the *Examiner's Manual*
During testing, moving students and testing materials to an alternate location
Marking tests complete guidelines
Scheduling test sessions, make up sessions
Accounting for all students currently enrolled in a course requiring the SOL test
Retaining and disposing test materials according to division guidelines
After testing, adding test-specific data in PearsonAccess^{next}, such as testing accommodations and testing status codes
Removing online authorizations from users at the appropriate times

TRAINING TOPICS FOR STCs SPECIFICALLY REGARDING PAPER TESTS
Receiving and verifying non-secure and secure testing materials
Hand-coding demographic information on answer documents
Ensuring correct test booklets are issued to students paying special attention to previous standards and current standards tests
Verifying hand-coded student demographic information on paper answer documents. Ensuring the test booklet form number on the answer document matches the test booklet used. **NOTE:** *Testing Status* and *Special Test Accommodations* should be coded in PearsonAccess^{next} instead of the answer document.
Using the *Supplement to the Examiner's Manual* to administer paper tests
After testing, preparing the *Header Sheets* and paper bands
After testing, verifying, organizing, packing, and returning scorable and non-scorable materials
Returning all test materials to the DDOT in accordance with deadlines
Refer to the *Supplement to the Writing and Non-Writing Test Implementation Manuals* for details regarding these topics.

4.2 Train Examiners/Proctors

STC

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

TRAINING TOPICS FOR EXAMINERS/PROCTORS
Identifying responsibilities of Examiners and Proctors
Thoroughly reviewing the security requirements of the *School Division Personnel Test Security Agreement* and the Virginia General Assembly Legislation on test security; reviewing local policies to ensure students have no access to cell phones or other electronic devices during testing
Reviewing with all school staff, who are not directly involved in test administration, the content of unreleased SOL test items is not to be discussed with students or with other school staff; reviewing with all school staff the process of how to report potential SOL test security concerns
Preparing students for testing, using Practice Items, Training Center tests, Released Tests (if applicable), etc.
Providing guidance for the teacher/Examiner discussion with students regarding cell phones, electronic devices, and other unauthorized materials, and the consequences of cheating on the test
Reviewing the testing schedule
Preparing the test site
Using classroom Proctors and/or Interpreters (if necessary)
Understanding what testing materials/manipulatives are available online and what hand-held manipulatives are permitted for online and/or paper tests
Becoming familiar with the various functions of online testing, navigating in TestNav, and the purpose of the various screens by practicing with the TestNav 8 application by using Practice Items and Guides and the Training Center Practice Tests

TRAINING TOPICS FOR EXAMINERS/PROCTORS
Administering SOL testing under standardized conditions using the *Examiner's Manual* (for paper tests, Examiners/Proctors must use the *Supplement to the Examiner's Manual*)
Ensuring students receive the correct Student Testing Ticket
Ensuring eligible students receive authorized testing accommodations
Reviewing the monitoring duties of the Examiner and Proctor during testing, how student questions may be answered and what level and kinds of assistance may be given
Reviewing procedures if the Early Warning System appears on a student's test
Reviewing the process of permitting student-requested breaks
Identifying and reporting testing irregularities
Handling emergencies
Notifying STC of student reported errors on test items
During Grades 3–8 *Reading* tests, identifying struggling ELs and discontinuing testing following the guidelines in the *Examiners' Manuals*
Reviewing the troubleshooting process
During testing, moving students and testing materials to an alternate location
Reviewing the process of notifying the STC of students not tested or requiring make-up sessions
Reviewing the process of returning testing material

TRAINING TOPICS FOR EXAMINERS/PROCTORS SPECIFICALLY REGARDING PAPER TESTS
Hand-coding demographic information on answer documents
Completing the *Assembly ID Sheets* to verify and document the number of test booklets contained in packages before distributing to students
Using the *Supplement to the Examiner's Manual* to administer paper tests
Coding Field F, *Form Number*, on the paper answer documents
Organizing scorable and non-scorable test materials for return to the STC
Returning all test materials to the STC
Refer to the *Supplement to the Examiner's Manual* for details regarding these topics.

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

STC

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

DDOT

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

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

4.3 Online User Roles

DDOT

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

4.4 Test Preparation Training

4.4.1 Resources for test preparation

Students should be familiar with their test's tools and materials and with the online test format before testing for the first time. The resources listed in the following chart are available for students, teachers, and Examiners to practice various functions of testing and to experience sample test items that are representative of the content and skills assessed on SOL tests. If you have difficulty locating any of these applications or questions about students completing tests, contact your STC.

Table 4. Resources Available for Test Preparation

Resource	Location	Purpose
Training Center Test	Access to a training center test is via a Student Testing Ticket created in the Training Center.	The following Training Center tests are available: • Gr 8 *Writing* • EOC *Writing* (2010) • Elementary School *Mathematics* CAT Training Test • Middle School *Mathematics* CAT Training Test • Elementary School *Reading* CAT Training Test • Middle School *Reading* CAT Training Test Training Center Tests are available for student practice with: • signing in using a Student Testing Ticket; • selecting answer choices; • using the online tools; • practicing the seal code procedure; • practicing the procedures for exiting and submitting a test; and • practicing with the CAT format. The Training Center test should not be used to review the SOL test content. Consult your STC for access to a Training Center test. • The Training Center Infrastructure Test should not be used with students.

Table 4. Resources Available for Test Preparation, continued

Resource	Location	Purpose
Introduction to TestNav 8	**www.doe.virginia.gov/testing/sol/practice_items/testnav8.shtml**	The *Introduction to TestNav 8* is intended to be used with the Practice Item Sets. The *Introduction to TestNav 8* provides information on: • navigating through the practice item sets; • answering TEI and multiple-choice items; • using the online tools; and • using the accessibility features available in TestNav 8.
Practice Item Sets	Access the TestNav 8 application. The practice item sets are available on the Practice Tests link to the right of the *Sign In* button. Use the Guided Practice Suggestions with these Practice Item Sets.	The Practice Item Sets provide: • examples that are representative of content included in the SOL; • examples of TEI and opportunities to experience TEI functionality; • opportunities to practice with the online tools and features that are available during online SOL testing; and • opportunities to navigate through and interact with the online testing software.
Guided Practice Suggestions	**www.doe.virginia.gov/testing/sol/practice_items/testnav8.shtml** For the Guided Practice Suggestions for the VMAST *Reading* and *Mathematics* Practice Item Sets, go to: **www.doe.virginia.gov/testing/alternative_assessments/vmast_va_mod_achievement_stds_test/practice_items/testnav8/index.shtml**	The *Guided Practice Suggestions* documents provide specific item information (item type, SOL, and answer) for each question in the practice item sets and provide specific information for teachers as they guide students through the practice items. Following the suggestions in these guides will ensure that students are exposed to the different tools within TestNav 8, the different functionality features of TEI, and common messages that may appear as students complete their tests.
Released Tests	**www.doe.virginia.gov/testing/sol/released_tests/index.shtml**	Released Tests are actual SOL tests that were administered to Virginia public school students during a previous spring test administration. The tests are representative of the content and skills assessed. The answers to the questions for each test can be found in the back of each PDF document.
Large-Print and Braille Released Tests	PearsonAccess^{next} Orders.	The DDOT may place an Additional Order for large-print and braille released tests.

4.4.2 Pre-testing discussion regarding cell phones, electronic devices, and other unauthorized materials during testing

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

Cell phones and other electronic devices: While in the testing room, students may not have access to cell phones or other electronic devices that can transmit, receive, photograph, or record information while any students are testing. Students who refuse to remove their cell phones or other electronic devices from their work area (such as from pockets, desktops, purses and backpacks stored within reach, etc.), will not be permitted to test until the device is secured (as local policy permits). After testing, students should not be allowed to go online and access the Internet or other applications as it may disrupt those still taking tests. Review the school division policy regarding cell phones and other electronic devices with the students.

Unauthorized materials: During testing, students should have access only to those materials permitted for the test they are taking. More information about the materials permitted for testing may be found in Section 4.17 of this manual. Students may not access any other unauthorized materials during testing. Such materials include, but are not limited to, formula cards, class notes, course-content review materials, test-taking strategy reminders, notes, textbooks and other curriculum materials, "cheat sheets," unauthorized calculators, unauthorized formula sheets, extra highlighters, non-school issued scratch paper, fidget items, toys, etc.

4.4.3 Pre-testing discussion regarding cheating

Prior to testing, school staff should discuss with students the consequences of cheating. Specifically, students should be informed that if they are found to be cheating, they will receive a score of zero on the test. Students who are taking an end-of-course test should also be notified that they will not be permitted to attempt the test again until the next test administration. In addition to these consequences, students should be informed of any local repercussions for cheating. The DDOT should provide guidance to the STC on the school division's policy regarding what actions and behaviors are considered cheating.

4.5 Identify Students to Be Tested

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

1. Students who will complete classes in the Spring semester requiring the following SOL tests: Grades 3–8 *Reading* and *Mathematics*, Grades 5 and 8 *Science*, *Virginia Studies*, *Civics & Economics*, and any class with an associated EOC test. Refer to Section 1 for the complete list of tests offered.

2. Students who have previously passed the class associated with an EOC SOL test, but failed the test and need it for verified credit, must be afforded the opportunity to retake the test. These students' tests should be coded as *Retest* in PearsonAccess^{next}.

3. Students who are pursuing a Modified Standard Diploma may take the Grade 8 *Reading* (2002 SOL) and/or Grade 8 *Mathematics* (2009 SOL) tests to meet the literacy and numeracy requirements for this diploma. Students taking the VMAST Grade 8 *Reading* and/or *Mathematics* tests must meet the VMAST participation criteria.

   NOTE: The Modified Standard diploma is available only to students in high school who entered the 9th grade for the first time prior to the 2013–2014 school year.

4. Students in 9th grade who failed a Grade 8 *Reading* or *Mathematics* test in 2016–2017 and participated in a remediation recovery program may retake the applicable test(s).

5. Students who are classified as Term Graduates and are attempting to graduate by August 31, 2018, and who need verified credits to fulfill graduation requirements.

6. Students who have already left school and are returning to take the SOL test(s) to earn verified credit, and/or students who are beyond school age but return to take an SOL test for verified credit. Such students may be enrolled in a class within an adult education program.

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

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

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

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

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

4.6 Document the Need for Paper Assessment

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

- Students who attend school in a location where a secure network connection or the required technology is not available to access an online test, such as special situation schools, homebound, residential facilities, hospitals, night schools, or Governor Schools.
- The student requires an accommodation specified in his/her Individualized Education Plan (IEP), 504 Plan, or English Learner (EL) Assessment Participation Plan that is described in Appendix B as requiring a paper test (e.g., large-print test, braille test, brailler, and some instances of multiple test sessions).
- Students with a documented medical condition, such as a seizure disorder where exposure to the testing device will aggravate the student's condition.

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

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

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

Students with Disabilities:

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

Students with Medical Conditions:

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

The use of paper SOL assessments will be carefully monitored and all *Documentation of Need for Paper Standards of Learning Assessment* forms will be subject to audit by the Division of Student Assessment and School Improvement. Students who may need paper SOL assessments for reasons other than those listed must obtain prior approval from the Virginia Department of Education.

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

4.7 Register Students for Testing

All students, including those outside your division, should be registered for testing as directed by the DDOT either via a Student Registration Import file or by hand-entering data within PearsonAccess^{next}.

DDOT

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

https://va.pearsonaccessnext.com

STC

- ☑ Inform the DDOT if you have any new students.

4.8 Determine Where Tests Will Be Administered

STC

- ☑ Make arrangements for appropriate physical conditions for testing. Testing rooms/labs should be quiet, well lighted, set to an appropriate temperature, and well ventilated. Each student's workspace should be clear of books and other materials not needed for the test and large enough to accommodate testing materials. Crowding should be minimized and seating arranged to discourage students from copying or viewing one another's work. Students must not have access to cell phones or any other device that is capable of providing an unfair advantage, be distracting to others, or items not authorized for testing.
- ☑ Remove from the testing site or cover all curricular materials and materials related to test content and test-taking strategies that might influence student performance or provide an unfair advantage. These materials include, but are not limited to, maps, timelines, graphic organizers, charts, posters, projections, computer programs, textbooks, dry-erase board displays, chalkboard displays, and bulletin board displays.
- ☑ Remove from student access any items not approved for use during testing. These items include, but are not limited to: cell phones, any electronic device, dictionaries (when not approved), class notes, course content review materials, test taking strategy reminders, notes, textbooks and other curriculum materials, "cheat sheets," extra highlighters, non-school issued scratch paper, fidget items, or toys.
- ☑ For online testing, physical barriers on both sides of the testing device are helpful in deterring students from looking at each other's computer monitors.
- ☑ It may be helpful to provide Examiners with "TESTING IN PROGRESS: DO NOT DISTURB" signs for testing rooms.
- ☑ Students who are absent on the school's established SOL test date(s) must be given an opportunity to take any missed test on a make-up basis. A time and location must also be arranged for each necessary make-up session.

Establish Guidelines for the Alternate Test Site

SOL assessments are not timed. Students who do not finish by the end of the allotted test administration time should be given additional time, up to the end of the school day. Students are **not** allowed, however, to complete the test after leaving, voluntarily or not, for any activity that would allow interaction with other students, access to any educational materials, or electronic devices. **Students must complete the test in one school day** (refer to Section 4.9 for exceptions).

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

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

  NOTE regarding calculator use: The student should be reissued the same calculator he/she received for the test. If the student is issued a different calculator, it must be reset/prepared as described in Section 4.17, prior to being issued to the student.

IMPORTANT: *Plans for alternate testing sites should include appropriate test security precautions. If students must be moved to an alternate testing site to complete the test, their testing devices, test booklets, answer documents, test tickets, scratch paper, and any other testing materials must be collected by an Examiner or Proctor prior to the move. Students must not be permitted to discuss the test or course content in any way with anyone or have access to any educational materials, cell phones, or other electronic devices during the move. Once in the alternate site, return each student's own materials and resume testing.*

4.9 Schedule the School's Testing Sessions

The SOL *Non-Writing* test administration takes precedence over other scheduled school activities. Each SOL test is to be completed within one school day, with the exception of the Grades 3, 4, and 5 *Reading* and *Mathematics* tests or those students who qualify for the Multiple Test Sessions accommodation as described in Appendix B.

DDOT

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

ONLINE

☑ DDOTs, Project Managers, and STCs should work together to determine the online test schedule. Some things to consider include:

- number of concurrent tests your network can successfully manage
- number of students participating in online testing
- number of online test sessions your schools will offer each day
- number of available labs/testing devices

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

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

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

STC

- ☑ Schedule testing sessions to avoid interruptions by drills (fire, tornado, intruder, etc.) and other school functions.
- ☑ Take into consideration that the SOL assessments are untimed tests. Students should be afforded as much time as they need to complete the test in one school day.
- ☑ Ensure that testing sessions are scheduled so that they begin early enough to allow students a reasonable amount of time to complete the test before lunch or before the end of the school day.
- ☑ Prior to the first date of testing, develop a plan to accommodate situations in which "allocated" time has elapsed but students have not yet completed the test. For example, these students could be moved to an alternate location such as a library or activity room so that they can finish the test.
- ☑ Each school's testing dates and time for each subject (for paper and/or online) must be on file with the DDOT. If a change to testing dates or times occurs, notify the DDOT immediately.
- ☑ Ensure that each school provides students with advance notice of the test dates and schedule. Urge students' parents/guardians not to make appointments for their children or take them out of school unnecessarily on the test days.
- ☑ Schedule make-up sessions so that all testing is completed before the end of the division's test window and in time to meet the deadline for the return of materials to Pearson (refer to the calendar in this manual.)

4.10 Select Examiners and Determine Testing Groups

STC

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

4.11 Determine the Need for Proctors and Arrange for Assistance

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

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

STC

- ☑ In selecting Proctors, be aware that each must also read then sign the *School Division Personnel Test Security Agreement* noted in Sections 4.12 and 4.13. The use of non-school personnel as Proctors is not recommended. Proctors should receive the same training as Examiners.

☑ If Proctors are not used, arrange to have another school staff member within calling distance of each testing session so that an emergency situation, such as escorting a student to the restroom or nurse, may be handled with a minimum of disruption.

4.12 Review Procedures for Ensuring Test Security

The *School Division Personnel Test Security Agreement* should be read and understood by all school division personnel. All individuals who may be exposed to secure test items and those involved in the administration of Virginia Standards of Learning (SOL) Assessments (including, but not limited to, Examiners, Proctors, Interpreters, and Scribes) **MUST** read, understand, and agree to adhere to the *School Division Personnel Test Security Agreement* (Appendix A). This agreement must be completed before access to PearsonAccess^{next} is granted or any online or paper test is administered.

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

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

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

Security procedures must be followed to ensure complete test security.

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

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

4.13 Collect Completed *School Division Personnel Test Security Agreements*

All persons in the school(s) who may be exposed to secure test items and those involved in the administration of Virginia Standards of Learning (SOL) Assessments (including, but not limited to, Examiners, Proctors, Interpreters and Scribes) **MUST** read, understand, and agree to adhere to the *School Division Personnel Test Security Agreement* before they are given access to the tests or prompts. Staff must also read the legislation passed by the Virginia General Assembly (§ 22.1–19.1 Action for violations related to secure mandatory tests and § 22.1–292.1 Violations related to secure mandatory tests). These documents are located in Appendix A.

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

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

☑ Ensure that all school division staff who may be exposed to secure test items and those involved in the administration of the SOL Assessments **MUST** read, understand, agree to,

adhere to, and sign the *School Division Personnel Test Security Agreement* before they are given access to the tests. Staff must also read the legislation passed by the Virginia General Assembly (§ 22.1–19.1 Action for violations related to secure mandatory tests and § 22.1–292.1 Violations related to secure mandatory tests). These documents are located in Appendix A. Such personnel include, but are not limited to: the DDOT, STC, Test Examiners, Proctors, project manager and other technology staff, staff providing testing accommodations such as conducting read-aloud, translation/transliteration, dictation to a scribe administrations, staff involved in transcriptions, staff providing a break to Examiners/Proctors, computer lab staff, hall/restroom monitors, student escorts, personal assistants for students, assistants to the DDOT and STC, teacher assistants, curriculum coordinators, administrators, department heads, teachers, staff who have access to secure test materials storage, etc.

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

DDOT ☑ Both the DDOT and the division's superintendent must complete and sign the *School Division Test Security Agreement* and send to Pearson by the date specified in the *Non-Writing* Test Administration Schedule posted in the front of this manual (if it was not submitted previously for the Fall *Non-Writing* Test Administration). The agreement, which may be photocopied, is in Appendix A.

4.14 Additional Security Procedures for Online Testing

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

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

4.14.1 DDOT Testing Checklist

DDOT ☑ DDOTs and Project Managers should review the DDOT Testing Checklist (pages 12–15). Review procedures such as, but not limited to, the security of the test environment, proctor caching test forms (no earlier than 24-hours prior to the start of the division's test window), printing Testing Tickets, starting test sessions on the day of testing, stopping test sessions at the end of each day, and maintaining the integrity of the computers used during testing.

4.14.2 Student Testing Tickets

STC ☑ Any time Testing Tickets and Seal Codes are printed in advance of the testing session (no more than 96 hours, or 4 school days, prior to a test session), they must be kept in secure, locked storage until the actual testing session. Do not start a test session (activating the test tickets and seal codes) until the day of the scheduled session. Examiners need to sign out the test tickets on the day of a test session. After a test session, Examiners should be instructed to collect the test tickets from

students and Examiners (who provide the read-aloud accommodation) and seal codes and return them to the STC. The *Test Ticket Transmittal Form and Affidavit for Examiners/Proctors* (Appendix C) may be used for this purpose.

4.15 Provide Special Accommodations During Testing

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

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

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

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

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

- **Response Accommodations:** To meet any response accommodations specified in the student's IEP, 504 Plan, or EL Assessment Participation Plan, directions read aloud to students may be modified. For example, the directions on how to select answers online or mark the answer document may be modified for students who have the accommodation Examiner Records Responses (accommodation code 18).
  - For Paper Tests: The testing directions may be modified for students who do not enter their answers onto the answer document themselves. Such students indicate their answers in a different way (verbally, by pointing, by circling answers in the test booklet) according to the testing accommodations specified in their IEPs, 504 Plans, or EL Assessment Participation Plans. The Examiner then enters the student's choices onto the answer document.

    The Examiner may omit the test directions pertaining to the student completing the information in Fields A, F, and G on the answer document and writing his/her name on the test booklet. Before or after testing, the Examiner should complete Fields A, F, and G and write the student's name on his/her test booklet.

    Examiners may modify the testing directions to reflect the accommodation. For example, the direction to fill in the circle on the answer document for the letter of the best answer may be modified to "circle the answer in your test booklet," "say your answer," or "point to the answer." Refer to Appendix B of this manual for the requirements for administering tests with accommodations.
  - For Online Tests: The testing directions may be modified for students who do not enter their answers into TestNav themselves. Such students indicate their answers in a different way (verbally, by pointing) according to the testing accommodations specified in their IEPs, 504 Plans, or EL Assessment Participation Plans. The Examiner then enters the student's answers into TestNav.

Examiners may modify the testing directions to reflect the accommodation. For example, the direction for using the pointer tool to select the answer may be modified to "point to the answer" or "say your answer." The directions pertaining to navigation may be modified to "tell me if you want to go back to a previous question" or "point to the bookmark on the screen if you want a question bookmarked for review." Refer to Appendix B for the requirements for administering tests with accommodations.

- **Paper Audio Tests:** Students should be familiar with operating the audio equipment for the CD prior to testing.
- **Online Audio Tests:** Students should have had practice using the audio control box by practicing on an audio practice test (refer to Section 4.4).
- **Read-Aloud on the Online Tests (not including CAT):** Students who require the read-aloud accommodation must be placed in a read-aloud test session when creating the test session in PearsonAccess^{next}. All the students assigned to a read-aloud session will receive the same test form. Examiners who will be reading the test aloud to the students in the read-aloud session will be given access to an online test to be viewed on the Examiner's workstation only, through the use of a Proctor Testing Ticket. Access to the test is being provided to allow the Examiner to read the questions and answer options to the student(s) on a computer monitor that is not part of a student's workstation.
- **Read-Aloud for Grade 3–8 *Reading* and Grades 3–8 *Mathematics* CATs:** Test questions presented to students on a Computer Adaptive Test are selected by the computer based on the student's response to each question. Because the items selected are customized for each student, an Examiner/Proctor test cannot be created on a separate workstation. If the student requires a read-aloud administration of a Computer Adaptive Test, follow the Read-Aloud test guidelines in **Reading of Test Items Aloud—Information for all Assessments** and **Read-Aloud Guidelines for Computer Adaptive Tests (CAT)**, located in Appendix B.
- **Interpreting/Transliterating CAT Items:** Because the selection of items is customized for each student, an Interpreter's/Transliterator's copy of the test cannot be created on a separate workstation. If the student requires interpretation/transliteration services on a Computer Adaptive Test follow the interpreting/transliterating guidelines in **Interpreting/Transliterating Test Items (e.g., sign language, cued speech)—Information for ALL Assessments** and **Interpreting/Transliterating Computer Adaptive Test (CAT) Items** located in Appendix B.
- **Mixed Group Testing:** Students taking the test with the audio accommodation (using headphones) may be tested in the same room as students taking the test without the audio accommodation. In this instance, the Examiner may read the audio/read-aloud test directions for the sample items to all students. Students administered a read-aloud test (an Examiner reads the test to the student) must be tested in a "read-aloud only" test room.
- **Braille Tests:** Examiners/Proctors responsible for monitoring students using braille tests should be familiar with the Braille Notes and Transcriber's Notes included in the Examiner's copy of the braille test. The Braille Notes list the differences between the braille test form and the corresponding Examiner's copy and are intended to help the Examiner answer any questions that a student may have regarding reading and interpreting items in the braille form. Transcriber's Notes provide information to the (braille) reader that is not readily apparent by reading the test item's text alone. If a student has a question pertaining to the

Transcriber's Notes on his/her test, the Examiner can consult the Examiner's copy for assistance.

- **Large-Print Tests:** Examiners/Proctors responsible for monitoring students using large-print tests should be aware of font size variations that may appear on a student's test.
  - The font size of the test item stem and answer choices is typically 20 point. Smaller text appearing in other parts of a test item, such as the text in graphics, maps, and tables, is enlarged proportionally but will not be as large as the 20 point font size appearing in the item stem and answer options. If a student has difficulty reading text smaller than 20 point in large-print forms, the student may use a magnification device that has been used routinely in instruction.
  - The print size for items containing subscripts and superscripts will appear larger than other test items on the same page. This difference is to ensure that the subscripts and superscripts associated with these items meet the appropriate font size for large-print tests and are accessible to students with visual impairments. To maintain the appropriate proportion of the size of the subscript or superscript, the size of the test item will be larger than the 18–20 point type typically seen in a large-print item. Items of this nature primarily occur in the *Mathematics* test for large-print, but may occur in *Science*, *History/Social Science*, *Reading*, and *Writing* tests. As a result, students may encounter test items with varying font sizes throughout the test.
- **Temporary Conditions:** Special test accommodations may be provided to students with a documented temporary condition, such as a broken arm or injured hand, who do not have an IEP or 504 Plan. Documentation of the temporary condition and necessary accommodations must be maintained in the student's school/division file. The STC should coordinate with the Examiner on how accommodations will be provided during the testing session. Refer to Section 6.2.2 for PearsonAccess^{next} coding assistance.

4.16 Testing Condition Adjustments Available During Testing

- **Testing Condition Adjustments Available to All Students:** The following adjustments to the conditions under which an SOL test may be administered are available to <u>any</u> student as needed. Refer to Appendix D of this manual for further information.
  - group size
  - environmental modifications
  - large diameter pencil, special pencil, pencil grip
  - assistance with directions
  - student reads his/her own test out loud

4.17 Test Tools and Materials

DDOT

☑ Information regarding test manipulatives is listed in Tables 5, 6, and 7. The hand-held manipulatives are typically stored in the school division. If you have not already arranged for the distribution of these manipulatives, you must do so before testing is to begin. Make sure that STCs are aware of the information included in the *Examiner's Manuals* regarding the use of test manipulatives.

☑ For online testing, most manipulatives are available on the toolbar in TestNav (except for a graphing calculator, scientific calculator, and scratch paper). Only those tools allowed for a given online SOL test are available on the toolbar. Refer to Appendix G for the list of online tools and their functions available for each test.

- ☑ TestNav tools cannot be used to indicate answers to online test items. The Pointer must be used: to select multiple-choice answers; to place the cursor in a box in order to type an answer; to plot points on a line or graph; to select one or more answers; or to drag answers from one location to another. If the student uses a tool other than the Pointer to indicate his/her answer, the Review dropdown will show that question as *Not Answered*.

  Grades 3–8 *Reading* and *Mathematics* CAT—If the student uses a tool other than the Pointer to indicate his/her answer, the student will not be able to advance to the next question.

  All other online SOL tests—If a student informs the Examiner or Proctor that his/her Review dropdown shows a question as *Not Answered* and the student feels that he/she did answer the question, the Examiner or Proctor should instruct the student to go back to the test item to make sure that the Pointer was used to indicate the answer. NOTE: Grades 6–8 *Reading* and *Mathematics* CATs do not have a Review screen.

- ☑ STCs may distribute the hand-held manipulatives to Examiners prior to testing or on the day of testing. For paper testing, the *Mathematics* formula sheets and the *Chemistry Periodic Table of the Elements* are located immediately inside the front cover of the test booklets.

- ☑ The table on the following pages list the manipulatives and materials available to students on the Spring 2018 Grades 3–8, CSH, and EOC SOL tests. Students should be familiar with the tools and materials needed for the test they will be taking.

- ☑ Accessibility tools are also available in TestNav for the online tests. Refer to Appendix G for the list of online tools for each test.

Table 5. Allowable Test Manipulatives for the Spring SOL Tests

SOL Test	Scratch Paper	Calculator	Protractor Or Angle Ruler	Compass	Metric/ Standard Ruler / Straightedge Tool	Formula Sheet / Periodic Table of the Elements	Table of Standard Normal Probabilities (z-table)
Gr 3 *Reading*	Yes[1]						
Gr 3 *Mathematics*	Yes[1]				Yes[4]		
Gr 4 *Reading*	Yes[1]						
Gr 4 *Mathematics*	Yes[1]	4-Function Calculator[3] Allowed on Calculator Portion only			Yes[4]		
Gr 5 *Reading*	Yes[1]						
Gr 5 *Mathematics*	Yes[1]	4-Function Calculator[3] Allowed on Calculator Portion only	Protractor[4] or Angle Ruler		Yes[4]		
Gr 5 *Science*	Yes[1]	4-Function Calculator[3]			Yes[4]		
Gr 6 *Reading*	Yes[1]						
Gr 6 *Mathematics*	Yes[1]	Approved Scientific Calculator[2] Allowed on Calculator Portion only	Protractor[4] or Angle Ruler		Yes[4]	Formula Sheet[3]	
Gr 7 *Reading*	Yes[1]						
Gr 7 *Mathematics*	Yes[1]	Approved Scientific Calculator[2] Allowed on Calculator Portion only			Yes[4]	Formula Sheet[3]	
Gr 8 *Reading* & VMAST Gr 8 *Reading*	Yes[1]						
Gr 8 *Mathematics*	Yes[1]	Approved Scientific Calculator[2]			Yes[4]	Formula Sheet[3]	
VMAST Gr 8 *Mathematics*	Yes[1]	Approved Scientific Calculator[2]			Yes[4]	**No.** If a formula is needed, it will be included with the test item.	
Gr 8 *Science*	Yes[1]	4-Function Calculator[3] or Approved Scientific Calculator[2]			Yes[4]		
Virginia Studies	Yes[1]						

Table 5. Allowable Test Manipulatives for the Spring SOL Tests, continued

SOL Test	Scratch Paper	Calculator	Protractor Or Angle Ruler	Compass	Metric/ Standard Ruler	Formula Sheet	Table of Standard Normal Probabilities (*z*-table)
					Straightedge Tool	Periodic Table of the Elements	
Civics & Economics	Yes[1]						
EOC *Reading* & VMAST EOC *Reading*	Yes[1]						
EOC *Algebra I* & Plain English *Algebra I*	Yes[1]	Approved Graphing Calculator[2]			Yes[4]	Formula Sheet[3]	
VMAST *Algebra I*	Yes[1]	Approved Graphing Calculator[2]			Yes[4]	**No.** If a formula is needed, it will be included with the test item.	
EOC *Geometry*	Yes[1]	Approved Graphing Calculator[2]		Compass[4] A Safe-T® compass may be used on the paper test.	Yes[4]	Formula Sheet[3]	
EOC *Algebra II*	Yes[1]	Approved Graphing Calculator[2]			Yes[4]	Formula Sheet[3]	*z*-table[5]
EOC *Earth Science*	Yes[1]	Approved 4-Function[3] or Scientific[2] or Graphing Calculator[2]			Yes[4]		
EOC *Biology*	Yes[1]	Approved 4-Function[3] or Scientific[2] or Graphing[2] Calculator			Yes[4]		
EOC *Chemistry*	Yes[1]	Approved 4-Function[3] or Scientific[2] or Graphing Calculator[2]			Yes[4]	Periodic Table of the Elements[4]	
EOC *VA & US History*	Yes[1]						
EOC *World History I*	Yes[1]						
EOC *World History II*	Yes[1]						
EOC *World Geography*	Yes[1]						

NOTES

[1]Scratch paper must be of a single color and blank (must not contain any words, numbers, symbols, labels, or graphics). Acceptable scratch paper includes plain paper (no lines), lined paper, grid/graph paper, sticky notes, and note cards. Students may not be issued any form of a graphic organizer, writing web, outline, etc. Patty paper may be used for paper testing only. Students may be issued multiple sheets and multiple types of scratch paper; however, Examiners must keep track of all scratch paper distributed to students and ensure that it is all collected and accounted for before students are dismissed from the testing session. The STC may distribute the scratch paper to Examiners prior to testing or on the day of testing, or may instruct Examiners to provide their own scratch paper for testing sessions. All scratch paper must be returned to the STC.

For online testing, the use of patty paper, dry-erase markers, and transparencies is not permitted. Students may not trace images directly from the computer monitor. Students may not hold anything up to and over the testing device's screen. Examples of acceptable grid/graph paper are posted on the VDOE website at:

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

[2]For online testing, students must use a hand-held scientific or graphing calculator as specified since scientific/graphic calculators are not available online.

[3]For online testing, students may choose to use the hand-held test manipulative in addition to the online tool.

[4]For online testing, students must use the online version of this test manipulative.

[5]Only *Algebra II* (2009) tests will have test items for which a *z*-table could be used. Students *may* choose to use a paper copy of the *z*-table.

Grade 8 and EOC *Mathematics* Formula Sheets

- Students taking an online Grade 8 *Mathematics*, *Algebra I*, *Geometry*, or *Algebra II* SOL test may use a paper formula sheet/z-table (as applicable), for the specific test, in addition to the online version. Formula sheets must not be distributed to students taking either the VMAST Grade 8 *Mathematics* or VMAST *Algebra I* tests. If a formula is needed, it will be provided in the test item.
- Students taking paper Grade 8 *Mathematics*, *Algebra I*, *Geometry*, or *Algebra II* tests will use the formula sheet/*z*-table (as applicable) included in their test booklet. Kits containing the large print or braille versions of the *Mathematics* test include the corresponding large-print or braille version of the formula sheet/*z*-table (as applicable).

Table 6. Grade 8 and EOC *Mathematics* Tests and Corresponding Formula Sheets

Test Name	Corresponding Paper Formula Sheet Title
Grade 8 *Mathematics* (2009)	**Grade 8 *Mathematics* Formula Sheet 2009 Mathematics Standards of Learning**
Algebra I (2009)	***Algebra I* Formula Sheet 2009 Mathematics Standards of Learning**
Geometry (2009)	***Geometry* Formula Sheet 2009 Mathematics Standards of Learning**
Algebra II (2009)	***Algebra II* Formula Sheet 2009 Mathematics Standards of Learning** (This will be a folder-style document that includes the *z*-table.)

EOC *Chemistry Periodic Table of the Elements*

- Students taking paper tests will use the *Periodic Table of the Elements* included in their test booklet. Students taking the online *Chemistry* test (2010 standards) must only use the Periodic Table provided in the online test's Exhibit tool.
- Kits containing the large-print or braille versions of the *Chemistry* test include the corresponding large-print or braille version of the *Periodic Table of the Elements*.

Online Tools

- For a complete list of all online tools available for each test and their their functions, refer to Appendix G.

Pencil or Pen

- For on online test, each student may receive one pencil or one pen to use with the scratch paper.
- For paper testing, students **must** use only No. 2 pencils when completing the answer document. Make sure there is an extra supply of No. 2 pencils with erasers available for students to use. Mechanical pencils may be used as long as they have No. 2 lead.

Additional Writing Implements

- In addition to the pencil or pen mentioned above, students may be provided two additional writing implements such as highlighters, colored pencils, or colored pens. The student may use the highlighters, colored pencils, or pens in the test booklet or on his/her scratch paper. Highlighter, colored pencil, or pen **must not** be used anywhere on the student's answer document. Answer documents submitted with highlighter, colored pencil, or pen will not scan properly and therefore, cannot be scored.

Hand-held Manipulatives

- Students may not hold anything up to or over the testing device's screen.

Table 7. State-Approved Calculators Guidelines and Preparation Instructions for Testing

Table 7 lists the state-approved calculators for SOL *Mathematics* and *Science* tests. The NOTES section highlights restrictions, operating system information, calculator preparation, and memory reset information. Calculators must be prepared following these guidelines prior to test administration.

Four-Function Calculator	Guidelines
Any model that meets the criteria listed.	A four-function calculator that adds, subtracts, multiplies, and divides is allowed. The calculator may have +/- key(s), a square root key, and a percent key; it may not have fraction capabilities or a multi-line display. The calculator cannot provide information to a student through its display or formatting that may assist the student with content knowledge during testing.
Scientific Calculators	**Guidelines**
TI-30Xa Solar School Edition* **CASIO FX-260 School** *This calculator should have a white faceplate. A yellow faceplate edition is not approved for use during testing.	A scientific calculator may not have fraction capabilities or a multi-line display. The "TI-30Xa Solar School Edition" and the "Casio FX-260 School" are unique versions of those calculators that have fraction keys disabled.
Sharp EL-501W Series **Sharp EL-501V Series** **Sharp EL-501X Series**	A scientific calculator may not have fraction capabilities or a multi-line display. The Sharp EL-501W Series, EL-501V Series, and EL-501X Series calculators do not have fraction keys. The model numbers on these series of calculators may include additional letters that indicate the color of the calculator. For example, the Sharp EL-501W series includes EL-501WBBL; the annexed "BBL" indicates the color of the calculator is blue.
Graphing Calculators	**Memory Reset and Operating System Information**
CASIO 9750G and 9750GII **CASIO 9850G Series** **CASIO 9860G and 9860GIIs** **(The CASIO 9860GII is not approved for testing.)** **Casio PRIZM fx-CG10**	**Prior to SOL testing, reset "Main Memory."** This deletes all random access memory (RAM), Archive Memory, data, and programs, and resets the calculator to the factory default. Resetting these calculators will result in the default angle setting of "radian." This setting must NOT be changed while preparing the calculators for testing. Prior to the day of testing, students should be instructed on how to adjust the angle setting. If desired, students can adjust the angle setting after the testing session begins, but must do so without prompting or reminders from Examiners and/or Proctors. **9860GIIs: Prior to SOL testing, enable the Examination Mode.** Examination mode places limits on calculator functions, which allows it to be used when taking the SOL test. Instructions for enabling Examination Mode may be found at: **https://edu.casio.com/download_service/download/ib/**

Table 7. State-Approved Calculators Guidelines and Preparation Instructions for Testing, continued

Graphing Calculators	Memory Reset and Operating System Information
TI-82 **TI-83**	**Prior to SOL testing, reset "All Memory."** This erases all data and programs. Resetting these calculators will result in the default angle setting of "radian." This setting must NOT be changed while preparing the calculators for testing. Prior to the day of testing, students should be instructed on how to adjust the angle setting. If desired, students can adjust the angle setting after the testing session begins, but must do so without prompting or reminders from Examiners and/or Proctors.
TI-83 Plus Series **TI-84 Plus Series** **TI-Nspire in TI-84 Plus mode**	Option 1: **Prior to SOL testing, reset "All Memory."** This option deletes all data, programs, and applications (APPs) from the random access memory (RAM) and Archive (flash ROM), except for the Finance APP. Approved APPs will be deleted from the calculator when this option is utilized. This is not recommended if students were provided the approved APPs during instruction.
TI-83 Plus Series **TI-84 Plus Series** **TI-Nspire in TI-84 Plus mode**	Option 2: **Prior to SOL testing, reset "All RAM"** (erases all data and programs) **and reset the "Archive Vars"** (erases all data and programs from Archive); **and delete all APPs except the following:** ■ Polynomial Root Finder and Simultaneous Equation Solver APP; ■ Conic Graphing APP; ■ Inequality Graphing APP; and ■ Finance APP. The Finance APP is built in and cannot be deleted from the calculator. Resetting these calculators will result in the default angle setting of "radian." This setting must NOT be changed while preparing the calculators for testing. Prior to the day of testing, students should be instructed on how to adjust the angle setting. If desired, students can adjust the angle setting after the testing session begins, but must do so without prompting or reminders from Examiners and/or Proctors.

Table 7. State-Approved Calculators Guidelines and Preparation Instructions for Testing, continued

Graphing Calculators	Memory Reset and Operating System Information
TI-Nspire (non-CAS) **TI-Nspire CX (non-CAS)**	Operating system prior to version 2.1.1: **Prior to SOL testing, enable the Press-to-Test mode with all options disabled (keep all options checked).** The Press-to-Test mode temporarily disables, rather than deletes, documents and some features including flash applications. Operating system between, and including, versions 2.1.1 and 3.1.x.xxx: **Prior to SOL testing, enable the Press-to-Test mode and disable all options (keep all options checked) except for "Disable Inequality Graphing," "Disable $\log_b x$ template and summation functions," and "Disable Polynomial Root Finder and Simultaneous Equation Solver."** Operating system version 3.2 and higher: **Prior to SOL testing, enable the Press-to-Test mode and disable all options (keep all options checked) except for "Disable Inequality Graphing," "Disable Implicit Graphing, Conic Templates, Conic analysis and Geometric Conics," "Disable $\log_b x$ template and summation functions," and "Disable Polynomial Root Finder and Simultaneous Equation Solver."** It is recommended that the TI-Nspire operating system be updated for instruction and testing at: **https://education.ti.com/en/software/search** The outdated operating system 2.0.0.1188 should not be used for testing, as it does not meet the minimum recommended features in Press-to-Test mode needed for the SOL test. The Press-to-Test mode defaults to the angle setting of "degree." This setting should NOT be changed when placing the TI-Nspire or TI-Nspire CX into Press-to-Test mode. Prior to testing, students should be familiar with using the calculator in Press-to-Test mode and how to adjust the angle setting. If desired, students can adjust the angle setting after the testing session begins, but must do so without prompting or reminders from Examiners and/or Proctors.

Table 7. State-Approved Calculators Guidelines and Preparation Instructions for Testing, continued

Graphing Calculators	Memory Reset and Operating System Information
TI-73 Explorer	**Prior to SOL testing, reset "All RAM" (erases all data and programs) and delete all APPs.** The following APPs (which are approved for use on SOL tests) are not available for the TI-73 Explorer: Polynomial Root Finder and Simultaneous Equation Solver; Conic Graphing; and Inequality Graphing. This calculator does NOT have all of the functionality of other approved graphing calculators. The TI-73 Explorer calculator is NOT recommended for use on the *Algebra II* (2009) SOL test. Resetting this calculator will result in the default angle setting of "degree." This setting must NOT be changed while preparing the calculators for testing. Prior to the day of testing, students should be instructed on how to adjust the angle setting. If desired, students can adjust the angle setting after the testing session begins, but must do so without prompting or reminders from Examiners and/or Proctors.
Calculators for Students with Disabilities	
• Students with blindness or visual impairments may need calculators with large keys, buttons, displays, and/or talking capabilities in order to access the test. Calculators with these accessibility features are allowed on the SOL *Mathematics* and *Science* tests that permit calculators as long as the calculator has the same mathematical capabilities as the state-approved calculators (refer to this table and the Hand-Held Calculator Guidelines). The IEP team/504 committee must determine the student's eligibility by using the revised *Calculator Accommodation Criteria Form* (available on the Virginia Department of Education Web page: **www.doe.virginia.gov/testing/participation/index.shtml)**. Students using a calculator with talking capabilities must be tested individually or with headphones/ear buds so that other students are not disturbed. • Students with disabilities may need calculators with additional mathematical capabilities and/or to use the calculator on the portion of a *Mathematics* test in which a calculator is not permitted. The IEP team/504 committee must determine the student's eligibility by using the revised *Calculator Accommodation Criteria Form* (available on the Virginia Department of Education Web page: **www.doe.virginia.gov/testing/participation/index.shtml)**. • For additional guidance, refer to the Testing Memo, *Calculator Accommodation Criteria Form for Students with Disabilities Including Blindness or Visual Impairments.* • For more information regarding *Testing Accommodations for Students with Disabilities*, refer to Appendix B in this manual.	
Refer to the Appendix, *Scientific Calculators with Accessibility Features and Additional Mathematical Capabilities*, within the *Calculator Accommodation Criteria Form*, for guidance when considering using the scientific calculators listed below: **SciPlus-2200VA**—large button and large screen scientific calculator. **SciPlus-2300VA**—large button, large screen, and talking scientific calculator. **Orion TI-30XS MultiView**—talking scientific calculator. **Orion TI-36X (discontinued)**—talking scientific calculator.	

Hand-Held Calculator Guidelines

The guidelines outlined below should be followed when addressing calculator use on the SOL Grades 6–8 and EOC *Mathematics* tests and the Grade 8 and EOC *Science* tests:

- Students may only use one hand-held state-approved calculator during a test and are allowed to use only one model of a calculator.
- Divisions wishing to use calculators which are not on the state-approved list must receive prior approval from the Virginia Department of Education.
- All calculators must be reset/prepared as described in Table 7 prior to each test session. If a student is moved to an alternate test site, he/she may continue to use the original calculator issued for the test. However, if the student is issued a different calculator, it must be reset/prepared as described in Table 7 prior to being issued to the student.
- If the calculator provides a language option for the display, English must be selected.
- The calculator cannot provide information to a student through its display or formatting that may assist the student with content knowledge during testing.
- Students should be familiar with the calculator they are to use. The SOL test administration should not be the first time a student uses an approved calculator.
- Either a school-owned or student-owned calculator may be used on the test.
- Non state-approved materials that provide information on calculator use or course content may not be used or attached to or included with the calculator or its case. Such materials include, but are not limited to, formula cards, calculator instruction sheets/manuals, note cards, etc.
- A graphing calculator with an algebraic Operating System is not allowed.
- A QWERTY keyboard may not be used.

4.17.1 Materials needed for accommodations

- As appropriate, provide students any needed materials or equipment required for accommodations. Refer to Appendix B for guidelines.
- Refer to Section 4.15 for additional information regarding accommodations.

4.18 Preparing for Paper Testing

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

- Ordering of paper testing material
- Deliveries of non-secure materials
- Deliveries of secure materials
- Registering of students for testing
- Management of answer documents

4.19 Audits

If your division is selected for an audit, the DDOT will be contacted by the Virginia Department of Education.

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

5.1 Maintain a Contingency Plan

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

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

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

☑ **If schools are closed:**

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

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

5.2 Coordinate the School's Administration of the Paper Assessments

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

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

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

STC

☑ Check out the SOL *Non-Writing* tests booklets to Examiners. You may use the *Test Booklets/Prompts Transmittal Form and Affidavit for Examiners/Proctors* or the *Special Test Forms/Kits Transmittal Form for Examiners/Proctors* (located in the Appendix of the *Supplement to the Writing* and *Non-Writing Test Implementation Manuals*) to assist with the distribution and collection of test booklets from the Examiners.

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

☑ Remind Examiners that upon opening a package, **but before distributing its contents to students**, they must count the number of test booklets contained in the

package and complete the package's *Assembly ID Sheet*, checking off the applicable statement.

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

- ☑ If necessary, you may break packages of test booklets in order to distribute them more efficiently to the Examiners. Photocopy the package *Assembly ID Sheet* and write the new quantity of test booklets on the copy. Each divided set must have an *Assembly ID Sheet*.
- ☑ Maintain the security of the test booklets at all times.
- ☑ Remind Examiners to keep test booklets in packaging order when distributing to students.
- ☑ Ensure that each Examiner has the following test materials:
  - *Supplement to the Examiner's Manual* (contains the paper test directions);
  - 2017–2018 *Examiner's Manual*;
  - Multiple-choice test booklets;
  - Answer documents;
  - Supply of scratch paper;
  - Supply of No. 2 pencils;
  - Appropriate ancillary materials and manipulatives; and
  - "TESTING IN PROGRESS: DO NOT DISTURB" sign, if available.
- ☑ Check out materials needed for recording test sessions, as necessary. You may use the *Examiner's/Proctor's Transmittal Form and Affidavit for Recorded/Proctored Test Sessions* (Appendix C).

5.2.2 Check-in paper test materials at the end of each testing session

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

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

STC

- ☑ Ensure that all test materials are returned to you no later than the end of the test administration day.
- ☑ When the test materials are returned, verify the receipt of all materials using the information in Section 6.1, "Receive All Testing Materials from Examiners."
- ☑ You may count the test booklets and initial the *Test Booklets/Prompts Transmittal Form and Affidavit for Examiners/Proctors* or the *Special Test Forms/Kits Transmittal Form for Examiners/Proctors* (located in the Appendix of the *Supplement to the Writing and Non-Writing Test Implementation Manual*) or another such form to verify that all test booklets and answer documents have been returned. Immediately report

any missing test booklets to the DDOT. Missing testing materials must be documented in TIWAS or on the *Test Irregularity Form* in Appendix E.

- ☑ Check in materials used for recording test sessions. You may use the *Examiner's/Proctor's Transmittal Form and Affidavit for Recorded/Proctored Test Sessions* (Appendix C).
- ☑ Verify that all answer documents have been returned.

5.3 Coordinate the School's Administration of the Online Assessments

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

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

STC

- ☑ For each test session, Examiners/Proctors should be provided with the following test materials:
  - 2017–2018 *Examiner's Manual* for grade-level and subject area tests;
  - Student Testing Tickets (you may use the *Test Ticket Transmittal Form and Affidavit for Examiners/Proctors* to assist with the distribution and collection of test tickets);
  - Proctor Testing Ticket (if read-aloud session);
  - test session roster (optional);
  - "TESTING IN PROGRESS: DO NOT DISTURB" sign, if available; and
  - Appropriate ancillary materials and manipulatives.
  - Seal code (Grades 3–5 *Reading* CATs and Grades 3–7 *Mathematics* CATs)
- ☑ Check out materials needed for recording test sessions, as necessary. You may use the *Examiner's/Proctor's Transmittal Form and Affidavit for Recorded/Proctored Test Sessions* (Appendix C).

5.3.1 Monitor online test sessions

STC

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

Student's Real-Time Test Status

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

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

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

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

☑ If students are moved to an alternate testing site to complete their tests, their Student Testing Tickets and portable testing devices must be collected by the Examiner or Proctor prior to the move. Students must not be permitted to discuss the test or course content in any way with anyone or have access to any educational materials, cell phones, or other electronic devices during the move. Once in the alternate site, return each student's own materials and resume testing. Be sure that the alternate testing devices (as appropriate) to be used during testing meet the minimum requirements as stated in the *TestNav 8 Technology Guidelines: Configuring Your Test Delivery Environment for Virginia*, available in PearsonAccess^{next} at:

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

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

STC

- ☑ **Single-day Tests. All active online test sessions must be stopped by the end of the school day.** In order to do so, all students must show a "Completed" (blue) status on the Students in Sessions screen. Any students with a "Ready," "Exited," or "Resume" status must be removed/moved to a not-started make-up or irregularity session before stopping the test session.
- ☑ **Two-Day Tests.** The Grades 3–5 *Reading* and Grades 3–5 *Mathematics* tests may be administered over two days. For online tests, at the end of the first day of testing, all student tests must remain in "Exited" status to ensure test security. Then these "Exited" tests are "Resumed" only on the 2nd day of testing. Any students in "Ready" or "Resume" status must be moved to a not-started session. Then on the 2nd day of testing, new test tickets must be printed and the session started.
- ☑ **Online read-aloud sessions should never be left in Started status overnight in PearsonAccess^{next}.**

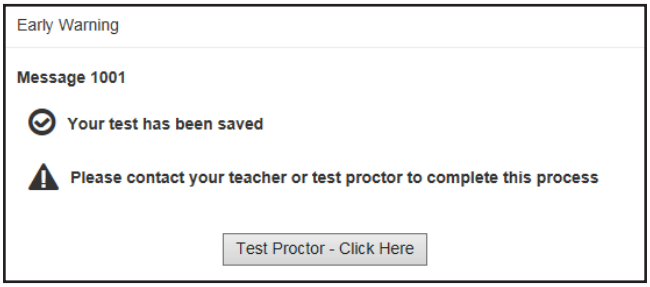
5.3.2 Early Warning System

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

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

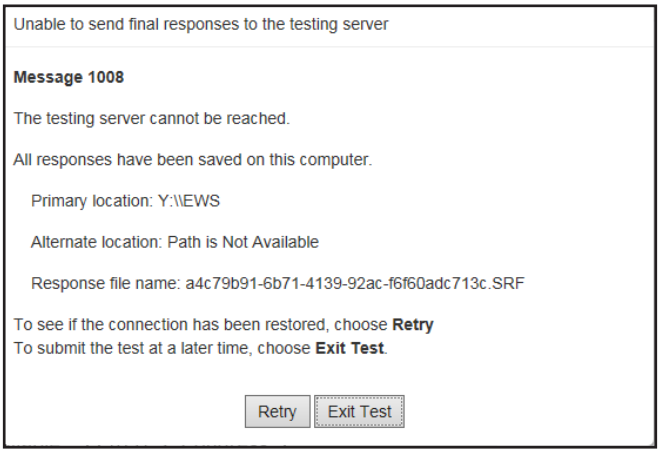
The Early Warning System automatically displays a notification screen whenever the connection to the testing server is interrupted or when the system detects a potential problem with the designated response file save locations. The first screen displayed will always be one of two "notify" screens that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

Notify Screen A—Notify Your Teacher or Test Proctor



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

Notify Screen B—Your Test Has Been Saved


Unable to send final responses to the testing server

Message 1008

The testing server cannot be reached.

All responses have been saved on this computer.

Primary location: Y:\\EWS

Alternate location: Path is Not Available

Response file name: a4c79b91-6b71-4139-92ac-f6f60adc713c.SRF

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

Retry | Exit Test

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

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

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

5.3.3 Troubleshooting

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

- **Student requires an audio test but there is no audio:** The audio player will appear on the **first question** (not the samples). The student must select the *Play* button on the audio player for the audio track to play. If an Examiner notices the audio player does not appear, the Examiner should contact the STC immediately and should not permit the student to continue testing. The STC or Examiner should verify the form assigned to the student using the Students in Sessions screen in PearsonAccess^{next}. Scroll down to the student's name and look at the form assigned to the student (in the **Form/Form Group Type** column). The icon will appear next to the form number of students assigned an audio test. If the form assigned to the student is not an audio form, the STC or Examiner should have the student ***EXIT*** the test but keep the student seated at his/her workstation and contact the DDOT, who should immediately contact VDOE. In most cases, VDOE can change the student's form to the correct audio form while the student waits in the test room. DO NOT mark the test complete or have the student *Submit* the test.

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

- **Student should not have an audio test, but the audio is playing, or the audio box appeared at the first test question:** Examiners have been instructed to contact their STC immediately and to not permit the student to continue testing. The STC or Examiner should have the student ***EXIT*** the test but keep the student seated at his/her workstation and immediately contact the DDOT, who should immediately contact VDOE. In most cases, VDOE can change the student's form to the correct non-audio form while the student waits in the test room.

- **Shading is not visible on the test questions:** Some test questions refer to the "shaded section" of a map, graph, chart, etc. If the shading is not apparent to the student, the Examiner has been instructed to adjust the contrast setting on the student's monitor until the shading is visible. If this adjustment does not resolve the problem, the Examiner has been instructed to contact the STC.

- **The student completed a question but the *Next* button does not appear (CAT only):**

  - The Student may have attempted to answer the question using a "tool" other than the Pointer. The Pointer must be used to:

    1) select multiple-choice answers;

    2) place the cursor in a box in order to type an answer;

    3) plot points on a line, graph, or image;

    4) select one or more answers; or

    5) select and drag answers from one location to another.

  The Examiner/Proctor may remind the student that **"The Pointer must be used to answer the question."**

  OR

- The student may not have met all the requirements of the test question. For example, if a test item requires the student to select and drag 3 items to answer boxes, the *Next* button will not appear if the student only selects 1 or 2 items into the answer boxes. The *Next* button will only appear after the student places 3 items into the answer boxes. The Examiner/Proctor may tell the student to **"Read the screen carefully."**

- **The Review dropdown indicates a question is *"Not Answered"* when the student is confident he/she answered the question:**
  - The Student may have attempted to answer the question using a "tool" other than the Pointer. The Pointer must be used to:

    1) select multiple-choice answers;

    2) place the cursor in a box in order to type an answer;

    3) plot points on a line, graph, or graphic;

    4) select one or more answers; or

    5) select and drag answers from one location to another.

    The Examiner/Proctor may remind the student that **"The Pointer must be used to answer the question."**

    OR

  - The student may not have met all the requirements of the test question. For example, if a test item requires the student to select and drag 3 items to answer boxes, the Review dropdown will show that question as "Not Answered" if the student only selects 1 or 2 items. The Examiner/Proctor may tell the student to **"Read the screen carefully."**

- **Student is trying to use the Answer Eliminator tool on a TEI question and it is not working:** Refer to Appendix G for online tool descriptions. The student may be told that the Answer Eliminator tool functions with multiple-choice questions and certain TEI Items; it does not function on all TEI questions.

- **Student has difficulty entering a specific symbol or character into a TEI answer box:** If the student asks the Examiner/Proctor which key to use for a specific symbol or character, the Examiner/Proctor may tell the student which keys to press and may point to the keys. For example, the student asks the Examiner, "How do I make a minus sign?" The Examiner may say, **"Use the hyphen key."** Other examples include:

  To make a colon, **"Hold the shift key down and then press the colon key."**

  To make a fraction, **"Use the forward slash key."**

  To make a plus sign, **"Hold the shift key down and then press the plus key."**

  To make a decimal, **"Use the period."**

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

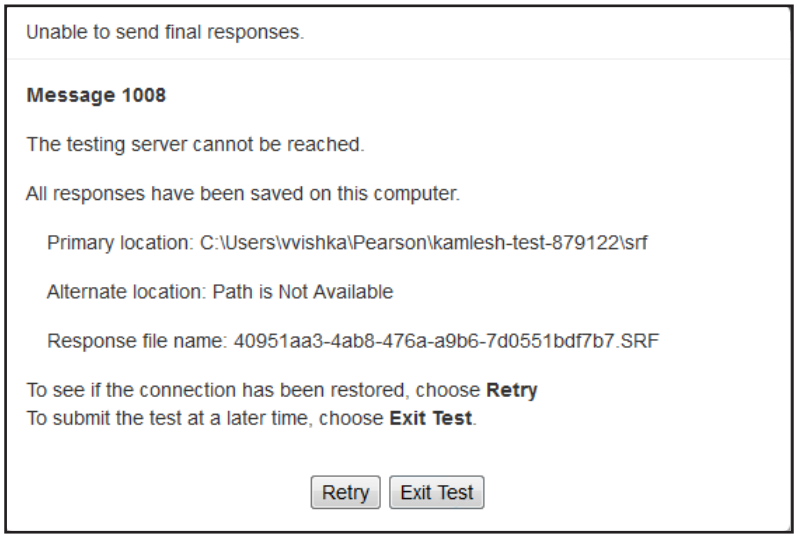
- **Student cannot enter a specific "character" into a TEI answer box:** The Examiner/Proctor should look to see if the "Caps Lock" key is active on the student's keyboard. If it is, the Examiner/Proctor may tell the student, **"Try pressing the 'Caps Lock' key on your keyboard."**

  If the student is still having difficulty, the Examiner/Proctor may re-read the testing directions from the *Examiner's Manual* verbatim to the student, **"Make sure the Caps Lock key is not on if you are trying to enter a lowercase letter in the answer box. If you select a letter, number, or symbol that cannot be used in your answer, a message will appear on the screen that states, 'You cannot use that character'."**

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

- **The student submitted the test prematurely (non-CAT only):** If the student accidentally submitted his/her test and wants to return to it and has not left the secure test room, the Examiner/Proctor has been instructed to keep the student in the test room seated at his/her workstation and to contact the STC immediately. The STC immediately contacts the DDOT who immediately contacts VDOE. In most cases, VDOE can "unsubmit" the student's test so the student can log back into the test.

- **The student was attempting to Exit or Submit the test, but an error message, "Message 1008," appeared with a *Retry* and an *Exit Test* button and a message that "The testing server cannot be reached. All responses have been saved on this computer."**



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

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

- on a single or a few workstations, the workstation connectivity should be checked to ensure the device(s) can communicate to the Pearson server.
- throughout the school or division, the local network and connectivity to the Internet should be checked to ensure the testing devices can communicate to the Pearson server.
- divisionwide, it may be due to a problem at Pearson or with TestNav.

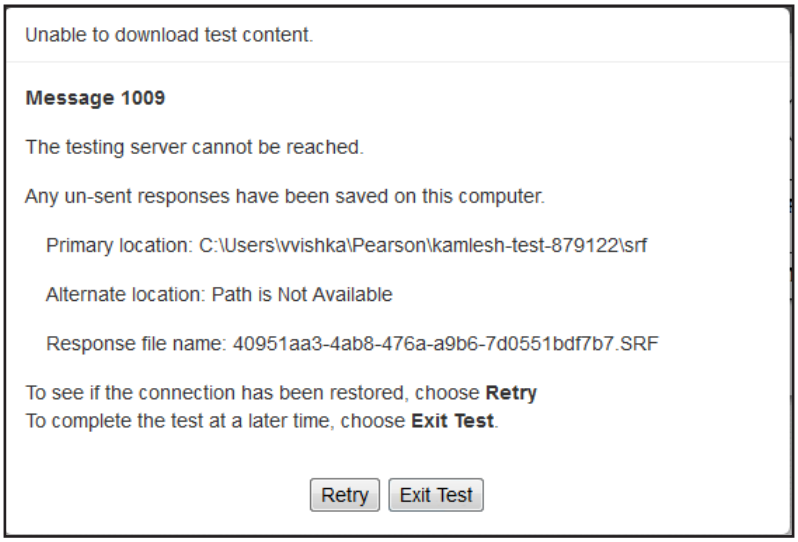
If the student **has completed** the test and the message appeared when the student tried to Submit the test:

- Have the student select the *Retry* button after a short time (about a minute). If connectivity is restored, the test will Submit.
- If the message remains, make a note of the exact testing device the student was using and select the *Exit Test* button.
  - The student(s) may now be sent back to class. It is not necessary to hold students in the classroom until connectivity is restored.
  - The STC must notify the DDOT, who must notify VDOE. VDOE will provide directions for submitting the students' tests once connectivity is restored.

If the student **has not completed** the test and the message appeared when the student tried to Exit the test:

- Connectivity must be restored before the student can continue testing.
- Select the *Retry* button after a short time (about a minute). If connectivity is restored, the test will Exit.
- If the message remains, the STC should notify the DDOT. The DDOT may need to contact VDOE for next steps.

- **Student was testing and an error message, "Message 1009," appeared with a *Retry* and an *Exit Test* button and a message that "The testing server cannot be reached. Any un-sent responses have been saved on this computer."**



This message appears when some portion of the online test cannot be downloaded to the student's testing device because connectivity between the student's device and the Pearson testing server has been interrupted. The student responses have been saved locally (e.g., to a local drive or network drive), but the student cannot continue testing at the moment because some part of the online test cannot be displayed on the device.

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

- on a single or a few testing devices, the device connectivity should be checked to ensure the device(s) can communicate to the Pearson server.
- throughout the school or division, the local network and connectivity to the Internet should be checked to ensure the workstations can communicate to the Pearson server.
- divisionwide, it may be due to a problem at Pearson or with TestNav.

Because the workstation displaying **"Message 1009"** cannot communicate with the Pearson server, TestNav must be closed on the device until connectivity is restored. To proceed,

- Select the *Exit Test* button and make a note of the exact testing device the student was using.
- If possible, to avoid having to retest the student, maintain secure test conditions among the students while connectivity is being restored. Consult with your STC regarding how long you should wait for connectivity to be restored before discontinuing the testing session.
- Once connectivity is restored to the student's testing device, the STC must Resume the student's test in PearsonAccess^{next} before the student can log in to the test again.
- The STC should notify the DDOT. The DDOT may need to contact VDOE for next steps.

5.4 During Test Administration

5.4.1 Monitoring the test administration

DDOT

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

STC

☑ Monitor the administration of testing in the school.

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

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

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

☑ **Upon entering the testing room.** Once students and the test Examiner/Proctor enter the testing room, all instruction and/or review of the content covered by the test or discussion of testing strategies must stop. During the test administration, Examiners/Proctors must monitor the testing process by moving as unobtrusively as possible about the room. Examiners/Proctors must not engage in other activities that would interfere with monitoring. Such activities include, but are not limited to, reading,

grading papers, using electronic devices, etc. Students may not be left unattended for any length of time.

- ☑ **Student access to unauthorized materials.** Examiners/Proctors should ensure that students are working independently and do not have access to unauthorized materials, cell phones, or any other electronic devices in the testing room while any students are testing. Immediately notify the STC if a student accessed or had access to a cell phone, electronic device, or other unauthorized material that could provide an unfair advantage while any students were testing. **If the student is testing at the time of the discovery of the cell phone, electronic device, or unauthorized material, the student must not be permitted to continue testing. The test must be placed in *Exited* status and moved to an irregularity session, and the STC must notify the DDOT immediately if test security may be compromised.** The STC must submit an irregularity to the DDOT providing the details about the incident. The student may not retest until the division receives a response to the irregularity from the Virginia Department of Education.

- ☑ **Cheating.** Examiners/Proctors must immediately notify the STC if a student is found cheating on the test. **If the student is testing at the time of the discovery of cheating, the student must not be permitted to continue testing. The test must be placed in *Exited* status and moved to an irregularity session. The STC must notify the DDOT immediately if test security may be compromised.** The STC must submit an irregularity to the DDOT providing the details about the incident. If the school division makes the determination that a student cheated, the student is not eligible for a retest during the current administration. If the test was an EOC SOL test, the student may retest during the next regularly scheduled administration. The STC/DDOT must invalidate the test and the student will receive a score of "0." The student's test record will note the student cheated on the test.

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

- ☑ **Examiner/Proctor reviewing test items.** Before, during, or after testing, Examiners/Proctors must not spend time reading any test items, creating any type of answer key to the test items, grading student responses, copying test items or portions of test items, taking notes about test items, recording student responses to test items, or discussing test items with anyone. (Examiners/Proctors may report a problem with a test item to their STC. See Section 5.4.6.) Refer to the *School Division Personnel Test Security Agreement* in Appendix A.

- ☑ **Students leaving the testing room during the test.** Students may not leave the testing site and subsequently return to finish the test unless they are closely monitored. Students may not discuss the test or any test items with anyone. Students must not be allowed to interact with each other or any other students in any way, or have access to any educational materials or electronic devices. Each test is to be completed in one school day. Refer to Section 5.4.3 for details about student breaks.

- ☑ **Students moving to an alternate test room.** If students are moved to an alternate testing site to complete their tests, their testing materials must be collected by the Examiner or Proctor prior to the move. Students must not be permitted to discuss the test or course content in any way with anyone or have access to any educational materials, cell phones, or other electronic devices during the move. Once in the alternate site, return each student's own materials and resume testing.

- ☑ **Prompting.** Examiners/Proctors must not prompt the student to go back to any specific questions such as any marked *answered, not answered,* or *flagged with a bookmark.* If an Examiner/Proctor notices the student left questions *not answered or flagged with a bookmark*, the Examiner/Proctor may only tell the student, **"Read the screen carefully."**

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

  If a student needs assistance navigating the online test, the Examiner/Proctor may provide directions to the student, such as:

  "To move to the next question, select the *Right Arrow*."
  "To go back to previous question, select the *Left Arrow*."
  "To go back to a question from the Review dropdown, select the question's number."
  "To submit your test, select the *Submit Final Answers* button."

- ☑ **Assistance with the zoom feature.** If a student needs assistance zooming in or out or returning the screen to the default screen size, the Examiner/Proctor may provide directions to the student:

  On a PC or Chromebook:

  "To zoom in, press the CTRL and + keys at the same time."
  "To zoom out, press the CTRL and – keys at the same time."
  "To return to the default screen size, press the CTRL and 0 keys at the same time."

  On a Mac:

  "To zoom in, press the CMD and + keys at the same time."
  "To zoom out, press the CMD and – keys at the same time."
  "To return to the default screen size, press the CMD and 0 keys at the same time."

  On a touch screen device:

  "To zoom in, touch two points on the screen, and then move your fingers away from each other."
  "To zoom out, touch two points on the screen, and then move your fingers toward each other."

- ☑ **Student Inactivity.** If the Examiner/Proctor observes an inactive student during testing, the Examiner/Proctor may ask the student, **"Are you finished with your test?"** If the student responds "No," then the Examiner/Proctor may say, **"You need**

to continue working on your test." If the student responds "Yes," then the Examiner/Proctor should direct the student through the Submit process.

- ☑ **Calculator issues.** If a student's calculator malfunctions or stops working, the Examiner/Proctor may replace it with another approved calculator for this test. The calculator must be reset/prepared as described in Table 7, Section 4.16, prior to being issued to the student.

- ☑ **Answer document monitoring.** Examiners/Proctors for paper testing should check that students are only using a No. 2 Pencil to mark the answer document.

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

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

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

  - If an Examiner/Proctor notices the student left any questions not answered or *multiple-marked*, the Examiner/Proctor may only tell the student, **"Review your answer document carefully."**
  - Grades 3–5 and *Virginia Studies* paper SOL Tests:
    "Limited assistance" may be provided to students during the section breaks on the Grades 3, 4, and 5 *Reading* tests; Grades 3, 4, and 5 *Mathematics* tests; and during test submission on all Grades 3, 4, and 5 and the *Virginia Studies* SOL tests. Examiners/Proctors must use the SAY directions provided in the *Supplements to the Examiner's Manuals* when providing the "limited assistance."
  - Grades 6–8, *Civics & Economics*, and all EOC SOL tests:
    If an Examiner/Proctor notices the student left any questions *unanswered* or *multiplemarked*, the Examiner/Proctor may tell all the students in the room, **"Review your answer document carefully."**
  - Once the student's answer document has been collected, it may not be returned to the student.

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

5.4.2 Answering student questions

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

- **Questions about test items.** If a student asks a question about a test item during the test, the student should be told, **"Read it carefully and choose the best answer."** Help must not be given on specific test items and no clues should be given about the

correctness of a student's answer to a particular item. If in doubt, it is better to say that you cannot respond to the student's question rather than risk violating standard procedures. Test questions may not be read to students unless specified by their IEPs, 504 Plans, or EL Assessment Participation Plans. If, after testing is complete, a student asks to discuss a question, the Examiner, Proctor, or teacher should remind the student that the test questions cannot be discussed.

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

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

- **Assistance with TestNav Tools.** If the student requests a description or the function of a tool, the Examiner/Proctor may read the specific tool's description from the test tools tables provided in the *Examiner's Manual*.

5.4.3 Allowing student breaks during testing

The SOL tests are untimed, and ample time should be allotted for all students to complete the test prior to the end of the scheduled school day. To minimize interruptions during testing, make sure that all students have had an opportunity to visit the restroom and to get a drink of water before beginning the testing session. A break is permissible for any student who requires one during testing. Students who are still testing by lunch time may be given a lunch break. All breaks must be supervised, and test security must be maintained at all times during the break. The student must not be allowed to discuss the test or course content in any way with anyone. The student must not have access to any educational materials or electronic devices during the break, and must not disrupt other students who are continuing to test. The student's test materials must not be accessible or viewable to other students. Student breaks must not be planned unless the accommodation is stipulated in the student's IEP, 504 Plan, or EL Assessment Participation Plan.

5.4.4 Identifying and resolving testing irregularities

A testing irregularity is any occurrence during a test administration that meets one or more of the following criteria:

- inappropriately influences student performance
- inappropriately influences the reporting of student performance
- constitutes a breach in test security
- results in the improper implementation of mandatory student testing

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

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

Examples of testing irregularities include, but are not limited to:

- while testing, a student becomes ill or leaves the testing room unescorted;
- during testing, a student accesses or has access to a cell phone or other electronic device, notes, study guide, etc.;
- during testing, a student is observed cheating;
- while testing, students are interrupted by PA announcements, alarm system, or drills;
- an Examiner, Proctor, or teacher, or other person provides improper assistance to a student;
- anyone who has not signed the *School Personnel Test Security Agreement* enters the testing room while secure test materials are exposed;
- testing accommodations specified in a student's IEP, 504 Plan, or EL Assessment Participation Plan are not provided;
- a student is provided an accommodation that is not specified in her/his IEP, 504 Plan, or EL Assessment Participation Plan;
- a student is provided an inappropriate manipulative for the test;
- a student's test booklet or used answer document is missing; and
- any unused/unassigned test ticket or test booklet is missing.

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

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

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

☑ TIWAS can be accessed through the Single Sign-on for Web Systems (SSWS) provided by the Virginia Department of Education. The Web address for SSWS is as follows:

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

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

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

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

☑ Once the irregularity is submitted to VDOE, VDOE will return a response to the DDOT via TIWAS within 24–48 hours after receiving the irregularity. Before any division staff attempt to resolve the irregularity, they must wait for the guidance from VDOE. Division staff must follow the directions provided by VDOE to resolve the irregularity. If a

response is not received within 48 hours, please call assessment staff to ensure the irregularity was received.

5.4.5 Setting up irregularity sessions for online testing

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

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

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

5.4.6 Reporting problems/errors on SOL tests

If during a testing session, a student reports that a test question and/or answer choice contains an error, the Examiner or Proctor has been instructed to record the name of the student, subject area, test level, question number, and a brief statement describing the student's concern. However, under no circumstances are Examiners/Proctors to write down the test question or answer or discuss it with the student or with other staff members. The student should be told that the concerns will be reported. The student may continue with the test, and the Examiner/Proctor may tell the student to **"Read the question carefully and choose the best answer."** The Examiner/Proctor is to notify the STC of the student's concern, and the STC will, in turn, contact the DDOT. The STC should provide the form number the student used in the report to the DDOT. Do not communicate information related to the test questions and/or answer choices through electronic mail or in any other manner that will jeopardize the security of the test item.

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

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

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

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

5.4.7 Marking Test Complete guidelines

Students completing classes in the Spring semester requiring an SOL test must be accounted for via an online test or a paper answer document. This includes students who were not tested because:

- they were exempt due to EL status as specified in the EL Assessment Participation Plan;
- they were absent during the entire test window;
- their parent/guardian refused to permit the student to test;
- they refused or were disruptive;
- they cheated;
- they were involved in a medical emergency and unable to return during the test window to take the test;
- they failed the course in a previous administration but passed the test and are retaking the course; or
- they took a substitute test for verified credit (not including VAAP, VSEP, or VMAST assessments).

☑ To account for a student using PearsonAccess^{next}, an online test record may be submitted by selecting the *Mark Test Complete* button and entering a reason. A testing status must also be entered using the Edit Student Tests or Alerted Student Tests functions in PearsonAccess^{next}.

Refer to the PearsonAccess^{next} Online User's Guide, located at **https://support.assessment.pearson.com/display/PAsup/Mark+Student+Tests+Complete**, for more information on marking a test complete.

☑ Students who are retesters (students who have passed the course but failed the SOL) or are enrolled in a remediation program do not have to be accounted for if they are not tested.

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

☑ Follow established guidelines regarding the Mark Test Complete functionality. The guidelines are explained in terms of non-test irregularity and test irregularity situations. In the case of test irregularities, follow the procedures in Section 5.4.7.2 before marking a test complete. Once a test is in "Stopped" status, an alternate form cannot be assigned.

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

5.4.7.1 Marking a test complete for non-test irregularity situations

DDOT

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

5.4.7.2 Marking a test complete for online test irregularity situations

DDOT

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

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

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

- If a student is found to have cheated on an online SOL test either before or after logging into the test, mark the test complete and assign Testing Status "07—Student Cheated."
- If a student is found to be disruptive or refuses to take/finish an online SOL test either before or after logging into the test, mark the test complete and assign Testing Status "05—Refusal/Disruptive."

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

5.4.8 Struggling EL students on Grades 3–8 *Reading* tests

Testing may be discontinued after an EL student has had sufficient time to answer items on the *Reading* test and indicates that he/she is unable to complete any more items. Students must answer at least five items (not including the samples) to be counted as a participant in the *Reading* test.

- **Grades 3, 4, or 5 *Reading* CAT:** When the Examiner encounters this situation, the Examiner is instructed to have the student *Sign out* of TestNav. The student's test will appear in *Exited* status. The STC/DDOT must mark this test complete and select "no testing status" on the testing status dropdown menu. If this test is then alerted, the student answered fewer than five questions, and an irregularity must be submitted to VDOE.
- **Grades 6, 7 or 8 *Reading* tests:** When the Examiner encounters this situation, the Examiner is instructed to have the student *Submit* the test. If the student answered fewer than five questions, the test will alert. Submit an irregularity to VDOE.

5.5 Make-Up Testing Sessions

STC

☑ All students who are absent or miss a regular test session (paper or online) must be provided with an opportunity to take, on a make-up basis, the test(s) they missed.

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

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

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

- ☑ Contact the DDOT if additional testing materials are needed for make-up testing sessions.
- ☑ After make-up sessions have been completed, submit the answer document of each student who has taken a make-up test with the answer documents used by students in her/his regular classroom.

5.5.1 Paper make-up sessions

- ☑ All paper make-up sessions must be completed in time for the DDOT to ship all answer documents to Pearson no later than by the last day of the division's test window.
- ☑ Students will use a test booklet from the school's original order of main materials. However, for irregularities that require retesting using the alternate multiple-choice form as directed by the Virginia Department of Education, you must request the **alternate forms** from your DDOT.
- ☑ After make-up sessions have been completed, bundle the answer document of each student who has taken a make-up test with the answer documents used by students in her/his regular classroom.
- ☑ At the close of the last testing session, Examiners are instructed to inspect the students' answer documents, verify the testing materials, as directed by the STC, and organize and return all test materials to the STC. For detailed information, refer to the *Supplement to the Examiner's Manual*.

5.5.2 Online make-up sessions

ONLINE

- ☑ For make-up sessions, students will take the same test form taken by other students on the regular testing date(s).
- ☑ Students who are absent on the day of testing must be moved from the testing session and placed in a make-up session before that session can be stopped.

5.6 Term Graduate Testing

- ☑ Students pursuing a Standard or Advanced Studies Diploma who are scheduled to graduate by August 31, 2018, and who need certain verified credits in order to graduate are considered to be Term Graduates for the Spring 2018 *Non-Writing* Administration.

  Students pursuing a Modified Standard Diploma who are scheduled to graduate by August 31, 2018, and need to take the Grade 8 *Reading* and/or *Mathematics* tests to verify literacy and numeracy requirements, are also considered to be Term Graduates.

  Term Graduates will take designated ***Term Graduate Form Group Type Context*** forms.

- ☑ **Assigning forms for online testing:** Staff creating test sessions in PearsonAccess^{next} for Term Graduates must select the ***Term Graduate Form Group Type Context***, and then select the appropriate "attempt" from the drop-down menu in order to ensure previously equated forms are used for Term Graduate testing.
- ☑ **Assigning forms for paper testing:** The Term Graduate first opportunity assigned should be the **Main**, audio, read-aloud, braille, or large-print form, as applicable, listed on the forms matrix. This form is the same that other testers use. If a failing score is received back from Pearson, the DDOT may order the **Expedited Retake** form listed on the forms matrix for the student's second attempt. If needed, a third opportunity may be given (if forms are available),

after remediation. The DDOT may order the **Alternate/Third Attempt** form listed on the forms matrix for the student's third attempt.

5.7 Expedited Retake Testing

The Expedited Retake test is an optional opportunity for the student to retake a failed SOL test during the same administration. School divisions should administer Expedited Retakes during the Spring 2018 *Non-Writing* Administration to students as follows:

- ☑ The DDOT or STC should schedule Expedited Retake test sessions for EOC tests or Grade 8 *Reading* and/or *Mathematics* tests (for students pursuing a Modified Standard Diploma only) within three weeks of the initial test's score reporting, but **no later than** the last day of the State test window (refer to the schedule in the front of this manual).
- ☑ Expedited retake tests should be coded as retest in PearsonAccess^{next}; refer to Section 5.7.3 for details.
- ☑ Divisions are urged to offer remediation to students before the expedited retake attempt; however, expedited retake tests for students in grades 9–12 do not qualify for the Recovery code.

The following criteria for each specified grade level must be met:

- **EOC Expedited Retake Guidelines:**

  The student must have passed the course associated with the test and needs the test for verified credit and has met one of the following conditions:

  - Failed the test by a narrow margin (between 375–399), or
  - Failed the test by any margin and have "extenuating circumstances,"* or
  - Did not sit for the regularly scheduled test for "legitimate reasons"*

  *The division superintendent is responsible for making the determination of what constitutes "extenuating circumstances" and "legitimate reasons."

  High school students pursuing a Modified Standard Diploma who still need to meet literacy or numeracy requirements shall have additional opportunities for a retest on the 8th grade (or higher) tests in the same manner as described above.

  Eligible students with disabilities who are using credit accommodations to earn a standard diploma may attempt the expedited retake of an EOC SOL test if their scaled score is 350–375.

  The guidelines regarding EOC Expedited Retakes can be found in *Guidance Document Governing Certain Provisions of the Regulations Establishing Standards for Accrediting Public Schools in Virginia* at:

  www.doe.virginia.gov/boe/guidance/index.shtml

- **Grades 3–8 Expedited Retake Guidelines:**

  The student must have passed the course associated with the test and have met one of the following conditions:

  - Failed the test by a narrow margin (between 375-399), or
  - Failed the test by any margin and have "extenuating circumstances,"* or
  - Did not sit for the regularly scheduled test for "legitimate reasons"*

- In addition, the following conditions shall apply:
  - Parents of eligible students shall be notified: (a) of the opportunity to retake the test(s); (b) that a decision not to retake any or all of the test(s) will not impact their child's grade or academic record; and (c) of the opt-in requirement.
  - Prior to any additional testing, school divisions shall obtain and thereafter maintain documentation (e.g. written permission, phone logs, emails) of affirmative parental consent and permission for their child to take an expedited retake (opt-in).

*The division superintendent is responsible for making the determination of what constitutes "extenuating circumstances" and "legitimate reasons."

5.7.1 Ordering materials for Expedited Retakes

☑ If you have students who will be taking paper SOL tests under the Expedited Retake policy, refer to the forms matrix for paper tests. If a form is listed in the Expedited Retake column, order that form using Additional Orders in PearsonAccess^{next}. If you have any questions about which forms should be administered, contact the assessment staff of the Virginia Department of Education.

5.7.2 Creating online sessions for Expedited Retakes

☑ Expedited Retake test sessions may be created in advance and students added later; however, they should not be started until the day of testing. While you are not bound by the scheduling information entered when creating a test session, it is recommended that the day and time be as accurate as possible. The test session information including session name, date, time, and duration may be modified up until the time the session is started.

☑ ALL students (those who originally tested online or with paper) who meet the Expedited Retake criteria are eligible for taking the retakes online. When the session is created, the ***Expedited Retake Form Group Type Context*** must be selected.

5.7.3 Coding Expedited Retake tests in PearsonAccess^{next}

☑ The DDOT or STC finalizes student demographics and test specific information for Expedited Retakes taken online or with paper. Be sure that the Retest value is selected on the Students in Sessions screen for every student who is retaking the test under the Expedited Retake policy in the Spring 2018 *Non-Writing* Test Administration. Students who are taking an SOL for the **first** time, even if in *Expedited Retake Form Group Type Context* (or using an Expedited Retake form), should **not** have the Retest field completed.

☑ Because the Expedited Retake test is optional for the student, do not account for students who do not retest under the Expedited Retake opportunity.

6. SPECIFIC DUTIES OF THE STC: AFTER TESTING

6.1 Receive All Testing Materials from Examiners

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

For online tests, follow the procedure below:

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

6.2 Complete Coding of Student Demographic Information

6.2.1 Testing Status

After all make-up testing sessions are finished, select the Testing Status code to explain why a student did not take or complete the required SOL test. The Testing Status code may be applied to either completed processed online tests or completed processed paper tests by completing the status code box on the students' Test Details screen in PearsonAccess^{next}. Testing Status codes may be applied to paper answer documents by completing Field H, *Testing Status*. Table 8 describes the coding options. Contact the student assessment staff at the Virginia Department of Education if you have a situation in which a student was not tested and none of the codes in Table 8 apply.

Table 8. Testing Status Codes

Testing Status:	Apply testing status if:
1 = Absent	The student was absent from the regular session and was never present to make up the test for the remainder of the division's test window.
3 = English Learner Exempt *Virginia Studies* or *Civics and Economics* and Grade 8 *Writing*	The student was determined eligible for a **one-time** exemption by way of her/his *EL Assessment Participation Plan*. Applicable only to students in grades 3–8 for the *Virginia Studies* or *Civics & Economics* SOL test and students in grade 8 for the Grade 8 *Writing* SOL test. Formerly ELs, Years 1, 2, 3, and 4, are **not** eligible for any exemptions.
4 = Medical Emergency	The student was absent for the entire testing window due to hospitalization or serious illness, or has a medical condition that renders the student unable to test. Significant medical emergencies must be documented by a medical professional.
6 = Did Not Attempt *Reading*, *Mathematics*, or *Science* Test	The student was enrolled but not assessed in *Reading*, *Mathematics*, or *Science* and no other testing status code applies. The division is required to file a testing irregularity with VDOE to document the circumstance.
7 = Student Cheated	The student was determined by the school division to have cheated. (Student receives a score of zero.)
8 = Did Not Attempt *Writing* or *History/Social Studies* Test	The student was enrolled but not assessed in *Writing* or *History/Social Studies* and no other testing status code applies. The division is required to file a testing irregularity with VDOE to document the circumstance.
9 = Student Already Passed This Test	The grade 3–8 student has been retained (in grades 3–8) and has passed this test previously. Refer to NOTE #1 regarding testing of accelerated students in grades 3–8. OR The grade 9–12 student is re-enrolled in a course requiring an EOC SOL test, and previously passed the EOC test.
10 = Substitute Test Taken	If the student was enrolled in the course for the first time, and has already taken or will take an approved substitute test in place of an EOC test, complete Testing Status Code 10. OR If the student completed an approved Substitute Test as a retest for a previously failed EOC test, select both Testing Status 10 and the Retest fields on the Test Details screen in PearsonAccess^{next}. (Refer to NOTE #2.)
11 = English Learner Exempt *Reading*	ELs have attended school in the United States for less than 12 months may receive a **one-time** exemption for the SOL *Reading* test in grades 3–8. This guideline also applies to students arriving from Puerto Rico. No exemption is available for EOC *Reading*. Formerly ELs, Years 1, 2, 3, and 4, are **not** eligible for any exemptions.
15 = Other (VDOE approval only)	Use only as directed by VDOE.
50 = Student Refusal/Disruptive	The student refused to take the test or the student was too disruptive to test. (Student receives a score of zero.)
51 = Parent Refusal	The parent/guardian refused to permit the student to take the test. (Student receives a score of zero.)

NOTES:

1. Under the requirements of *No Child Left Behind (NCLB)*, students in grades 3–8 must be assessed at each grade level in reading and mathematics. Status 9 cannot be used in a situation in which an accelerated student in grades 3–8 passes the test from a higher grade level, is then promoted, and then assigned to a reading/mathematics class in which he/she passed the reading/mathematics SOL in a previous grade. For example, if a student passes the Grade 7 *Mathematics* SOL test in grade 6, is promoted to grade 7 but is then reassigned to a grade 7 mathematics class, the student may not be coded testing status 9 on the Grade 7 *Mathematics* test. Testing Status 6 usually applies to this type of circumstance and the division is required to file a testing irregularity with VDOE to document the circumstance. This policy also applies to EOC *Mathematics* and *Reading* tests given in grades 3–8 to accelerated students.

2. Substitute Test Taken—Submit only one EOC test record per subject per year (which includes Summer 2017, Fall 2017, and Spring 2018) with Testing Status Code 10 completed for a student regardless of how many times the student attempts a substitute EOC test during that time for that subject. Substitute test performance data is collected by the Virginia Department of Education via the Single Sign-on for Web Systems (SSWS) until September 1, 2018, for the Summer 2017, Fall 2017, and Spring 2018 test administrations. The DDOT will only enter the highest score earned by the student for a substitute test for that subject. Do not submit a substitute test record for students completing SOL assessments through VAAP or VSEP. For the list of approved substitute tests refer to the document: *Substitute Tests for Verified Credit* located at:

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

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

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

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

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

To account for a student who did not take/complete a test due to an appropriate status condition, noted in Table 8, mark the test complete in the started test session and enter a reason. A testing status must also be selected using the Edit Student Tests or Alerted Student Tests functions in PearsonAccess^{next}.

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

To account for a student who was not tested, Field H, *Testing Status*, on the answer document may be completed. Then the answer document is sent to Pearson with the other students' answer documents. However, it is preferred that you use the online system to account for a student who qualified for a paper test but was not tested. Access the student's test assignment in PearsonAccess^{next} and change

the format from paper to online. Create a test session and assign the student to the session. Start the session and mark the test complete and enter a reason. A testing status must also be selected using the Edit Student Tests or Alerted Student Tests functions in PearsonAccess^{next}.

☑ **Do not submit a test with a testing status code for any EOC or Term Graduate student designated as a retester.** A retester is a student who has passed the course and has failed the SOL test prior to this administration and needs this test for verified credit in order to meet his/her specific diploma requirements.

6.2.2 Special Test Accommodations

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

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

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

NOTE: Paper answer documents do not list all accommodation codes available for a test. Accommodation codes must be applied to the student's test record in PearsonAccess^{next}.

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

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

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

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

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

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

6.3 Conduct Transcription of Student Responses

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

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

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

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

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

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

☑ For students who have the mark in test booklet accommodation, the regular answer document and the marked test booklet must be verified by a second school official to ensure that no errors in transcription occurred. The student's name should be clearly printed on the test booklet and the booklet returned with all other secure materials to Pearson. If a discrepancy is discovered after the division has returned their secure materials to Pearson, notify assessment staff at the Virginia Department of Education.

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

6.4 Prepare and Transmit SOL Affidavits and Forms

☑ After all test materials have been returned to your DDOT, complete the *School Affidavit* in Appendix A, sign and date it, and have the building principal sign and date it. This form must be returned to the DDOT by the date specified in your local instructions.

☑ Transmit all signed *School Division Personnel Test Security Agreement* forms to the DDOT.

☑ Transmit all forms used for secure materials accounting to the DDOT, including transmittal forms and Examiner/Proctor affidavits.

Table 9. STC Disposition of Test Materials

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

7. SPECIFIC DUTIES OF THE DDOT: AFTER TESTING

7.1 Paper Testing

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

For paper test administrations, it is important to ship answer documents soon after testing in order to receive scores back in time to administer additional Term Graduate test opportunities or retests under the Expedited Retake policy prior to the close of the division's test window.

7.2 Complete and Return the SOL *School Division Affidavit*

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

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

7.3 Review Disposition of All Test Materials

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

Non-Secure

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

Secure

- used and unused student and Proctor Testing Tickets
- used and unused seal codes
- scratch paper, *Mathematics* formula sheets, *z*-tables, and copies of the *Periodic Table of the Elements* that have been written on by students
- damaged and/or "VOID" answer documents
- student paper, audio, electronic, or electronic responses used for transcriptions
- audio/video/electronic copies of testing sessions (such as read aloud)

☑ *Mathematics* formula sheets, *z*-tables, and copies of the *Periodic Table of the Elements* that have been written on, all Student and Proctor Testing Tickets, seal codes, and used scratch paper must be securely destroyed (by shredding or burning).

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

☑ All used and unused student and Proctor Testing Tickets, seal codes, and used scratch paper must be securely destroyed (by securely shredding or burning).

☑ Other materials, except as noted in the following bullet, may be recycled or thrown away.

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

NOTE: Instruct the STCs to retain the *Examiner's Manuals* so that they may be reused in the 2018 Summer SOL test administration.

- ☑ Instruct STCs on procedures for storing calculators, rulers, compasses, and protractors/angle rulers. Do **not** pack these materials with the test booklets that are returned to Pearson. There is no requirement that you inspect any of these materials.
- ☑ Refer to Table 10, DDOT Disposition of Test Materials, to review your division's disposition of all testing materials.

Table 10. DDOT Disposition of Test Materials

	Item(s)	Required Signatures	Disposition
Scorable test materials	■ Answer documents (includes completed and partially completed) bundled behind *Header Sheets*	None	Packed in new/original cartons with **pink** labels and shipped by UPS (overnight) to Cedar Rapids, IA
Non-scorable, secure test materials	■ Test booklets ■ Braille and large-print test booklets and Examiners' copies of test booklets ■ Audio copies of test booklets	None	Packed and shipped with **peach** labels by UPS (ground) to Cedar Rapids, IA Large-print test booklets are packed in original boxes and returned to Pearson.
	■ All Testing Tickets and seal codes ■ Used (written on) *Mathematics* formula sheets, *z*-tables, and copies of the *Periodic Table of the Elements* ■ Used (written on) scratch paper	None	Securely destroy according to local procedures.
	■ Damaged and/or "Void" answer documents ■ Student paper, audio, or electronic responses used for transcriptions ■ Audio/video/electronic copies of testing sessions (e.g. read-aloud, interpreting, etc.)	None	Keep secure in the division. After scores are reported and are verified, securely destroy according to local procedures.
	■ *Test Irregularity Form*(s) (if needed)	STC/DDOT	Submitted to VDOE through TIWAS if applicable
Required Forms	■ Locally required accounting documents for secure materials and/or *Transmittal Forms and Affidavits for Examiners/Proctors*	Per local requirements	Retained in DDOT's file in accordance with the local Records Retention and Disposition Schedule
	■ *Packing List/Transmittal Form (Assembly ID Sheets* with noted discrepancies attached) ■ *Assembly ID Sheets*	Examiners/ STC	
	■ *School Division Personnel Test Security Agreements*	Examiners/ Proctors	
	■ Locally required accounting documents for secure materials	Per local requirements	
	■ *School Affidavit*	STC/Building Principal	
	■ *School Division Affidavit*	DDOT/ Division Superintendent	Scanned and emailed to the Virginia Department of Education
Non-secure materials	■ *Examiner's Manuals* and *Supplements* (retain for Summer *Non-Writing* Administration) ■ Unused answer documents ■ Unused *Header Sheets* ■ Unused paper bands	N/A	Retain for use during the spring and summer administrations.
Non-scorable, non-secure test materials	■ *Test Implementation Manuals* ■ Unused Spring 2018 *Non-Writing* return shipping labels	N/A	Dispose of according to local procedures.
	■ Calculators, compasses, protractors, angle rulers, and rulers	N/A	Store according to local procedures.

7.4 Resolve Alerted Student Tests in PearsonAccess^{next}

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

For assistance with resolving alerted student tests, refer to the document, *Resolving Student Test Alerts*, located on the *Support* page in PearsonAccess^{next}.

7.5 Access SOL *Non-Writing* Test Results

DDOTs will be notified by email from Pearson, however, when SOL *Non-Writing* test results begin to be available in PearsonAccess^{next}.

SOL *Non-Writing* test results will be available as described below:

7.5.1 Student Data Extract Files

SOL *Non-Writing* test scores are available to school divisions in the Student Data Extract Files in PearsonAccess^{next}. These data files include the demographic and student performance data for each student test record being reported. The Student Data Extract Files are available at the division and school levels and are updated nightly to reflect any newly processed test records and changes in demographic data completed as of 3:00 p.m. each weekday.

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

7.5.2 Score Reports: Published Reports

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

- To access the different PDF score reports located under the *Reports* tab in PearsonAccess^{next}, click on *Published Reports*, then select either the Division or School, under "Organization Type," to view the reports available at those organization levels.
- **NOTE:** School divisions will have **one** opportunity to order printed copies of the various reports. Additional information regarding all of the pre- and post-ATP reports can be found on the *SOL Non-Writing Report Chart* located on the *Reports* tab of the *Support* page in PearsonAccess^{next}. The *SOL Non-Writing Report Chart* contains a brief

description of each report, their location in PearsonAccess^{next}, their sort order, and availability.

7.5.3 Score Reports: On Demand Reports

Score reports in the form of *On Demand Reports* are available in PearsonAccess^{next} to provide near real-time access to student performance data on each submitted test. *On Demand Reports* are available for online and paper SOL tests.

7.6 Review Data

School and division staff should use the student data extract file to view the test results. This file can be opened as a spreadsheet and is filterable. Because the extract file contains all the codes applied to a student's test record, the specific *Student Data Extract Layout* should be used to interpret the data provided in each field. The *Student Data Extract Layout* documents are available in PearsonAccess^{next} on the *Support* page and may be accessed by selecting *Extracts* under *Categories.*

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

7.7 Request ATR

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

Requesting ATR is a two-step process:

- Step 1, Request ATR Electronically in PearsonAccess^{next}. Log into PearsonAccess^{next} at the division level, go to *Setup* and then select *Organizations*. Find and select your organization. Now select the *Select Tasks* dropdown and then select "Manage ATR Status." From here, select the organization and then select *Request Authorization*. Once *Request Authorization* is selected, the division's data are locked and edits are no longer available to any division staff.
- Step 2, Provide Required DDOT and Superintendent Signatures. Fill out the paper ATR form, with the DDOT's and Superintendent's signatures, then scan and email the form to VAATR@pearson.com. The ATR form is available in PearsonAccess^{next} on the *Support* page under ATR.

Once steps 1 and 2 are complete, Pearson will check that all alerts for the division are resolved. The DDOT will receive an email from Pearson stating that the division's ATR has been accepted or rejected. The DDOT may also monitor the ATR status in PearsonAccess^{next}: Go to *Setup* and then select *Work Requests*. Select the "Work Type" filter and select *Final Reporting*. All reporting requests will be listed. To view by reporting status, from the "Status" filter, select *Rejected*, *Waiting for Approval*, or *Approved*. All related requests will be listed.

ATR Status Messages

- ***Rejected*** — ATR was submitted and rejected. The data can still be edited.
- ***Waiting for Approval*** — the DDOT has submitted ATR and is awaiting approval from Pearson. The data cannot be edited.
- ***Approved*** — Pearson has approved the division's request for ATR. Printed reports can now be ordered but the data cannot be edited.

7.8 Order Final Reports

Once the division's ATR has been approved, the DDOT may place the order for paper copies of the final reports. Printed reports may be requested by the division or by the school.

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

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

7.9 Post ATR Record Changes

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

Process for requesting post ATR record changes:

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

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

- Once the record changes have been made, assessment staff will annotate the file and send it back to the DDOT via the SSWS Dropbox. The DDOT should review the file and the

assessment staff notes and save the file locally. If the record change affected a student score, be sure to get a revised *Student Report* to send home to the student's parent(s).

- The Division Superintendent will also receive a letter from the Superintendent of Public Instruction acknowledging receipt of the record change request and authorizing the assessment staff to make the changes.

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

THANK YOU

We appreciate your time and effort in administering in the Spring 2018 *Non-Writing* SOL Assessments.

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

Appendix A

Test Security

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APPENDIX A	STANDARDS OF LEARNING (SOL) ASSESSMENTS 2017–2018 *SCHOOL DIVISION PERSONNEL TEST SECURITY AGREEMENT*

The *School Division Personnel Test Security Agreement* that follows should be read and understood by all school division personnel. All individuals who may be exposed to secure test items and those involved in the administration of Virginia Standards of Learning (SOL) Assessments (including, but not limited to, Examiners, Proctors, Interpreters, and Scribes) **MUST** read, understand, and agree to adhere to the following:

1. Students must never be exposed to unreleased (secure)[1] test items (except while completing an official SOL test attempt) or exposed to answers to secure test items. **Using secure test items in any form (including reworded test items) at any time is a violation of test security.** If in doubt whether test items are secure, contact your Division Director of Testing for assistance.

2. All persons are prohibited from providing students with answers to secure test items, suggesting how to respond to secure test items, or influencing student responses to secure test items. Prohibited actions include, but are not limited to, the following: providing clues or hints, providing reminders of content or testing strategies, prompting students to correct or check/recheck specific responses, permitting access to curricular materials (e.g., textbooks, notes, review materials, bulletin boards, posters, charts, maps, timelines, etc.), or using voice inflection, facial gestures, pointing, gesturing, tapping, or other actions to indicate a response or accuracy of a student's response.

3. Examiners should be in possession of secure test materials only on the day they are administering a test and only for the specific test being administered. For the paper SOL *Writing* tests only, Examiners are not permitted to open sealed packages of prompts more than 30 minutes before the administration of the short-paper component.

4. Reading or reviewing any part of a secure test (e.g., test items, answer options, passages, pictures, diagrams, charts, maps, etc.) before, during, or after the test administration is a violation of test security unless an Examiner is reading the test items as part of an accommodation (e.g., read-aloud, interpretation/transliteration, etc.) or is reviewing the test items in preparation for providing that accommodation.

5. Any Login IDs and passwords issued for the administration of Virginia SOL Assessments are secure and must remain confidential.

6. Logging into or navigating throughout a secure online test by anyone except the student whose name appears on the Student Testing Ticket is a violation of test security. Any exceptions to this must first be authorized by the Virginia Department of Education through the Division Director of Testing.

7. Capturing **ALL OR ANY PART** of a secure test **is a violation of test security**. Prohibited actions include, but are not limited to, copying, photographing, recording, outlining, or summarizing test content or details regarding the secure test content. Any exceptions to this must first be authorized by the Virginia Department of Education through the Division Director of Testing.

8. All SOL tests must be administered strictly in accordance with the instructions provided in the SOL test manuals. This includes, but is not limited to, adhering to procedures for the handling, distribution and use of test materials and test manipulatives, adhering to specific requirements associated with test accommodations (e.g., read-aloud accommodation, dictation to scribe, etc.), and reading all SOL test directions to students exactly as written. SOL test directions must not be paraphrased, altered, or expanded without prior authorization from the Virginia Department of Education through the Division Director of Testing unless the *Examiner's Manual* allows flexibility in providing specific directions.

9. Sample items are included at the beginning of each SOL test and are the only items on the SOL test that may be used with students to review, as directed in the *Examiner's Manual*, test item format and procedures for indicating responses. Students should also be provided with opportunities prior to the day of their test administration to become familiar with SOL test item formats and how to indicate responses. Resources such as SOL Practice Items are available for these purposes on the Virginia Department of Education website.

10. All persons are prohibited from attempting to formally or informally score secure SOL tests or individual test items. Prohibited actions include, but are not limited to, creating an answer key, reviewing or scoring a student's SOL item response or responses, reviewing or scoring student scratch paper, or tracking student performance on test items.

11. All persons are prohibited from altering, in any manner, student responses to secure SOL test items. Prohibited actions include, but are not limited to, erasing or deleting student responses, changing student responses, or providing responses to items left unanswered or partially unanswered.

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

APPENDIX A	2017–2018 *SCHOOL DIVISION PERSONNEL TEST SECURITY AGREEMENT*

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

Check the *Non-Writing* Test Administration: ❑ **Fall 2017** ❑ **Spring 2018** ❑ **Summer 2018**

I acknowledge that I will have access to the Standards of Learning (SOL) Assessments for the purpose of administering an SOL test. I also acknowledge that I have read, understand, and agree to adhere to all elements of the *School Division Personnel Test Security Agreement* and the following:

1. I have read the legislation passed by the Virginia General Assembly (§ 22.1–19.1 Action for violations related to secure mandatory tests and § 22.1–292.1 Violations related to secure mandatory tests).
2. I understand that if test security procedures are not followed, my license may be suspended or revoked and/or I may be assessed a civil penalty for each violation.
3. All known or suspected violations of SOL test security shall be reported to appropriate school division personnel or to the Virginia Department of Education. To contact the Virginia Department of Education to report a known or suspected violation, call student assessment staff at (804) 225-2102, or mail details to Division of Student Assessment and School Improvement, Virginia Department of Education, P.O. Box 2120, Richmond, VA 23218-2120.

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

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

Pages 1–3 of this document should be photocopied.

APPENDIX A General Assembly Legislation

Please read legislation passed by the Virginia General Assembly (§ 22.1–19.1 Action for violations related to secure mandatory tests) regarding the repercussions of violating test security.

§ 22.1–19.1. Action for violations related to secure mandatory tests.

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

1. Permitting unauthorized access to secure test questions prior to testing;
2. Copying or reproducing all or any portion of any secure test booklet;
3. Divulging the contents of any portion of a secure test;
4. Altering test materials or examinees' responses in any way;
5. Creating or making available answer keys to secure tests;
6. Making a false certification on the test security form established by the Department of Education;
7. Excluding students from testing who are required to be assessed; or
8. Participating in, directing, aiding or abetting, or assisting in any of the acts prohibited in this section.

For the purpose of this subsection, "secure" means an item, question, or test that has not been made publicly available by the Department of Education.

B. Nothing in this section may be construed to prohibit or restrict the reasonable and necessary actions of the Board of Education, Superintendent of Public Instruction, or the Department of Education or their agents or employees engaged in test development or selection, test form construction, standard setting, test scoring, reporting test scores, or any other related activities which, in the judgment of the Superintendent of Public Instruction or Board of Education, are necessary and appropriate.

C. Any person who violates any provisions of this section may be assessed a civil penalty not to exceed $1,000 for each violation. Furthermore, any person whose administrative or teaching license has been suspended or revoked pursuant to § 22.1-292.1 may be assessed a civil penalty for the same violation under this section and the reasonable costs of any review or investigation of a violation of test security.

All civil penalties paid to the Commonwealth pursuant to this section shall be deposited into the Literary Fund.

D. For the purpose of this section, "person" shall not mean a student enrolled in a public school.

Please read legislation passed by the Virginia General Assembly (§ 22.1–292.1 Violations related to secure mandatory tests) regarding the repercussions of violating test security.

§ 22.1-292.1. Violations related to secure mandatory tests.

A. The Board of Education may suspend or revoke the administrative or teaching license it has issued to any person who knowingly and willfully commits any of the following acts related to secure mandatory tests administered to students as required by this title or by the Board of Education:

1. Giving unauthorized access to secure test questions;
2. Copying or reproducing all or any portion of any secure test booklet;
3. Divulging the contents of any portion of a secure test;

4. Coaching or assisting examinees during testing or altering test materials or examinees' responses in any way;
5. Making available any answer keys;
6. Failing to follow test security procedures established by the Department of Education;
7. Providing a false certification on any test security form required by the Department of Education;
8. Retaining a copy of secure test questions;
9. Excluding students from testing who are required to be assessed; or
10. Participating in, directing, aiding, assisting in, or encouraging any of the acts prohibited by this section.

For the purposes of this section, "secure test" means an item, question, or test that has not been made publicly available by the Department of Education.

Nothing in this section shall be construed to prohibit educational personnel from providing input to administrators or other authorized personnel, including school board members and members of the General Assembly, except when done in a manner that violates test integrity or security regarding the accuracy, clarity, or propriety of test items or test administration procedures.

B. Nothing in this section shall be construed to prohibit or restrict the reasonable and necessary actions of the Board of Education, the Superintendent of Public Instruction, or the Department of Education in test development or selection, test form construction, standard setting, test scoring and reporting, or any other related activities which, in the judgment of the Superintendent of Public Instruction or the Board of Education, are necessary and appropriate.

C. Any suspension or revocation imposed for the acts enumerated in this section shall be rendered pursuant to Board regulations promulgated pursuant to the Administrative Process Act (§ 2.2-4000 et seq.) and § 22.1-298.1, governing the licensure of teachers.

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APPENDIX A	STANDARDS OF LEARNING (SOL) ASSESSMENTS *SCHOOL DIVISION TEST SECURITY AGREEMENT* 2017–2018 *NON-WRITING* TESTS

NOTE: The 2017–2018 SOL *Non-Writing* Tests *School Division Test Security Agreement* covers the 2017–2018 (Fall and Spring) and Summer 2018 *Non-Writing* administrations; therefore, it must be submitted only one time annually, when the division is first scheduled to administer *Non-Writing* tests, either the fall or spring.

Spring *Non-Writing* Test Administration: Scan and email Division Test Security Agreement no later than by the Friday before the first week of the division's testing windows.

TO: Pearson
Virginia Assessment Program
VAATR@pearson.com

The Virginia school division _____ (School Division Name) acknowledges that the 2017–2018 SOL *Non-Writing* Assessments are secure tests and agrees to the following to ensure test security:

1. The school division will take all necessary precautions to safeguard all secure test materials by limiting access to persons within the school division with a responsible, professional interest in the tests' security.
2. All persons having access to secure test materials (other than students to whom the test is administered) will read the legislation passed by the Virginia General Assembly (§ 22.1–19.1 Action for violations related to secure mandatory tests and § 22.1–292.1 Violations related to secure mandatory tests), will read and sign the *School Division Personnel Test Security Agreement*, complete and sign affidavits and transmittal forms as directed in the *Test Implementation Manual*, and will observe all other security-related procedures established and required by the Virginia Department of Education. Copies of all completed and signed security agreements, transmittal forms, and affidavits will be kept on file by the Division Director of Testing.
3. Student Testing Tickets, Proctor Testing Tickets, and Seal Codes will be printed no more than 96 hours (4 school days) prior to the test session start date. Secure paper test materials, including test booklets and audio/special forms kits, will be delivered to schools no earlier than 96 hours (4 school days) prior to the date of testing. School Test Coordinators will deliver the secure materials to Examiners no sooner than the date of testing.
4. In no case will students be permitted to remove test materials from the testing location.
5. The school division will take all necessary precautions to ensure that students' responses are not altered in any way.
6. Upon completion of testing, the school division will ensure proper disposition of all test materials as directed in the *Test Implementation Manual*.

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

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

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APPENDIX A	STANDARDS OF LEARNING (SOL) ASSESSMENTS SPRING 2018 *NON-WRITING* TESTS *SCHOOL AFFIDAVIT*

Division Name:_____

School Name:_____

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

SCHOOL AFFIDAVIT (choose one)

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

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

OR

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

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

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

OR

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

OR

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

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

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

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

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

Scan and email this affidavit no later than four weeks after the end of the division testing window.

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

School Division Name: _____

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

SCHOOL DIVISION AFFIDAVIT (choose one)

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

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

OR

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

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

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

OR

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

OR

❏ Our School Division did not order any paper tests.

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

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Appendix B

Special Testing Accommodations

Special Testing Accommodations: Resources and General Guidance 103

Testing Accommodations for Students with Disabilities 105

Testing Accommodations for English Learners (ELs) 125

Table of Testing Accommodations Available for the SOL *Non-Writing* Test 135

STANDARDS OF LEARNING ASSESSMENTS

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

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

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

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

Paper Test Format

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

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

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

Additional materials required for testing accommodations

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

STANDARDS OF LEARNING ASSESSMENTS

The accommodations listed below and explained on the following pages are available to eligible students with disabilities and students with documented temporary conditions. Staff administering SOL Assessments with accommodations must be familiar with the information in this section.

Accommodations are commonly placed in the four categories noted below, and guidance for each of the accommodations is provided in the pages that follow.

Timing/Scheduling Accommodations	Setting Accommodations
Adjust the scheduling of a test: ■ multiple test sessions ■ time of day ■ order of tests ■ planned breaks during test	Adjust the place in which the testing normally occurs: ■ test location ■ adaptive or special furniture ■ special lighting
Presentation Accommodations	**Response Accommodations**
Adjust the presentation of test material and/or test directions: ■ written directions accompanying oral directions ■ specific verbal prompts ■ visual aids ■ amplification equipment ■ headphones, ear muffs, or ear plugs ■ large-print test ■ braille test ■ Plain English version of a *Mathematics* test ■ read-aloud test ■ audio test ■ interpreting/transliterating testing directions ■ interpreting/transliterating the test	Adjust the manner in which students respond to or answer test items: ■ enlarged copy of the answer document ■ communication board or choice cards ■ Examiner records responses ■ brailler ■ word processor or word processor with speech-to-text ■ augmentative communication device ■ word prediction software ■ spelling aids ■ English dictionary ■ dictation using a recording device ■ dictation to a scribe ■ read back student response ■ calculator and arithmetic tools ■ calculator with additional capabilities ■ math aids ■ dry erase board ■ additional writing implements

Timing/Scheduling Accommodations

The SOL tests are untimed, but ample time should be allotted for all students to complete the test prior to the end of the scheduled school day. Some students, for example, may be unable to concentrate for a long period of time, have short attention spans, or have a disability that affects stamina. Establishing breaks or scheduling the test over two or more school days may be appropriate for these students.

Before attempting an SOL test, the student should be familiar with his/her specific test schedule and the time frame of his/her test (e.g., time of day, taking a test over multiple days, frequent breaks). Familiarity with the test schedule or time frame is best provided as part of regular instruction well in advance of the actual test administration.

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

  Students with disabilities who require multiple test sessions, when the test will be completed in two or more school days, may be administered a paper test. When administering a paper test, care must be taken to ensure that the student is exposed only to those test items in the portion of the paper test that he/she is attempting that day. Previously completed items and items not yet accessed must be sealed to prevent accidental exposure to the student.

  The IEP team/504 committee may determine that it is appropriate for an individual student, with the Multiple Test Sessions accommodation, to take the online version of the Grades 3, 4, or 5 *Reading* and *Mathematics* SOL tests or the Grade 6 or 7 *Mathematics* SOL tests. These tests may be administered online over two days with the requirement that the student completes all of part 1 of the test on the first day and Exits the test at the Section 3 screen that contains a seal code box. The student must then finish all of part 2 of the test on the second day. The student may be provided with a break while completing either part, but the student must be supervised and test security must be maintained throughout the break. Refer to Testing Memos 1301 and 1302 for additional details when determining the appropriateness of administering these online test to students who require the Multiple Test Sessions accommodation. Eligible students who are unable to complete these online SOL tests as described must be administered a paper test.

  NOTE: The short-paper component of the *Writing* assessment, whether administered in paper or online, must be completed in one school day and does not qualify for multiple test sessions; however, the student may be given breaks under secure conditions.

- **Flexible Schedule**
  Use accommodation code 31.

  Students with disabilities may receive adjustments to their test schedule to include:

  Time of Day: The student is assessed during the time of day that is most appropriate for the student.

  Order of Tests: The order of tests administered is based on what is most appropriate for the student.

  Planned Breaks During Testing: Students who require breaks, but not multiple test sessions, must complete the test in one school day. The schedule for breaks must be determined prior to testing and be based on the routine use of scheduled breaks during classroom assessment. The Test Examiner and School Test Coordinator should work together to establish the procedure for notifying the student to begin and end a break during testing. Breaks are available for either online or paper tests. The break(s) must be supervised. Test security must be maintained at all times during the break(s). The student must not be allowed to discuss the test in any way, must not have access to any educational materials or electronic devices during the break(s), and must not disrupt other students who are continuing to test.

  Also for test security, the student's test materials must not be accessible or viewable by other students or by school personnel during the break(s). If the student is testing online, the student should either be *Exited* from the online test or, if the testing room will be securely maintained, the student's screen could be turned off or covered prior to the break(s) to maintain test security. If the student *Exits* the test, his/her test must be *Resumed* on the Students in Sessions screen in PearsonAccess^{next} and the student must log back into TestNav using his/her Student Testing Ticket. If the student's screen was turned off or covered and the student did not *Exit*, the student must return to the same testing device to continue testing.

  NOTE: The paper answer document does not list accommodation code 31. If this accommodation is used, this test code must be applied to the student's completed test record in PearsonAccess^{next}.

Setting Accommodations

Before attempting an SOL test, the student should be familiar with the setting of his/her test (the location of the test administration, using special furniture, the lighting in the testing room). Familiarity with the test setting is best provided as part of regular instruction well in advance of the actual test administration.

- **Setting**
  Use accommodation code 32.

  Students with disabilities may receive adjustments to their test setting to include:

  Location: The test is administered in an alternate location, to minimize distractions for the student, or the student is assessed in a non-school setting as determined by the IEP team or the 504 committee.

  Adaptive or Special Furniture: The student is assessed using adaptive or special furniture, such as balance balls, cushions, or raised desk surface.

  Special Lighting: The lighting in the testing room may be modified based on what is most appropriate for the student.

  NOTE: The paper answer document does not list accommodation code 32. If this accommodation is used, this test code must be applied to the student's completed test record in PearsonAccess^{next}.

Presentation Accommodations

Before attempting an SOL test, the student should be familiar with how his/her test will be presented (e.g., using visual aids, read aloud, audio). Familiarity with the test presentation or test format is best provided as part of regular instruction well in advance of the actual test administration.

- **Written Directions Accompanying Oral Directions**
  Use accommodation code 7, Test Directions Delivery.

  The student may receive a copy of the bold, "**SAY**," testing directions from the *Examiner's Manual* (for online tests) or from the *Supplement to the Examiner's Manual* (for paper tests). Prior to providing the directions to the student, the student's copy must be reviewed by a second staff member to ensure all the **SAY** directions from the *Manual* are included. The non-bold directions that provide instructions only for the Examiner/Proctor should be removed.

  NOTE: The paper answer document does not list accommodation code 7. If this accommodation is used, this test code must be applied to the student's completed test record in PearsonAccess^{next}.

- **Specific Verbal Prompts**
  Use accommodation code 20.

  The Examiner is permitted to use specific verbal prompts to help students with disabilities remain focused on completing the SOL assessment. The following statements are the only prompts that may be used with students during SOL tests:

  "Please continue with your test."
  "Keep working."
  "Keep going."
  "Focus."
  "Stay focused."

  The IEP Team or 504 Committee must select from these five phrases to choose the specific verbal prompt(s) which will be used. The specific verbal prompt(s) selected must be documented in the IEP or 504 Plan. All other verbal prompts must be approved by the Virginia Department of Education using the *Special Assessment Accommodation Request* form before the prompts are used on any SOL tests.

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

  The test session must be recorded or proctored. Follow the *Guidelines for Proctoring and/or Recording a Test Session* located in Appendix C.

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

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

  Visual aids can include:

  - Magnification. For test security, school staff must ensure that assessment items are not visible to others. This may require windows to be covered and/or individualized testing.
    - Physical magnification devices, such as a magnifying glass or screen magnifier, which are placed over the display for visually impaired students.
    - Electronic magnification devices such as a closed-circuit television (CCTV), a large monitor, an interactive or electronic whiteboard, or a LCD projector which projects the assessment onto a large screen or board may be used for magnification purposes only for visually impaired students. These magnification devices must not save or capture any portion of the SOL test or use software running concurrently with TestNav.
  - Color overlays or tinted screens. A student may use only one blank color overlay. Prior to the assessment session, the Examiner and student must use practice tests to verify that the color overlay or the tinted screen does not obscure any shaded areas of online test items.
  - Templates (or masks) that are blank that allow a student to see one word, sentence, or line of print at a time, and markers that allow the student to maintain his/her place.
    - Use accommodation code 4 for students who require a paper test and the use of a mask or template.
    - Use of accommodation code 4 is not required for students taking an online test. The Line Reader Mask, Answer Mask, and Highlighter tools are available to all students taking an online test and are not considered accommodations. Students may not hold a template or mask up to or over the testing device's screen.
    - Students taking online tests must receive prior practice using the Line Reader Mask, Answer Mask, and Highlighters tools on practice items using TestNav 8.
  - Blank graphic organizers which must not contain directions, words, letters, numbers, symbols, color coding, or text of any kind.
  - Template software must produce only blank templates which may be used electronically or in print and which must not contain directions, words, letters, numbers, symbols, color coding, or text of any kind. Template libraries, hyperlink functions, and access to the Internet must be disabled and the software must be used on a separate device from the online testing device.

- **Amplification Equipment**
  Use accommodation code 5.

  Amplification equipment, such as an auditory trainer or whisper phone, is available only to students with disabilities as documented in the IEP or 504 Plan. These accommodations must be administered in an individual session to ensure that other test takers are not distracted.

- **Headphones, Ear Muffs, or Ear Plugs**
  Use accommodation code 5.

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

- **Large-Print Test**
  Use accommodation code 6.
  Available with paper tests only

  Large-print tests are available only to students who have a documented visual impairment. A copy of the large-print test is provided in regular print to the Examiner/Proctor administering the large-print test.

- **Braille Test**
  Use accommodation code 9.
  Available with paper tests only

  Braille tests are available only to students who have a documented visual impairment. A copy of the braille test is provided in regular print to the Examiner/Proctor administering the braille test.

- **Plain English *Mathematics* Test**
  Use accommodation code A.

  Plain English *Mathematics* tests for grades 3–8 and *Algebra I* are available to students with disabilities and eligible ELs.

  For students with disabilities, the Plain English *Mathematics* test is available to those who demonstrate a need for linguistic simplifications as specified in their Individualized Education Program (IEP) or 504 Management Plan. See the document *Students with Disabilities: Guidelines for Special Test Accommodations* at:

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

  For ELs, see the section, Testing Accommodations for English Learners, located in this Appendix.

Guidance for Reading Tests Aloud—Information for all Assessments

The IEP or 504 Plan must include specific directions for the administration of the read-aloud accommodation. For example, a student's accommodation may require the entire test to be read aloud or may require having words, questions, or sentences read aloud only when requested by the student.

When reading the test aloud, the Examiner must be careful not to lead the student to the correct answer by intonation or to repeat any part of the test which is not specifically requested by the student. The Examiner must only read the text contained within a graphic (diagram, chart, table, picture, map, or other art) exactly as written using a natural tone. It is not permissible to describe or interpret information contained in a graphic. The Examiner should be familiar with how to read test items to students. Examiners may use the PearsonAccess^{next} audio Practice Items to hear how tests should be read aloud and to practice reading types of test items. In order to provide the student multi-sensory stimulation, the student must be provided the regular print, large-print, braille, or online version of the test to follow along as the Examiner reads. Test items must be read in English. For more detailed information, refer to *Guidelines for Administering the Read-Aloud Accommodation for the Standards of Learning Assessments* at:

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

All read-aloud administrations must be recorded or proctored throughout the entire read-aloud test administration. Follow the *Guidelines for Proctoring and/or Recording a Test Session* located in Appendix C.

- **Read-Aloud Accommodation on *Mathematics, Science, History/Social Science*, and *Writing* Assessments**
  Use accommodation code 10.

  The read-aloud accommodation for *Mathematics*, *Science*, *History/Social Science*, and *Writing* assessments is allowed for students with disabilities as specified in the IEP or 504 Plan. Refer to the Guidance for Reading Tests Aloud—Information for all Assessments, located in this Appendix, for additional information.

- **Read-Aloud Accommodation on the *Reading* Assessment**
  Use accommodation code 14.

  The read-aloud accommodation on the statewide *Reading* assessments is allowed only for students with a visual impairment, including blindness, and those students with a specific disability that severely limits or prevents them from decoding text at any level of difficulty as determined by a diagnostic tool or instrument that was administered by a qualified professional. Students with disabilities who are simply having difficulty reading text and/or are reading below grade-level are not allowed the read-aloud accommodation on the statewide *Reading* assessments. Refer to the Guidance for Reading Tests Aloud—Information for all Assessments, located in this Appendix, for additional information.

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

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

- the student receives the read-aloud or audio accommodation in the classroom.

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

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

Guidance for Creating an Online Read-Aloud Test Session

NOTE: The following guidelines do not apply to Computer Adaptive Tests.

Examiners who will be reading an online test aloud to students who require this accommodation will be given access to an online test to be viewed on the Examiner's testing device only, through the use of a Proctor Testing Ticket. This online test will not be scored or reported in the online system. Access to the test is being provided to allow the Examiner to read the questions and answer options to the student(s) on a testing device that is separate from the student's testing device. Directions for the DDOT and/or STC for creating read-aloud sessions are as follows:

- When creating a new test session, select "yes" from the read-aloud drop-down box on the New Test Session screen. A read-aloud session will be indicated on the New Test Session screen.
- Select the *Authorizations* button to view the Proctor Testing Ticket. Selecting this button will display the Proctor Testing Ticket. This ticket should be printed on colored paper to differentiate it from the students' test tickets and kept secure until the day of testing. The Proctor Testing Ticket should be printed no more than 4 days prior to the start of a test session.
- The Proctor Testing Ticket is not valid until the test session is started, and it will remain active until the test session is stopped. Unlike the students' online tests, the Examiner may exit the test and log back into the test using the login information on the ticket without resuming the test. Because of this, Proctor Testing Tickets are highly secure materials and must be kept secure until the test session is in STOPPED status. It is imperative that read-aloud test sessions are stopped immediately after the test session is complete. All read-aloud administrations must be audio recorded or proctored.
- Student and Proctor Testing Tickets are generated based on the form group type designated when the session is created. ALL students in the session will receive the same form. Any student needing a form different from the rest of the session must be removed from the session and placed in a new test session set up with that form group type.

The PearsonAccess^{next} Online User's Guide, located at **https://support.assessment.pearson.com/display/PAsup/PearsonAccess+Next+Online+User+Guide**, provides additional information about preparing read-aloud sessions.

Guidance for Providing the Read-Aloud Accommodation on a Computer Adaptive Test (CAT)

Test questions presented to students on a Computer Adaptive Test are selected by the computer based on the student's response to each question. Because the selection of items is customized for each student, an Examiner/Proctor test cannot be displayed on a separate testing device that would match the student's test. If the student requires a read-aloud administration of a Computer Adaptive Test, follow the Guidance for Reading Tests Aloud—Information for all Assessments, located in this Appendix, as well as all of the following:

- The test must be administered individually.
- The test administration must be recorded or proctored throughout the entire read-aloud test administration.
- In order to provide the student multi-sensory stimulation, the student must be seated directly in front of his/her own testing device to follow along as the Examiner reads. The Examiner must sit to the side of the student and read directly from the student's screen.
- Test items must be read in English.
- Unless otherwise specified in the student's IEP/504 Plan, the student will maintain control of the testing device. The student will respond to each test question and be responsible for all navigation and final submission of the test for scoring.
- A Computer Adaptive Test cannot be reviewed by the Examiner prior to the test administration. Examiners may use the Practice Items in audio format to hear how test items should be read aloud.
- The Examiner must read the test items aloud without providing any assistance. The Examiner may not: re-read the item unless requested by the student, summarize the test item, reword the test item, provide hints and clues, remind the student to use test taking strategies, or give any verbal indications or non-verbal cues about the accuracy of a student's response.

Guidance for Choosing the Online Audio Test Accommodation for Students with Disabilities Who Typically use the Read-aloud Accommodation in the Classroom

School divisions are told that students should not use accommodations during testing unless they use the same accommodation during classroom instruction and assessments. Since it would be very difficult for school divisions to provide an online audio accommodation during instruction, the following guidelines provide clarification as to the circumstances under which a student could be provided with an online audio accommodation during testing.

- The IEP Team or 504 Committee must determine whether the read-aloud accommodation administered by a Test Examiner or the online audio accommodation is the more appropriate delivery method for online testing. It is particularly important that the parent agrees to the delivery method and that the decision is clearly documented in the IEP or 504 Plan.
- The online audio accommodation on the SOL test may be provided to students who typically have a read-aloud accommodation during instruction or to those who use recorded media or text readers in the classroom.
- If the IEP Team or 504 Committee determines that the online audio accommodation is the more appropriate accommodation, the student should have practice with audio Practice Items available through the TestNav application.

- **Audio Accommodation on *Mathematics*, *Science*, *History/Social Science*, and *Writing* Assessments**
  Use accommodation code 11.

  The audio accommodation for *Mathematics*, *Science*, *History/Social Science*, and *Writing* assessments is allowed for students with disabilities as specified in the IEP or 504 Plan. Refer to the Guidance for Choosing the Online Audio Test Accommodation for Students with Disabilities Who Typically use the Read-aloud Accommodation in the Classroom, located in this Appendix.

  In order to provide the student multi-sensory stimulation, the student must be provided the regular print (online or paper), large-print, or braille version of the test to follow along as the audio plays.

- **Audio Accommodation on the *Reading* Assessment**
  Use accommodation code 15.

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

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

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

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

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

Guidance for Creating an Online Audio Test Session

- Using the Proctor Caching functionality is strongly encouraged especially when delivering an audio form of the test. Proctor Caching allows test administrators to "pre-fetch" test content. This accelerates the delivery of test content to students and reduces the amount of bandwidth required for online testing. Because audio files consume a large amount of bandwidth, Proctor Caching should be used when delivering an audio test to a student. For details on downloading, installing, and using Proctor Caching, refer to the TestNav 8 Online Support page at:

  https://support.assessment.pearson.com/display/TN/ProctorCache+System+Requirements
  and
  https://support.assessment.pearson.com/display/TN/Set+Up+and+Use+ProctorCache.

- The STC or designated technology representative should ensure that the online audio test is cached before the test session begins.
- The DDOT or STC may assign the online audio form to a student after the test session has been created. For directions on assigning the audio form, refer to the PearsonAccess^{next} Online User's Guide, located at **https://support.assessment.pearson.com/display/PAsup/PearsonAccess+Next+Online+User+Guide**.
- When administering the online audio version of a test, an audio player will appear on the user's screen with the first test question but AFTER the sample item(s). Students use this player to play, pause, replay, advance the audio, and to control the volume.
- The student must select the forward button for each passage/question. Two audio players will appear when there is a reading passage with a question. One player controls the recording of the passage, the other controls the recording of the question. Students may listen to a question as many times as necessary. If several students will be tested using the online audio form in the same location, headphones must be provided for each of the students. If a student needs clarification of what was heard on the audio test, the Examiner may repeat or read anything on the screen that is requested by the student but with caution not to inadvertently disclose a response (e.g., reading numbers versus place values, etc.). The Examiner may not answer questions about the passages or test items, provide definitions, or explain test items for students.
- Using an online audio version of the test is a preferred method of oral presentation as it provides uniform administration statewide. The student should have instructional experience with similar electronic media players found on electronic devices. Unless the student has experience with using electronic media players, the online audio version of a test may place the student at a disadvantage.

Guidance for Interpreting/Transliterating (sign language, cued speech)—Information for ALL Assessments

Interpreters/Transliterators may be used for students who are deaf or have a hearing impairment and who have interpretation documented as an accommodation in their IEP or 504 Plan. The Interpreter/Transliterator may interpret/transliterate test directions, sample items, questions regarding the mechanics of testing directed to and answered by the Examiner, and test items. The student's IEP Team or 504 Committee should determine the best method to provide the student with hearing impairments or deafness access to assessment items. Interpreters/Transliterators for all tests:

- must participate in Examiner/Proctor training offered at the division or school;
- must read, understand, and agree to adhere to the *School Division Personnel Test Security Agreement*;
- may help prepare students for testing by interpreting practice items, released tests, or other materials designed for test preparation;
- may have access to the tests for review purposes 24 hours prior to the test administration as authorized by the DDOT. If the Interpreter/Transliterator requires access to an online test for review purposes, the DDOT must contact testing staff at the Virginia Department of Education for assistance. The pre-testing review must be conducted under supervision. **NOTE:** A Computer Adaptive Test cannot be reviewed prior to the test administration.

During testing, the Interpreter/Transliterator functions as the communication facilitator and must read each item to him/herself silently before interpreting/transliterating it to the student to ensure that the correct response is not inadvertently disclosed. The Interpreter/Transliterator must be careful not to lead the student to a correct answer by facial expression or by repeating any part of the test which is not specifically requested by the student. The Interpreter's/Transliterator's role and professional code of ethics prohibit answering questions directly or providing assistance in answering test questions. The test administration must be video recorded or proctored by an individual fluent in the type of interpretation/transliteration used. Follow the *Guidelines for Proctoring and/or Recording a Test Session* located in Appendix C.

- **Interpreting/Transliterating Test Directions (sign language, cued speech)**
  Use accommodation code 7, Test Directions Delivery.

  Testing sessions for students who are deaf or have a hearing impairment and who normally communicate in sign language or using cued speech may include a qualified interpreter or transliterator for testing directions or to interpret/transliterate questions answered by the Test Examiner. The Test Examiner must be present for the testing session and must read the test directions aloud as presented in the *Examiner's Manual* so that they can be interpreted/transliterated. The interpreter/transliterator should communicate sample test items that are read aloud as part of the test directions, and student questions should be directed to the Test Examiner.

- **Interpreting/Transliterating *Mathematics*, *Science*, *History/Social Science*, and *Writing* Assessments**
  Use accommodation code 12.

  The interpreting/transliterating accommodation for *Mathematics, Science, History/Social Science*, and *Writing* assessments is allowed for students who are deaf or have hearing impairments as specified in the IEP or 504 Plan. The test items may be interpreted/transliterated directly from assessments (paper or online formats) or from items read to the student by Test Examiners. The student's IEP Team or 504 Committee should determine the best method to provide the student access to assessment items. The test administration must be video recorded or proctored by an individual fluent in the type of interpretation/transliteration used. Follow the *Guidelines for Proctoring and/or Recording a Test Session* located in Appendix C.

- **Interpreting/Transliterating the *Reading* Assessment**
  Use accommodation code 16.

  Students who are deaf or have a hearing impairment may be considered by school divisions for the interpreting/transliterating accommodation on the *Reading* assessment because of difficulty hearing phonemes, which is a part of the decoding process. Eligibility must be determined by a diagnostic tool or instrument administered by a qualified professional. If a student who is deaf or hearing impaired is found eligible for the interpreting/transliterating accommodation because his/her hearing impairment severely limits the ability to decode text, the test would be administered through an interpreter if that student uses sign language as his/her method of communicating. The test administration must be video recorded or proctored by an individual fluent in the type of interpretation/transliteration used. Follow the *Guidelines for Proctoring and/or Recording a Test Session* located in Appendix C.

If the student does not use an interpreter, but depends on speech reading in addition to audition for comprehension, the read-aloud accommodation should be done face-to-face and recorded or proctored. Follow the *Guidelines for Proctoring and/or Recording a Test Session* located in Appendix C.

Guidance for Creating an Interpreting/Transliterating Online Test Session

If the Interpreter/Transliterator is interpreting/transliterating an online test, the Interpreter/Transliterator will need access to the test on a separate testing device unless the test being administered is a Computer Adaptive Test (CAT). Follow the Guidance for Creating an Online Read-Aloud Test Session located in this Appendix in order to obtain a Proctor Testing Ticket for the Interpreter/Transliterator. If the Interpreter/Transliterator requires access to the test for review purposes, the DDOT must contact testing staff at the Virginia Department of Education for assistance.

Guidance for Interpreting/Transliterating a Computer Adaptive Test (CAT)

Test questions presented to students on a Computer Adaptive Test are selected by the computer based on the student's response to each question. Because the selection of items is customized for each student, an Interpreter's/Transliterator's copy of the test cannot be displayed on a separate testing device. If the student requires interpretation/transliteration services on a Computer Adaptive Test follow the interpreting/transliterating guidelines in Interpreting/Transliterating Test Items (e.g., sign language, cued speech)—Information for ALL Assessments, located in this Appendix, as well as all of the following:

- The test administration must be administered individually.
- The test administration must be video recorded or proctored by an individual fluent in the type of interpretation/transliteration used. Follow the *Guidelines for Proctoring and/or Recording a Test Session* located in Appendix C.
- The student and the Interpreter/Transliterator must position themselves so that the student has access to the testing device and can see the Interpreter/Transliterator, and the Interpreter/Transliterator can see the test questions on the student's testing device.
- Unless otherwise specified in the student's IEP/504 Plan, the student will maintain control of the testing device. The student will respond to each test question and be responsible for all navigation and final submission of the test for scoring.
- A Computer Adaptive test cannot be reviewed by the Interpreter/Transliterator prior to the test administration. Interpreters/Transliterators may practice interpreting/transliterating test questions using the Practice Items for the specific test.

Response Accommodations

It is important to remember that even when accommodations are provided, all responses on the assessment must be generated by the student and not influenced by others. Before attempting an SOL test, the student should be familiar with how he/she will be providing his/her response to test items/prompt (e.g., using a communication board, using an augmentative communication device, pointing). Familiarity with the response method is best provided as part of regular instruction well in advance of the actual test administration

- **Enlarged Copy of Answer Document**
  Use accommodation code 8.
  Available with paper tests only

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

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

- **Communication Board, Choice Cards**
  Use accommodation code 13.

  Student responses selected from a communication board or choice cards must be transcribed to the regular answer document or entered online by a school staff member. The student and the scribe must have previously used this method of communication instructionally. For online testing, practice items must be used so that both the student and the scribe are familiar with the level of communication required to complete the Technology Enhanced Items (TEI). The test administration must be video recorded or proctored. Follow the *Guidelines for Recording a Test Session* Session located in Appendix C. The student's answer choices for paper or online assessments must be verified by a second school official to ensure that no errors in transcription occurred.

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

  Students who are unable to respond to test items by marking a regular or enlarged copy of the answer document, or by selecting the answer online, may have an Examiner/Proctor record their responses. The student may mark in the test booklet, respond verbally, point, or otherwise indicate a response. The Examiner must transfer the student's responses to the regular answer document or select them on the student's testing device.

  If the student marks in his/her own test booklet, the answers are transcribed onto the answer document. The answer choices in the test booklet must be verified by a second school official to ensure that no errors in transcription occurred. The student's name should be clearly printed on the test booklet and the booklet returned with all other secure materials to Pearson. If a discrepancy is discovered after the division has returned its secure materials to Pearson, notify assessment staff at the Virginia Department of Education.

  The student may give the Examiner directions on how to respond to online TEI items by responding verbally, pointing, or otherwise indicating his/her answers.

  If the student responds verbally, points, or otherwise indicates a response, the student must be assessed individually to ensure that other test takers are not distracted. The session between the student and the scribe must be recorded or proctored. Follow the *Guidelines for Proctoring and/or Recording a Test Session* located in Appendix C.

  The student's responses for the assessment must be verified by a second school official to ensure that no errors in transcription occurred.

- **Brailler**
  Use accommodation code 21, Response Devices.
  Available with paper tests only

  Blind and vision impaired students may use a braille writer as scratch paper to take notes or complete calculations, to respond to the writing prompt of the short-paper component of the *Writing* test, or to record responses to multiple-choice questions on the SOL tests. The braille writing device must not be connected to the Internet or the device's Internet access must be disabled during the test session. Student responses must be

transcribed to the regular answer document by school personnel qualified to read braille. If a student has written his/her response to the *Writing* assessment with a braille writer and has used braille shorthand, the student must spell the English words. The regular answer document and brailled material must be verified by a second school staff member qualified to read braille to ensure that no errors in transcription occurred. The brailled material shall be retained on file and secured in the office of the Division Director of Testing until the scores are received and verified and Authorization to Report (ATR) is approved for that test administration.

- **Word Processor or Word Processor with Speech-to-Text**
  Use accommodation code 21, Response Devices.
  Available on the short-paper component of the Writing Assessment only

  These accommodations allow students to use a word processor (software or a device) that may have speech-to-text capability to complete the short-paper component of the SOL *Writing* test. To be eligible for this accommodation, documentation must exist indicating the student uses a word processor (software or a device) that may have speech-to-text capability for written classwork. The student may use a hand-held "spell checker" or the spell checking capacity of the word processor, but the student must not be prompted to use it. The student may edit the short paper on the word processor or use a printed copy.

  NOTE: The format used (paper or online) for the short-paper component of the *Writing* test must be the same format used for the multiple-choice component. When using the online format, two separate devices must be made available to the student. The student must first use one device to log into TestNav using his/her Student Testing Ticket to access the prompt and the Checklist for Writers, and the other device will be used as a word processor to compose the short paper. This device must not be connected to the Internet or the device's Internet access must be disabled during the test session.

  Word Processor or Word Processor with Speech-to-Text Guidelines: If the speech-to-text capability of a word processor (software or a device) is used, the student must be assessed individually to ensure that other test takers are not distracted. Sessions involving speech-to-text must be recorded or proctored. Any automatic correction, thesaurus, or grammar check features of the word processor must be disabled.

  The student may enter his/her own short-paper response from the word processor (software or a device) to the regular answer document or into the online test's response area in TestNav. If appropriate, the student's short paper may be transcribed by school staff from the word processor to the regular answer document or into the online test's response area in TestNav. If transcribed, the student's response must be verified by a second school official to ensure that no errors in the transcription occurred. The student's short paper must be deleted from the device used to compose the short paper; however, a paper or an electronic copy of the short paper must be securely stored (on a flash drive, CD, etc.) until the scores are received and verified and Authorization to Report (ATR) is approved for that test administration. The paper or electronic copy must then be securely destroyed. A document stating that the response to the writing prompt is entirely the student's work and that no "automatic correction, thesaurus, or grammar checker features" were used must be signed by the Test Examiner and Proctor (when present) and retained on file in the office of the Division Director of Testing until the scores are received and verified and Authorization to Record (ATR) is approved for that test administration.

  If the session was recorded or proctored, follow the *Guidelines for Proctoring and/or Recording a Test Session* located in Appendix C.

- **Augmentative Communication Device**
  Use accommodation code 22.
  When using this accommodation on the Writing assessment, use the guidelines below as well as the guidelines provided under the Dictation to a Scribe accommodation (accommodation code 25).

  To be an eligible accommodation, documentation must exist indicating the student uses an augmentative communication device for his/her written work. Only augmentative communication devices which produce student responses verbatim may be used.

  - The student must be assessed individually to ensure that other test takers are not distracted.
  - The format used (paper or online) for the short-paper component of the *Writing* test must be the same format used for the multiple-choice component.
  - The entire testing session must be video recorded or proctored. Follow the *Guidelines for Proctoring and/or Recording a Test Session* located in Appendix C.
  - When using the online format, two separate devices must be made available to the student. One device will be the testing device where the student will use his/her Student Testing Ticket to log into TestNav to access the multiple-choice component or the short-paper component of the test. The other device will be the augmentative communication device. This device must not be connected to the Internet or the device's Internet access must be disabled during the test session.

- **Multiple-choice/TEI component of the *Writing* test**—prior to the assessment, the student and scribe should use the augmentative communication device to complete practice items which include TEI. Based on these practice sessions, staff may use the vocabulary software of the augmentative communication device to create preset word banks of 'direction' words which will allow the student to direct the scribe to complete TEI items. The word bank may include words such as 'select,' 'drag,' 'drop,' 'up,' 'down,' 'right,' 'left,' etc. Additionally, the student may use a preset template to select multiple-choice letter responses. The student may not have access to subject-linked vocabulary options within the augmentative communication device. The Examiner must record the student's responses on the student's testing device or paper answer document exactly as the student indicates. The student's responses must be verified by a second staff member to ensure that no errors in transcription occurred.
- **Short-paper component of the *Writing* test**—the student may use the augmentative communication device to type the short paper using the QWERTY keyboard. The student may not have access to subject-linked vocabulary options of the augmentative communication device. The spell checking capacity of the augmentative communication device may be used, but the student must not be prompted to use it. If a word prediction feature is used, it must provide only single words (not phrases) triggered by the letters chosen by the student. The word options may not be linked by subject. The student may not use any automatic correction, thesaurus, or grammar check features. The student's typed or printed response to the writing prompt must be transcribed into the response screen of the online test or onto the paper answer document by school staff.
- Prior to submitting the test for scoring, the transcribed student's response must be verified by a second school official to ensure that no errors in the transcription occurred. The student's short paper must be deleted from the device used to compose the short paper; however, a paper or an electronic copy (flash drive, CD, etc.) of the short paper must be securely stored until the scores are received and verified, and Authorization to Report (ATR) is approved for that test administration. The paper or electronic copy must then be securely destroyed.
- A document stating that the response to the writing prompt is entirely the student's work and that no "automatic correction, thesaurus, or grammar checker features" were used must be signed by the Test Examiner and Proctor (when present) and retained on file in the office of the Division Director of Testing until the scores are received and verified and Authorization to Report (ATR) is approved for that test administration.

■ **Augmentative Communication Device**
Use accommodation code 22.
Use these guidelines when using this accommodation on Non-Writing assessments.

To be an eligible accommodation, documentation must exist indicating the student uses an augmentative communication device for his/her written work. Only augmentative communication devices which produce student responses verbatim may be used.

- The student must be assessed individually to ensure that other test takers are not distracted.
- The entire testing session must be video recorded or proctored. Follow the *Guidelines for Proctoring and/or Recording a Test Session* located in Appendix C.
- When using the online format, two separate devices must be made available to the student. One device will be the testing device where the student will use his/her Student Testing Ticket to log into TestNav to access the test. The other device will be the augmentative communication device. This device must not be connected to the Internet or the device's Internet access must be disabled during the test session.
- **Multiple-choice/TEI component of a *Non-Writing* test**—prior to the assessment, the student and scribe must use the augmentative communication device to complete practice items which include TEI. Based on these practice sessions, staff may use the vocabulary software of the augmentative communication device to create preset word banks of 'direction' words which will allow the student to direct the scribe to complete TEI items. The word bank may include words such as 'select,' 'drag,' 'drop,' 'up,' 'down,' 'right,' 'left,' etc. The student must use the QWERTY keyboard to provide his/her response for 'fill in the blank' TEI. The student may use a preset template to select multiple-choice letter responses. The student may not have access to subject-linked vocabulary options within the augmentative communication device. The Examiner must record the student's responses on the student's testing device or paper answer document exactly as the student indicates. The student's responses must be verified by a second staff member to ensure that no errors in transcription occurred.

- **Word Prediction Software**
  Use accommodation code 21, Response Devices.
  Available on the short-paper component of Writing Assessment only

  Students with disabilities may use word prediction/selection software on the short-paper component of the SOL *Writing* assessments. Word prediction/selection is defined as any software providing a student with a selection of single words from student-generated single or multiple keystrokes. For example, a student may type into the software the letter "p." The software will provide the student with a list of single words starting with the letter "p" (e.g., "plane," "plain," "put," "part," "please"). It should be noted that word prediction/selection is limited to the software providing selections of single words and not phrases, grammatically appropriate options, or other unrelated word choices generated by student keystrokes to predict sentence structure.

  Software with word prediction/selection must not provide prompting for spell checking, grammar checking, predicting phrases or word choices, and must not make use of a thesaurus. If the word prediction/selection software allows selection of a dictionary for use by the software, an appropriate dictionary for the student's grade level should be selected.

  The format used (paper or online) for the short-paper component of the *Writing* test must be the same format used for the multiple-choice component. The student's short paper must be deleted from the device used to compose the short paper; however, an electronic copy of the short paper must be securely stored (on a flash drive, CD, etc.) until scores have been received, then securely destroyed.

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

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

  The student's short paper is then typed into the response area in TestNav. As specified in the IEP/504 Plan, the student may transcribe his/her own paper into TestNav, or it may be transcribed and verified by school staff. Refer to the Guidance for Transcribing Student's Answers—Information for All Assessments, located in this Appendix, for additional information.

- **Spelling Aids**
  Use accommodation code 23.
  Available on the short-paper component of the Writing Assessment only

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

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

- **English Dictionary**
  Use accommodation code 29.
  Available on the short-paper component of the online Writing Assessment only

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

  - The English dictionary must be a general dictionary without a thesaurus section.
  - The English dictionary must not be content specific or a specialized dictionary.
  - The English dictionary must be a paper dictionary. An electronic dictionary is not allowed.
  - The English dictionary may be either school-owned or student-owned.
  - The English dictionary should be familiar to the student. The SOL *Writing* Test should not be the first time a student uses the dictionary.

- The English dictionary must not be altered with hand-written notes in the margins or include additional materials, such as class notes.

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

- **Dictation to a Recording Device**
  Use accommodation code 24.
  Available for planning the short-paper component of the Writing Assessment only

  The student may use a recording device on the short-paper component of the *Writing* assessment for pre-writing planning or draft composition. Follow these guidelines when using this accommodation.

  - The student must be assessed individually to ensure that other test takers are not distracted.
  - Only the recording and play-back capability of the device may be used for this accommodation.
  - The student may dictate notes and ideas for the composition of his/her draft of the short paper.
  - Only the student may use the recording to compose his/her short paper. The short paper may **not** be transcribed by any staff member from the student's recording when using this accommodation.
  - The recording must be treated in the same manner as scratch paper and securely destroyed after the test administration.

- **Dictation to a Scribe**
  Use accommodation code 25.
  Use these guidelines when this accommodation is used on the short-paper component of the Writing Assessment.
  The student must be assessed individually to ensure that other test takers are not distracted.

  The student will dictate in English (or use an augmentative communication device with auditory output) his/her response to the prompt for the short-paper component of the *Writing* assessment to a school official (scribe), who will transcribe it. The scribe, who should have experience working with the student, must format, capitalize, and punctuate only as directed by the student. The student is not required to spell each word to the scribe. Care must be taken by the scribe not to provide help on test items. Examples of prohibited help include, but are not limited to: discussing test items, providing hints or clues, giving reminders, giving verbal indications or non-verbal cues about the correctness of a student's answer.

  The session between the student and scribe must be recorded or proctored. Follow the *Guidelines for Proctoring and/or Recording a Test Session* located in Appendix C.

  Guidelines for Dictation to a Scribe Using the Online Format of the Short-Paper Component: The process between the student and scribe should be established before testing begins and should follow the format that is used in the classroom. The IEP/504 Plan should specify how the scribing will be completed, from the following options:

  - As the student dictates, the scribe may type directly into the response area of the student's short-paper component in TestNav. The student may revise/edit within the response area and submit the test when finished; or
  - As the student dictates, the scribe may type the student's response on a word processor using a different device than the one running TestNav. The student may revise/edit the short paper on the word processor or a printed copy. A final paper copy is printed and used for transcription into the response area in TestNav; or
  - As the student dictates, the scribe may hand-write the student's response. The student may revise/edit the short paper on the hand-written copy. The final short paper is then transcribed into the response area in TestNav.

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

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

- **Dictation to a Scribe**
  Use accommodation code 25.
  Use these guidelines when this accommodation is used on the multiple-choice/TEI component of the Writing Assessment or on Non-Writing assessments.
  The student must be assessed individually to ensure that other test takers are not distracted.

  The student will dictate in English (or use an augmentative communication device with auditory output) exact directions to the school official (scribe) to perform tasks that may include:

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

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

  Care must be taken by the scribe not to provide help on test items. Examples of prohibited help include, but are not limited to, discussing test items, providing hints or clues, giving reminders, and giving verbal indications or nonverbal cues about the correctness of a student's answer.

  The session between the student and the scribe must be audio/video recorded or proctored. Follow the *Guidelines for Proctoring and/or Recording a Test Session* located in Appendix C.

  NOTE: The paper answer documents for the *Non-Writing* tests do not list accommodation code 25. If this accommodation is used, this test code must be applied to the student's completed test record in PearsonAccess^{next}.

- **Read Back Student Response**
  Use accommodation code 30.
  Available on the short-paper component of the Writing Assessment only

  Reading back a student's short-paper response is only allowed for students with disabilities and must be documented in the student's IEP or 504 Plan as an accommodation. The IEP or 504 Plan must clearly document whether the student's short-paper response will be read back by the Test Examiner or from a device equipped with text-to-speech capabilities. In addition, the read-back accommodation must be used routinely in the student's instruction. Guidance regarding the read-back accommodation by the Test Examiner or from a device with text-to-speech capabilities is provided below.

  Read-Back Accommodation Provided by the Test Examiner

  - The student must be tested individually so other test takers are not distracted.
  - The student may request any portion of the draft and/or final short paper to be read back as often as necessary. The student may continue to edit and request read-back until the final short paper is submitted for scoring.
  - The Test Examiner must read the student's response back verbatim without providing any assistance. Examples of prohibited help include, but are not limited to: correcting or providing clues to spelling, grammar, and/or punctuation, rewording the response, providing hints and clues, giving reminders, and/or giving verbal indications or non-verbal clues about the correctness of the student's response. The Test Examiner must read only the student's response, not the writing prompt. If the student uses interpreter services, the Interpreter must sign the Test Examiner's oral reading of the student's short paper.
  - All read-back sessions must be audio or video recorded or proctored. Video recording is required if an Interpreter is used to sign the Test Examiner's read back. Follow the *Guidelines for Proctoring and/or Recording a Test Session* located in Appendix C.
  - The final short paper must be written on the regular answer document or entered into the online test's response area in TestNav.

  Read-Back Accommodation Provided by a Device with Text-to-Speech Capability

  - The student must be tested individually or with headphones so other test takers are not distracted.
  - When using the online format, two separate devices must be made available to the student. The student must first use one device to log into TestNav using his/her Student Testing Ticket to access the prompt and the Checklist for Writers, and the other device will be used to compose his/her short paper using a

program with text-to-speech capabilities that reads the student's response verbatim. The student may use the text-to-speech function as often as necessary.

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

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

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

NOTE: The paper answer document does not list accommodation code 30. If this accommodation is used, this test code must be applied to the student's completed test record in PearsonAccess^{next}.

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

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

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

- **Calculator with Additional Capabilities**
  Use accommodation code 28. NOTE: In PearsonAccess^{next}, the text reads "Calculator with Additional Functions"
  Available on the Grades 4–8 and EOC Mathematics and Grades 5, 8, and EOC Science assessments only

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

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

ALLOWED

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

The *Calculator Accommodation Criteria Form* is located on the Virginia Department of Education website at:

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

NOT ALLOWED

Calculator with additional capabilities:

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

- **Math Aids**
  Use accommodation code 19.
  Available on Mathematics assessments only

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

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

- **Dry Erase Board**
  Use accommodation code 2.

  In place of scratch paper, a student may use a dry erase board (including a large wall-mounted board). The student must be tested individually. For test security, school staff must ensure that the student's dry erase board is not visible to others. This may require windows to be covered. The Test Examiner must ensure that the dry erase board is completely erased prior to the beginning of the testing session, and at the completion of the test session. The student must use the dry erase board independently without assistance from the Examiner. Prohibited help includes, but is not limited to, reminders to use the board, discussing test items, providing hints or clues, giving verbal indications or non-verbal cues about the correctness of a student's answer. The test session must be video recorded or proctored. Follow the *Guidelines for Proctoring and/or Recording a Test Session* in Appendix C.

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

- **Additional Writing Implements**
  Use accommodation code 3.

  The student may be provided additional (3 or more) writing implements such as, but not limited to: highlighters, markers, colored pens, colored pencils, etc. The student may use the writing implements in the test booklet or on his/her scratch paper. The additional writing implements must not be used anywhere on the student's answer document. Answer documents submitted with markers, highlighters, colored pens and/or colored pencils will not scan properly, and therefore cannot be scored. The additional writing implements must be provided to the student at the beginning of the session. The student must use the additional writing implements on the scratch paper or dry erase board (as appropriate) independently without assistance from the Examiner. Prohibited help includes, but is not limited to: reminders to use the additional writing implements, discussing test items, providing hints or clues, giving verbal indications or non-verbal cues about the correctness of a student's answer.

  NOTE: The paper answer document does not list accommodation code 3. If this accommodation is used, this test code must be applied to the student's completed test record in PearsonAccess^{next}.

Guidance for Transcribing Students' Answers—Information for all Assessments

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

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

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

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

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

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

If a device was used to compose the student's responses, the responses must be deleted from the device. The documentation of the student's responses (e.g., an audio/video of the session, output from a brailler or augmentative communication device, paper, and electronic copies of responses) shall be retained on file and secured in the office of the DDOT until scores are received and verified and Authorization to Report (ATR) is approved for that test administration.

Procedures for Requesting a Special Assessment Accommodation

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

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

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

Each request for a special assessment accommodation will be reviewed based upon the need to provide equal access to the SOL test for the student and the need to maintain standardized procedures and test security. Accommodations may be "approved," "approved with conditions," or "not approved." Some accommodations that are approved or approved with conditions may be designated as non-standard accommodations. The Division Director of Testing or his/her designee will be notified as soon as the decision concerning the special assessment accommodation has been made.

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

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

STANDARDS OF LEARNING ASSESSMENTS

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

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

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

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

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

- **Formerly EL**

  Formerly EL– Monitor Status Year 1

  A student is considered Formerly EL–Year 1 when he/she in spring 2017:

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

  Formerly EL– Monitor Status Year 2

  A student is considered Formerly EL–Year 2 when he/she in spring 2016:

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

  Formerly EL– Monitor Status Year 3

  A student is considered Formerly EL–Year 3 when he/she in spring 2015:

  - tested on Tier C of the ACCESS for ELLs test <u>and</u> earned both an Overall Proficiency Level of 5.0 or higher <u>and</u> a Literacy Proficiency Level of 5.0 or higher; or

- was assessed with the *Proficiency Level 5 Virginia English Language Proficiency (ELP) Checklist for English Learner (EL) Students in Kindergarten through Grade 12 with Hearing and Visual Impairments*.

Formerly EL– Monitor Status Year 4

A student is considered Formerly EL–Year 4 when he/she in spring 2014:

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

Formerly EL Testing Accommodations

The Formerly EL, Year 1 and 2 are eligible for direct and indirect testing accommodations on SOL assessments described in this Appendix. The accommodations must first be documented in EL Assessment Participation Plans. The Formerly EL Year 3 and 4 are not eligible for direct and indirect testing accommodations on SOL assessments. However, if a Formerly EL is also a student with a disability, she/he may receive testing accommodations based upon his/her IEP/504 Plan.

Direct and Indirect Linguistic Testing Accommodations for Standards of Learning Tests

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

The information listed in the following table summarizes direct and indirect testing accommodations that are matched to recommended ACCESS for ELLs 2.0 Overall Proficiency Levels. While all direct and indirect testing accommodations are available to all ELs as deemed appropriate, certain testing accommodations may be more appropriate for students at particular English language proficiency levels.

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

The following Key applies to Table on the next page.

Key

H	The testing accommodation is available for the *History/Social Studies* SOL test.
M	The testing accommodation is available for the *Mathematics* SOL test.
R	The testing accommodation is available for the *Reading* SOL test.
S	The testing accommodation is available for the *Science* SOL test.
W	The The testing accommodation is available for both the multiple-choice and short-paper components of the *Writing* SOL test.
W-SP	The testing accommodation is available for the short-paper (SP) component of the *Writing* SOL test but is not available for the multiple-choice component.
	The testing accommodation is not available for the content area.

Table 11. Direct and Indirect Linguistic Testing Accommodations for English Learners (ELs)

Content Area					Code	Testing Accommodation and Description Refer to Appendix B: *Selection of Testing Accommodations for English Learners (ELs)* for additional details regarding these accommodations.
Direct Linguistic Testing Accommodations						
H	M	R	S	W	7	**Test Directions Delivery** ■ Written directions (in English only) to accompany oral test directions.
H	M		S	W	10	**Read-Aloud Test** ■ Tests are read (in English only) to the student. Must be recorded or proctored.
H	M		S	W	11	**Audio Test** ■ A pre-recorded (in English only) version of the test items.
		R			14	**Read-Aloud *Reading* Test** ■ *Reading* test is read (in English only) to the student. Must be recorded or proctored. Student must meet specific criteria.
		R			15	**Audio *Reading* Test** ■ A pre-recorded (in English only) version of the *Reading* test items. Student must meet specific criteria.
H	M	R	S	W	17	**Bilingual Dictionary** ■ ELs may use a word-to-word bilingual dictionary.
				W -SP	25	**Dictation to a Scribe** ■ Dictation (in English only) to a scribe (short-paper component only). Must be recorded or proctored. Requires transcription.
H	M	R	S	W- SP	29	**English Dictionary** ■ ***Non-Writing* Tests:** ELs may use a general English dictionary. ■ ***Writing* Tests:** ● Only permitted on short-paper component for Grade 8 and EOC *Writing* test (2010 SOL).
	M				A	**Plain English *Mathematics* Test** ■ Grades 3–8 *Mathematics* and *Algebra I* only. ■ EL must meet eligibility criteria for participation.
Indirect Linguistic Testing Accommodations						
H	M	R	S	W	1	**Multiple Test Sessions** ■ Testing over two or more school days. Some instances require a paper test; refer to accommodation guidelines. Multiple test sessions are not permitted on the short-paper component of the *Writing* test.
H	M	R	S	W	4	**Visual Aids** ■ Visual templates showing one word, sentence, line, or test item at a time. Code test accommodation 4 only when used on a paper test.
H	M	R	S	W	18	**Examiner Records Responses** ■ Student marks in test booklet, responds verbally, points, or otherwise indicates a response. May need to be recorded or proctored. Requires transcription.
H	M	R	S	W	31	**Flexible Schedule** ■ Testing with breaks requires the test to be completed within one school day.

Direct Linguistic Testing Accommodations

- **Written Directions Accompanying Oral Directions**
  Use accommodation code 7, Test Directions Delivery.

  The student may receive a copy of the bold, "**SAY**," testing directions (in English only) from the *Examiner's Manual* (for online tests) or from the *Supplement to the Examiner's Manual* (for paper tests). Prior to providing the directions to the student, the student's copy must be reviewed by a second staff member to ensure all the **SAY** directions from the *Manual* are included. The non-bold directions that provide instructions only for the Examiner/Proctor should be removed:

  NOTE: The paper answer document does not list accommodation code 7. If this accommodation is used, this test code must be applied to the student's completed test record in PearsonAccess^{next}.

Guidance for Reading Tests Aloud—Information for all Assessments

The EL Assessment Participation Plan must include specific directions for the administration of the read-aloud accommodation. For example, a student's accommodation may require the entire test to be read aloud or may require having words, questions, or sentences read aloud only when requested by the student.

When reading the tests aloud, the Examiner must be careful not to lead the student to the correct answer by intonation or to repeat any part of the test which is not specifically requested by the student. The Examiner must only read the text contained within a graphic (diagram, chart, table, picture, map, or other art) exactly as written using a natural tone. It is not permissible to describe or interpret information contained in a graphic. The Examiner should be familiar with how to read test items to students. Examiners may use the PearsonAccess^{next} audio Practice Items to hear how tests should be read aloud and to practice reading types of test items. In order to provide the student multi-sensory stimulation, the student must be provided the online version or paper version (if eligible) of the test to follow along as the Examiner reads. Test items must be read in English. For more detailed information, refer to *Guidelines for Administering the Read-Aloud Accommodation for the Standards of Learning Assessments* at:

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

All read-aloud administrations must be recorded or proctored throughout the entire read-aloud test administration. Follow the *Guidelines for Proctoring and/or Recording a Test Session* located in Appendix C.

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

  The read-aloud or audio accommodation on *Mathematics, Science, History/Social Science*, and *Writing* assessments is allowed for ELs as specified in the EL Assessment Participation Plan.

- **Read-Aloud *Reading* Assessment *(Use accommodation code 14.)* or**
  Audio *Reading* Assessment *(Use accommodation code 15.)*

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

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

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

  The EL meets all of the following criteria:

  - the student is retaking the EOC *Reading* test, having failed the previous attempt(s) without using the read-aloud or audio testing accommodation; and
  - the student's EL Assessment Participation Plan lists the read-aloud or audio testing accommodation for other tests; and

- the student receives the read-aloud or audio testing accommodation in the classroom.

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

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

- the student's name and State Testing Identifier (STI); and
- a statement verifying that the student is EL, Formerly EL-Year 1 or 2, or dually identified and meets all eligibility criteria for the read-aloud or audio testing accommodation on the EOC *Reading* retest.

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

Guidance for Creating an Online Read-Aloud Test Session

NOTE: The following guidelines do not apply to Computer Adaptive Tests.

Examiners who will be reading an online test aloud to students who require this accommodation will be given access to an online test to be viewed on the Examiner's testing device only, through the use of a Proctor Testing Ticket. This online test will not be scored or reported in the online system. Access to the test is being provided to allow the Examiner to read the questions and answer options to the student(s) on a testing device that is separate from the student's testing device. Directions for the DDOT and/or STC for creating read-aloud sessions are as follows:

- When creating a new test session, select "yes" from the read-aloud drop-down box on the New Test Session screen. A read-aloud session will be indicated on the New Test Session screen.
- Select the *Authorizations* button to view the Proctor Testing Ticket. Selecting this button will display the Examiner's test ticket. This ticket should be printed on colored paper to differentiate it from the students' test tickets and kept secure until the day of testing. The Proctor Testing Ticket should be printed no more than 4 days prior to the start of a test session.
- The Proctor Testing Ticket is not valid until the test session is started, and it will remain active until the test session is stopped. Unlike the students' online tests, the Examiner may exit the test and log back into the test using the login information on the ticket without resuming the test. Because of this, Proctor Testing Tickets are highly secure materials and must be kept secure until the test session is in STOPPED status. It is imperative that read-aloud test sessions are stopped immediately after the test session is complete. All read-aloud administrations must be audio recorded or proctored.
- Student and Proctor Testing Tickets are generated based on the form group type designated when the session is created. ALL students in the session will receive the same form. Any student needing a form different from the rest of the session must be removed from the session and placed in a new test session set up with that form group type.

The PearsonAccess^{next} Online User's Guide, located at **https://support.assessment.pearson.com/display/PAsup/PearsonAccess+Next+Online+User+Guide**, provides additional information about preparing read-aloud sessions.

Guidance for Providing the Read-Aloud Accommodation on a Computer Adaptive Test (CAT)

Test questions presented to students on a Computer Adaptive Test are selected by the computer based on the student's response to each question. Because the selection of items is customized for each student, an Examiner/Proctor test cannot be displayed on a separate testing device that would match the student's test. If the student requires a read-aloud administration of a Computer Adaptive Test, follow the Guidance for Reading Tests Aloud—Information for all Assessments, located in this Appendix, as well as all of the following:

- The test must be administered individually.
- The test administration must be recorded or proctored throughout the entire read-aloud test administration.
- In order to provide the student multi-sensory stimulation, the student must be seated directly in front of his/her own testing device to follow along as the Examiner reads. The Examiner must sit to the side of the student and reads directly from the student's screen.
- Test items must be read in English.
- Unless otherwise specified in the student's EL Assessment Participation Plan, the student will maintain control of the testing device. The student will respond to each test question and be responsible for all navigation and final submission of the test for scoring.
- A Computer Adaptive Test cannot be reviewed by the Examiner prior to the test administration. Examiners may use the Practice Items in audio format to hear how test items should be read aloud.
- The Examiner must read the test items aloud without providing any assistance. The Examiner may not: re-read the item unless requested by the student, summarize the test item, reword the test item, provide hints and clues, remind the student to use test taking strategies, or give any verbal indications or non-verbal cues about the accuracy of a student's response.

Guidance for Creating an Online Audio Test Session

- Using the Proctor Caching functionality is strongly encouraged, especially when delivering an audio form of the test. Proctor Caching allows test administrators to "pre-fetch" test content. This accelerates the delivery of test content to students and reduces the amount of bandwidth required for online testing. Because audio files consume a large amount of bandwidth, Proctor Caching should be used when delivering an audio test to a student. For details on downloading, installing, and using Proctor Caching, refer to the TestNav 8 Online Support page at:

  https://support.assessment.pearson.com/display/TN/ProctorCache+System+Requirements
  and
  https://support.assessment.pearson.com/display/TN/Set+Up+and+Use+ProctorCache.

- The STC or designated technology representative should ensure that the online audio test is cached before the test session begins.
- The DDOT or STC may assign the online audio form to a student after the test session has been created. For directions on assigning the audio form, refer to the PearsonAccess^{next} Online User's Guide, located at **https://support.assessment.pearson.com/display/PAsup/PearsonAccess+Next+Online+User+Guide**.
- When administering the online audio version of a test, an audio player will appear on the user's screen with the first test question but AFTER the sample item(s). Students use this player to play, pause, replay, advance the audio, and to control the volume.
- The student must select the *Forward* button for each passage/question. Two audio players will appear when there is a reading passage with a question. One player controls the recording of the passage, the other controls the recording of the question. Students may listen to a question as many times as necessary. If several students will be tested using the online audio form in the same location, headphones must be provided for each of the students. If a student needs clarification of what was heard on the audio test, the Examiner may repeat or read anything on the screen that is requested by the student but with caution not to inadvertently disclose a response (e.g., reading numbers versus place values, etc.). The Examiner may not answer questions about the passages or test items, provide definitions, or explain test items for students.
- Using an online audio version of the test is a preferred method of oral presentation as it provides uniform administration statewide. The student should have instructional experience with similar electronic media players found on electronic devices. Unless the student has experience with using electronic media players, the online audio version of a test may place the student at a disadvantage.

Guidance for Choosing the Online Audio Test Accommodation for ELs Who Typically use the Read-Aloud Accommodation in the Classroom

School divisions are told that students should not use accommodations during testing unless they use the same accommodation during classroom instruction and assessments. Since it would be very difficult for school divisions to provide an online audio accommodation during instruction, the following guidelines provide clarification as to the circumstances under which a student could be provided with an online audio accommodation during testing.

- The EL Committee must determine whether the read-aloud accommodation administered by a Test Examiner or the online audio accommodation is the more appropriate delivery method for online testing. It is particularly important that the parent agrees to the delivery method and that the decision is clearly documented in the EL Assessment Participation Plan.
- The online audio accommodation on the SOL test may be provided to students who typically have a read-aloud accommodation during instruction or to those who use recorded media or text readers in the classroom.
- If the EL Committee determines that the online audio accommodation is the more appropriate accommodation, the student should have practice with audio Practice Items available through the TestNav application.

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

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

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

- **English Dictionary**
  Use accommodation code 29.

  Because an English dictionary may provide definitions of subject-specific vocabulary that ELs are expected to know (e.g., median, simile) for the SOL tests, the use of this testing accommodation should be carefully considered. ELs may use an English dictionary on SOL tests following these guidelines:

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

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

- **Dictation to a Scribe**
  Use accommodation code 25.
  Use these guidelines when this accommodation is used on the short-paper component of the Writing Assessment.
  The student must be assessed individually to ensure that other test takers are not distracted.

  The student will dictate in English his/her response to the prompt for the short-paper component of the *Writing* assessment to a school official (scribe) who will transcribe it. The scribe, who should have experience working with the student, must format, capitalize, and punctuate only as directed by the student. The student is not required to spell each word to the scribe. Care must be taken by the scribe not to provide help on test items. Examples of prohibited help include, but are not limited to: discussing test items, providing hints or clues, giving reminders, giving verbal indications or non-verbal cues about the correctness of a student's answer.

  The session between the student and scribe must be recorded or proctored. Follow the *Guidelines for Proctoring and/or Recording a Test Session* located in Appendix C.

  Guidelines for Dictation to a Scribe Using the Online Format of the Short-Paper Component: The process between the student and scribe should be established before testing begins and should follow the format that is used in the classroom. The EL Assessment Participation Plan should specify how the scribing will be completed, from the following options:

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

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

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

- **Plain English *Mathematics* Test**
  Use accommodation code A.

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

  - grades 3–5 and have an ACCESS for ELLs 2.0 Overall Proficiency Level within the range of 1.0-3.5;
  - grades 6–8 and have an ACCESS for ELLs 2.0 Overall Proficiency Level within the range of 1.0-3.3;
  - grades 9–12 and have an ACCESS for ELLs 2.0 Overall Proficiency Level within the range of 1.0-3.5 (*Algebra I* only); or
  - grades 3–8 or *Algebra I* and have been enrolled in United States schools for less than 12 months, regardless of their Overall Proficiency Level.

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

Indirect Linguistic Testing Accommodations

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

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

  ELs who require multiple test sessions, when the test will be completed in two or more school days, may be administered a paper test. When administering a paper test, care must be taken to ensure that the student is exposed only to those test items in the portion of the paper test that he/she is attempting that day. Previously completed items and items not yet accessed must be sealed to prevent accidental exposure to the student.

  The EL Committee may determine that it is appropriate for an individual student, with the Multiple Test Sessions accommodation, to take the online version of the Grades 3, 4, or 5 *Reading* and *Mathematics* SOL tests or the Grade 6 or 7 *Mathematics* SOL tests. These tests may be administered online over two days with the requirement that the student completes all of part 1 of the test on the first day and Exits the test at the Section 3 screen that contains a seal code box. The student must then finish all of part 2 of the test on the second day. The student may be provided with a break while completing either part, but the student must be supervised and test security must be maintained throughout the break. Refer to Testing Memos 1301 and 1302 for additional details when determining the appropriateness of administering these online test to students who require the Multiple Test Sessions accommodation. Eligible students who are unable to complete these online SOL tests as described must be administered a paper test.

NOTE: The short-paper component of the *Writing* assessment, whether administered in paper or online, must be completed in one school day and does not qualify for multiple test sessions; however, the student may be given breaks under secure conditions

- **Flexible Schedule**
  Use accommodation code 31.

  Breaks: Students who require breaks, but not multiple test sessions, must complete the test in one school day. The schedule for breaks must be determined prior to testing and be based on the routine use of scheduled breaks during classroom assessment. The Test Examiner and School Test Coordinator should work together to establish the procedure for notifying the student to begin and end a break during testing. Breaks are available for either online or paper tests. The break(s) must be supervised. Test security must be maintained at all times during the break(s). The student must not be allowed to discuss the test in any way, must not have access to any educational materials or electronic devices during the break(s), and must not disrupt other students who are continuing to test.

  Also, for test security, the student's test materials must not be accessible or viewable by other students or by school personnel during the break(s). If the student is testing online, the student should either be *Exited* from the online test or, if the testing room will be securely maintained, the student's screen could be turned off or covered prior to the break(s) to maintain test security. If the student *Exits* the test, his/her test must be *Resumed* on the Students in Sessions screen in PearsonAccess^{next} and the student must log back into TestNav using his/her Student Testing Ticket. If the student's screen was turned off or covered and the student did not *Exit*, the student must return to the same testing device to continue testing.

  NOTE: The paper answer document does not list accommodation code 31. If this accommodation is used, this test code must be applied to the student's completed test record in PearsonAccess^{next}.

- **Visual Aid (Masking templates)**
  Use accommodation code 4 when this accommodation is used on paper tests.

  Templates (or masks) that are blank allow a student to see one word, sentence, line, or test item at a time.

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

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

  ELs who are unable to respond to test items by marking an answer document or by selecting the answer online may have an Examiner/Proctor record their responses. The student may mark in the test booklet, respond verbally, point, or otherwise indicate a response. The Examiner must transfer the student's responses to the regular answer document or select them on the student's testing device.

  If the student marks in his/her own test booklet, the answers are transcribed onto the answer document. The answer choices in the test booklet must be verified by a second school official to ensure that no errors in transcription occurred. The student's name should be clearly printed on the test booklet and the booklet returned with all other secure materials to Pearson. If a discrepancy is discovered after the division has returned its secure materials to Pearson, notify assessment staff at the Virginia Department of Education.

  The student may give the Examiner directions on how to respond to online TEI items by responding verbally, pointing, or otherwise indicating his/her answers.

  If the student responds verbally, points, or otherwise indicates a response, the student must be assessed individually to ensure that other test takers are not distracted. The session between the student and the scribe must be recorded or proctored. Follow the *Guidelines for Proctoring and/or Recording a Test Session* located in Appendix C.

  The student's answer choices for paper or online assessments must be verified by a second school official to ensure that no errors in transcription occurred.

APPENDIX B	Table of Testing Accommodations Available for the SOL *Non-Writing* Test

STANDARDS OF LEARNING ASSESSMENTS

The testing accommodations listed in the table on the following pages are intended for students with disabilities and English learners (ELs) as noted. In order to receive an accommodation, the student must meet the criteria established for that accommodation. **The table is a summary only and does not contain all the criteria or details associated with the accommodation.** Most of the accommodations listed in the tables are explained in greater detail in the Testing Accommodations for Students with Disabilities or Testing Accommodations for English Learners (ELs) sections of Appendix B. The **Description** column on the table contains a brief description of the accommodation and any notations or restrictions for its use.

School staff are reminded that accommodations must only be used to provide equal access to the SOL assessment and may not provide an unfair advantage or be selected to enhance performance. All accommodation determinations must be documented in the student's IEP, 504 Plan, and/or EL Assessment Participation Plan.

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

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

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

Refer to the Key below for an explanation of abbreviations or symbols encountered on the Table.

Key

Abbreviation Symbol	Explanation
SWD	This accommodation may be considered for students with disabilities and dually identified students.
ELs	This accommodation may be considered for English learners, Formerly EL-Year 1 or 2, and dually identified students.
SWD EL	If SWD and EL appear together in a cell, this indicates that the accommodation may be considered for students with disabilities, ELs, Formerly EL-Year 1 or 2, and dually identified students.
H	The accommodation is available on the *History/Social Science* test.
M	The accommodation is available on the *Mathematics* test.
R	The accommodation is available on the *Reading* test.
S	The accommodation is available on the *Science* test.
#	Under certain circumstances, an SWD and/or EL who is retesting on the EOC *Reading* or Grade 8 *Reading* test (Grade 8 *Reading* only to demonstrate literacy requirement for a Modified Standard Diploma) may receive the accommodation even though the student has not been determined as eligible by the school division according to the criteria required for the read-aloud/audio accommodation on the *Reading* test. Refer to the SWD or EL guidelines for criteria.
	The accommodation is not available for this test administration or on the content area indicated.

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

Refer to the Testing Accommodations for Students with Disabilities or Testing Accommodations for ELs for additional details regarding these accommodations.

Code	Accommodation	Student	Content Area				Description
A	Plain English *Mathematics* Test	SWD EL		M			■ Grades 3–8 *Mathematics* and *Algebra I* only. ■ ELs must meet eligibility criteria.
B	Non-Standard	SWD EL	H	M	R	S	■ Contact VDOE for assistance.
1	Multiple Test Sessions	SWD EL	H	M	R	S	■ Testing over two or more school days. Some instances require a paper test, refer to accommodation guidelines.
2	Dry Erase Board	SWD	H	M	R	S	■ Use dry erase board as scratch paper. Must be video recorded or proctored.
3	Additional Writing Implements	SWD	H	M	R	S	■ The student may be provided additional (3 or more) writing implements such as highlighters, markers, colored pens, colored pencils, etc.
4	Visual Aids	SWD EL	H	M	R	S	■ Magnification, color overlays, templates/masks, blank graphic organizers, template software.
5	Amplification Equipment Headphones, Ear Muffs, or Ear Plugs	SWD	H	M	R	S	■ Auditory trainer, whisper phone. ■ Headphones, ear muffs, or ear plugs.
6	Large-Print Test	SWD	H	M	R	S	■ Available as a paper test only.
7	Test Directions Delivery	SWD EL	H	M	R	S	■ Written directions to accompany oral test directions. ■ Interpret/transliterate testing directions. Available for SWD only.
8	Enlarged Answer Document	SWD	H	M	R	S	■ Available with paper tests only. Transcription to a standard answer document required.
9	Braille Test	SWD	H	M	R	S	■ Available as a paper test only.
10	Read-Aloud Test	SWD EL	H	M		S	■ Test items are read (in English only) to the student. Must be recorded or proctored.
11	Audio Test	SWD EL	H	M		S	■ A pre-recorded version of the test items.
12	Interpret/Transliterate the Test	SWD	H	M		S	■ Interpret/transliterate test items. Must be video recorded or proctored.
13	Communication Board/Choice Cards	SWD	H	M	R	S	■ Communication board, choice cards. Must be video recorded or proctored. Requires transcription.
14	Read-Aloud *Reading* Test	SWD EL			R		■ *Reading* test is read (in English only) to the student. Student must meet eligibility criteria. Must be recorded or proctored. ■ For SWD & EL high school retesters, see # in Key.
15	Audio *Reading* Test	SWD EL			R		■ A pre-recorded version of the *Reading* test items. Student must meet eligibility criteria. ■ For SWD & EL high school retesters, see # in Key.
16	Interpret/Transliterate the *Reading* Test	SWD			R		■ Interpret/transliterate the *Reading* test. Must be video recorded or proctored. Student must meet eligibility criteria.
17	Bilingual Dictionary	EL	H	M	R	S	■ ELs may use a bilingual dictionary. Refer to EL accommodation guidelines.
18	Examiner Records Responses	SWD EL	H	M	R	S	■ Student marks in test booklet, responds verbally, points, or otherwise indicates a response. May need to be recorded or proctored. Requires transcription.

Table of Testing Accommodations Available for the SOL *Non-Writing* Tests, continued

Refer to the Testing Accommodations for Students with Disabilities or Testing Accommodations for ELs for additional details regarding these accommodations.

Code	Accommodation	Student	Content Area				Description
19	Math Aids	SWD		M			■ Use approved math aids, examples: abacus, number line, colored shapes. Refer to SWD accommodation guidelines for assistance.
20	Specific Verbal Prompts	SWD	H	M	R	S	■ Examiner uses specific verbal prompts to keep student focused. Must be recorded or proctored.
21	Response Devices	SWD	H	M	R	S	■ Student records responses to MC items using braille writer. Requires a paper test. Requires transcription.
22	Augmentative Communication Device	SWD	H	M	R	S	■ Student responds by augmentative communication device. Must be video recorded or proctored. Requires transcription.
23	Spelling Aids						
24	Dictation to a Recording Device						
25	Dictation to a Scribe	SWD	H	M	R	S	■ Student directs the scribe (in English only) through the process of writing out mathematical formulas and solutions, solving TEI, making notes, manipulating TestNav tools/features, etc. Must be recorded or proctored.
26	Calculator/Arithmetic Tools	SWD		M			■ Gr. 3 *Mathematics*—for use on the entire test. ■ Gr. 4, 5, 6, 7 *Mathematics*—for use on the NON-calculator portion of the test. ■ Grades 3–7 students must meet eligibility criteria. ■ Grade 8 and EOC *Mathematics*—not applicable (see #28).
27	VDOE Approved Special Accommodation Request	SWD	H	M	R	S	■ Prior approval from VDOE required. DDOT must submit the *Special Assessment Accommodation Request* form by the published deadline.
28	Calculator with Additional Capabilities	SWD		M		S	■ Gr. 3 *Mathematics*—not applicable (see #26). ■ Gr. 4–8 and EOC *Mathematics* and Grades 5, 8, and EOC *Science*—calculator with additional capabilities to those routinely supplied to all students. Student must meet eligibility criteria.
29	English Dictionary	ELs	H	M	R	S	■ ELs only may use a general English dictionary. Refer to EL accommodation guidelines.
30	Read Back Student Response						
31	Flexible Schedule	SWD EL	H	M	R	S	■ Time of day, order of tests, and scheduled breaks.
32	Setting	SWD	H	M	R	S	■ Location, adaptive or special furniture, special lighting.

Appendix C

Guidance and Forms

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Virginia Assessment Program Interpreter's Affidavit 143

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Documentation of Need for Paper Standards of Learning Assessment 145

STANDARDS OF LEARNING ASSESSMENTS

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

- read back response
- dry erase board
- specific verbal prompts
- interpreting/transliterating
- Examiner records responses
- dictation to a scribe
- augmentative communication device
- communication board, choice cards
- read-aloud test administration

For more information on which test sessions must be recorded or proctored, please refer to the Special Test Accommodations section found in the appendices of the *Test Implementation Manuals* (TIM) and the *Examiner's Manuals*.

Using a Proctor

The VDOE recommends that a proctor be present with the Examiner during all recorded sessions to avoid possible retesting in the event of technological failure. If the session is proctored, the Proctor must sign the affidavit that the test administration was conducted according to the *School Division Personnel Test Security Agreement*. This written verification must be retained on file and secure in the office of the DDOT until after scores have been received and verified, and Authorization to Report (ATR) is approved for that test administration. The Proctor's Affidavit is on the *Examiner's/Proctor's Transmittal Form and Affidavit for Recorded/Proctored Test Sessions,* which is available on the next page.

Recording Devices

Test sessions may be audio/video recorded using the following types of devices:

Tape recorder; handheld digital recorder; micro-cassette recorder; or a PC, laptop, or netbook with recording capabilities.

Storing Devices

All recorded test sessions must be securely stored on one of the following types of devices/media: CD, DVD, encrypted flash drive, audiotape, videotape, or floppy disk. When saving the audio/video file, VDOE recommends the use of a naming convention that allows easy identification of the specific student, test, and form number.

Maintain Security

All recordings of test sessions are considered secure test materials and must be stored by the DDOT in a secure, locked location until scores are received and verified, and Authorization to Report (ATR) is approved for that test administration. If a digital recording is created, the digital file must not remain on any device or media that is readily accessible to the general school population and/or public, including, but not limited to, teachers, students, paraprofessionals, custodial staff, library/media staff, building administrators, and parents. Once the scores are received and verified, the recordings of test sessions should be securely destroyed following your division's policy as directed by the DDOT.

Recording Technology Training

Examiners and Proctors should be trained prior to testing on the use of the recording technology to be used during the test session. The training should include opportunities for the Examiner and Proctor to have hands-on practice with the recording hardware, software, and/or storage device/medium. Training should include procedures for handling technical difficulties should they arise. The STC should keep a record of staff trained, date of training, and topics covered.

Proctor Training

The Proctor works with the Examiner in administering the SOL tests(s) and assists in maintaining an appropriate testing environment. A Proctor is also an observer who may be called upon to verify that students did not receive help on the test, that the test was administered according to the procedures outlined in the *Examiner's Manual*, and according to the *School Division Personnel Test Security Agreement*. Proctors must receive the same training as Examiners and must read and then sign the *School Division Personnel Test security Agreement*.

APPENDIX C | ***Examiner's/Proctor's Transmittal Form and Affidavit for Recorded/Proctored Test Sessions***

STANDARDS OF LEARNING ASSESSMENTS

Use this form to document the distribution and return of test tickets/booklets/prompts, recording hardware, and storage media used for recorded and/or proctored test sessions. This form also provides the Examiner's and Proctor's affidavits, certifying the tests were administered according to the *School Division Personnel Test Security Agreement*.

Division Name _____ **School Name** _____ **Test Date** _____

Directions: Column (1): list the SOL test name. Column (2): enter the quantity of test tickets/test booklets/prompts issued (student and Examiner copies). Column (3): list the type of hardware used to conduct the recording, such as digital audio/video recorder, laptop, tape recorder, etc. Column (4): list the storage medium used to store the session, such as CD, DVD, flash-drive, cassette tape, etc. Column (5): Examiners initial the "OUT" column verifying the quantity and receipt of the test tickets/booklets/prompts, recording equipment, and storage media. Column (6): STC initials the "IN" column, verifying the return of the test tickets/booklets/prompts, recording equipment, and storage media. Column (7): after testing, the Examiner reads then signs the Examiner's Affidavit. Column (8): after testing, if applicable, the Proctor reads then signs the Proctor's Affidavit.

(1) Test name	(2) Test ticket/ booklet/ prompt quantity	(3) Type of hardware used to record session	(4) Type of storage medium	(5) OUT Examiner's initials	(6) IN STC's initials	(7) Examiner's Affidavit My signature below affirms that I administered the SOL Assessment(s) according to the *School Division Personnel Test Security Agreement*.	(8) Proctor's Affidavit (if applicable) My signature below affirms that I observed the SOL test administration conducted by the Examiner listed in Column 7, and I am certifying that the test was conducted according to the *School Division Personnel Test Security Agreement*.

STANDARDS OF LEARNING ASSESSMENTS

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

Student Receiving Interpretation Services

Student Name	**State Testing Identifier**	**Grade Level**
School Name	**Division Name**	

Test(s) Interpreted:

Test Administration (check one only): ❑ Fall 2017 ❑ Spring 2018 ❑ Summer 2018

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

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

❑ History/Social Science ❑ Mathematics

❑ Reading ❑ Science ❑ Writing

Interpreter's Affidavit

My signature below affirms:

I have:

- provided interpretation services for the student on the assessment (noted above) in an appropriate and professional manner according to the *School Division Personnel Test Security Agreement*.
- maintained confidentiality of the student's responses.

I have not:

- provided hints, clueing, prompting, or any other type of inappropriate assistance that would give the student answers to assessment items or provide an unfair advantage.
- fabricated, altered, or modified student responses or evidence in any way.

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

STANDARDS OF LEARNING ASSESSMENTS

2017–2018 *Non-Writing* Test Administration

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

Date: _____

Directions: Use this transmittal form to track and verify the distribution of Student/Proctor Testing Tickets. After testing has been completed, each Examiner/Proctor and all individuals who administered a Virginia Standards of Learning (SOL) Assessment must read and affirm the statement in the Affidavit column.

Examiner's Name (Proctor's Name)	**Quantity of Test Tickets Issued to Examiner/Proctor**	**Examiner's initials (Proctor's initials)** verifying receipt of the secure test tickets.	**STC Initials** verifying return of the secure test tickets.	**Examiner's/Proctor's Affidavit** **My signature below affirms,** I administered the Standards of Learning Assessment(s) according to the *School Division Personnel Test Security Agreement*.

STANDARDS OF LEARNING ASSESSMENTS

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

- attend school in a location where a secure network connection or the required technology is not available to access an online test, such as special situation schools, homebound, residential facilities, hospitals, night schools, or Governor Schools.
- The student requires an accommodation specified in his/her Individualized Education Plan (IEP), 504 Plan, or English Learner (EL) Assessment Participation Plan that is described in Appendix B as requiring a paper test (e.g., large-print test, braille test, brailler, and some instances of multiple test sessions).
- have a documented medical condition, such as a seizure disorder where exposure to a testing device will aggravate the student's condition.

For a student with disabilities, this form should be completed by the Individual Education Program (IEP) team/504 committee. For a student with medical conditions, this form should be completed by a team composed of the Division Director of Testing, building principal, course content teacher, parent, and other appropriate school staff. A separate form must be completed for each SOL Assessment, and a copy of each signed and completed form must remain in the student's education record and on file in the office of the Division Director of Testing.

Section I: Student Information

Student Name:_____ Date of Birth: _____

State Testing Identifier (STI): _____ Current Grade of Enrollment: _____

SOL Assessment Considered for Paper: _____

Section II: School Division Information

School Division Name:_____ School Name:_____

Course Content Teacher: _____ Date: _____

Section III: Eligibility Determination

Eligibility for paper administration of SOL assessments is determined based on a student's disability or the student's medical need. Section IIIA should be completed by the student's IEP or 504 team if the need for a paper administration is based on an identified disability. Section IIIB should be completed by a team composed of the Division Director of Testing, building principal, parent, and other appropriate school staff if a medical condition is the basis for the need for a paper test.

Section IIIA: ***(Complete for a Student with a Disability)***

The student's IEP Team/504 Committee must determine that a student is eligible for a paper assessment based on answers to the following three questions. A response of "No" for any question indicates that the student is NOT eligible for a paper assessment in the content area listed in Section I of this form.

1) **Does the student have a current IEP/504 Plan or is one being developed?**

   ❏ **Yes** ❏ **No**

2) **As a result of a disability, the student requires an accommodation other than large-print test, braille, or multiple test sessions, that can only be provided in a paper format. List accommodation requiring a paper administration:**

   ❏ **Yes** ❏ **No**

3) **Does the student require paper classroom tests in order to access content?**

   ❏ **Yes** ❏ **No**

Justification Statement: *The IEP Team/504 Committee must also provide a justification statement as to why the IEP Team or 504 Committee has determined that the impact of the student's disability prevents access to online SOL assessments even with accommodations. Data should be referenced from the student's educational record, including the most recent evaluation information, teacher observations, and classroom and state assessment performance history.*

Signed:

_____ Date: _____
Course Content Teacher

_____ Date: _____
Special Education Teacher

_____ Date: _____
Parent

_____ Date: _____
Building Administrator or Designee

_____ Date: _____
Other

_____ Date: _____
Other

This completed form must be retained in the student's education record and on file in the office of the Division Director of Testing.

Section IIIB: ***(Complete for a Student with a Medical Condition)***

The school team must determine that a student is eligible for a paper assessment based on answers to the three questions below. A response of "No" for any question indicates that the student is NOT eligible for a paper assessment in the content area listed in Section I of this form.

1) **Does the student have a current medical condition documented by a physician or other health professional? (Letter must be attached.)**

   ❏ **Yes** ❏ **No**

2) **As a result of the medical condition, is the student unable to demonstrate his/her individual achievement on the online Standards of Learning test for the assigned course and grade level?**

   ❏ **Yes** ❏ **No**

3) **Does the student require paper classroom tests in order to access content?**

   ❏ **Yes** ❏ **No**

Justification Statement: *The school team must also provide a justification statement as to why it has determined that the impact of the student's medical condition prevents access to online SOL assessments. Data should be referenced from teacher observations and from classroom and state assessment performance history. A letter from the student's physician must also be attached that documents the current medical condition that prevents access to online SOL assessments.*

Signed:

_____ Date: _____
Division Director of Testing

_____ Date: _____
Building Administrator or Designee

_____ Date: _____
Course Content Teacher

_____ Date: _____
Parent

_____ Date: _____
Other

_____ Date: _____
Other

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

STANDARDS OF LEARNING ASSESSMENTS

TESTING CONDITION ADJUSTMENTS AVAILABLE TO ALL STUDENTS

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

Adjustment to Testing Conditions	Guidance
Group size	Students may be tested individually or in small groups with the size of the group determined by the STC.
Environmental modifications	Students may be tested with modifications to the environment to include amount or type of lighting, noise buffers, and/or the use of a study carrel. The student may **NOT** be issued any kind of accessory to modify the environment. **Prohibited** accessories include, but are not limited to: headphones, ear muffs, ear plugs, ticking clocks, egg timers, fidget items, stress balls, toys, music, or "soothing" sounds during testing.
Large diameter pencil, pencil grip	If a large pencil is used on a paper answer document, it must contain #2 lead.
Assistance with directions	Directions for taking the test are read to students as printed in the *Examiner's Manuals* and their *Supplements*. If a student has a question about a direction, then the Examiner may simplify or clarify the "**SAY**" direction. Examiners/Proctors may **NOT** provide assistance with directions for "live" test items that are within the student's test.
Student reading his/her own test out loud	For any student who needs to hear himself/herself read aloud, the student must be tested individually. The student can then read the test aloud to himself/herself without interaction from the Examiner. The student may not be issued any kind of accessory including, but not limited to, a "whisper phone" or recording/playback device. The student may **NOT** read to the Examiner/Proctor.

APPENDIX E — 2017–2018 *Test Irregularity Form*

The Test Irregularity Web Application System (TIWAS) is used to document and submit test irregularities. The STC may direct Examiners to use this form or parts of the form to document the test irregularity incident. The information from this form must be entered into TIWAS and submitted to the DDOT.

Division Name:_____ **Irregularity Number:** _____

Test Administration: _____ **Year:** _____ **Created Date:** _____ **By:** _____

❏ **Regular** ❏ **Term Grad** ❏ **Exp Retake** **Student Grade:**_____

School Name:_____ **Test Type:** ❏ **Regular** ❏ **Audio** ❏ **Large Print** ❏ **Braille**

No. of Students:_____

Test Session Name:_____ **Test Mode** ❏ **Online** ❏ **Paper**

Test Level/Content Area/Subject		Form No. with Irregularity	Prompt No.	Assigned by TIWAS	
				Alternate Form No.	Prompt No.
FOR EXAMPLE: ❏ ***EOC World Geography***		H0116			
❏ **3**					
❏ **4**					
❏ **5**					
❏ **6**					
❏ **7**					
❏ **8**					
CSH	❏ *Virginia Studies*				
	❏ *Civics & Economics*				
End-of-Course	❏ *Writing*				
	❏ *Reading*				
	❏ *Math*				
	❏ *Science*				
	❏ *History*				

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

1. _____ 2. _____

Description of Irregularity (PLEASE PRINT):

Submitted to DDOT: ❏ **YES** ❏ **NO** **Submitted to VDOE:** ❏ **YES** ❏ **NO**

SIGNATURE:_____ DATE: _____

This page may be photocopied.

LIST OF ADDITIONAL RESOURCES

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

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

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

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

Guidance Document Governing Certain Provisions of the Regulations Establishing Standards for Accrediting Public Schools in Virginia
www.doe.virginia.gov/boe/guidance/index.shtml

SOL Cut Scores
www.doe.virginia.gov/testing/scoring/index.shtml

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

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

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

Principals' Memos
http://www.doe.virginia.gov/administrators/index.shtml

Project Graduation, Virginia Graduation Requirements
www.doe.virginia.gov/instruction/graduation/project_graduation/index.shtml

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

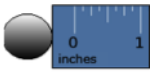
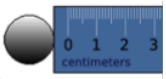
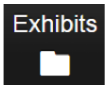
Virginia Alternate Assessment Program (VAAP)
www.doe.virginia.gov/testing/alternative_assessments/vaap_va_alt_assessment_prog/index.shtml

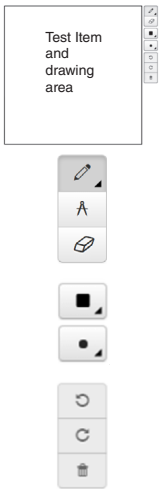
Virginia Board of Education
www.doe.virginia.gov/boe/index.shtml

Virginia Substitute Evaluation Program (VSEP)
www.doe.virginia.gov/testing/alternative_assessments/vsep_va_substitute_eval_prog/index.shtml

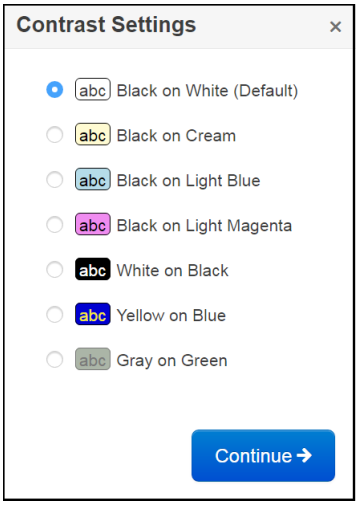
Virginia's SOL Technology Initiative
www.doe.virginia.gov/support/technology/sol_technology_initiative/index.shtml

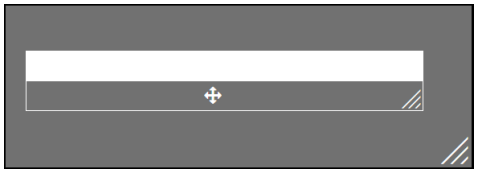
Online Tools, Features, Icons, and Descriptions of Functions

Tool Icon	Tool Name and Description
	Pointer—Use to select on screen and to place the cursor in an answer box, plot points, select one or more answers, and drag information from one location to another.
	Answer Eliminator—Use to eliminate (cross off) answer options. This tool functions with multiple-choice questions and certain TEI items.
	**Inch Ruler—**Use to measure an object on screen.
	**Centimeter Ruler—**Use to measure an object on screen.
	Protractor—Use to measure an angle.
	TI-108 Basic Calculator—Use for mathematical calculations (add, subtract, multiple, divide). This is an online version of the Texas Instruments 108 (TI-108) calculator.
	Highlighter—Use to highlight text. Students cannot highlight art, pictures, images, or text when presented as art (i.e. poems, fliers). There is no limit to the number of highlights a student can make within the test. To access the highlighter, the student selects text and selects the highlighter color. To remove the highlighted text, the student selects the highlighted text and selects the slash. Pink and blue are the two highlighter colors available when the background and foreground settings are set to the default (black text on white background). These colors may change when the background and foreground setting is changed.
	**Exhibit Window—**Use to view exhibits such as formula sheets, *z*-table, Periodic Table of the Elements, and reading passages.

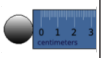
Tool Icon	Tool Name and Description
	**Drawing Interaction Tool—**This tool only appears on questions where students may need a drawing tool to help solve the question. It is located to the right of the drawing interaction area. The individual tools are: • pencil—student may select free draw or the straight line • compass—use for Geometry constructions • eraser—removes selected marks • color selector— marks may be black or green • mark thickness—two sizes for the thickness of the marks are available • undo—removes the most recent mark • redo—reapplies the last mark removed • clear all—deletes all markings in the drawing interaction area

Accessibility Feature	Feature Name and Description
Zoom-In and Zoom-Out Feature Using the keyboard or touchscreen. No icon is available.	**On a PC or Chromebook:** Zoom in—press the CTRL and + keys at the same time. Zoom out—press the CTRL and – keys at the same. Return to default screen size—press the CTRL and 0 keys at the same time. **On a Mac:** Zoom in—press the CMD and + keys at the same time. Zoom out—press the CMD and – keys at the same time. Return to default screen size—press the CMD and 0 keys at the same time. **On a touch-screen device:** Zoom in—touch two points on the screen, and then move your fingers away from each other. Zoom out—touch two points on the screen, and then move your fingers toward each other.

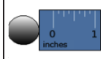
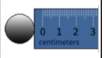
Accessibility Feature	Feature Name and Description
	User Dropdown Menu • **Change the Background and Foreground Colors**—selecting this permits the student to choose the background and foreground colors of his/her test. The list of background and foreground colors are shown in the screen shot below:  To return the background and foreground color to the default, the student selects Black on White (Default).

Accessibility Feature	Feature Name and Description
	• **Show Line Reader Mask**—selecting this will place a mask on the screen which the student may place over text or test questions. The line reader mask has a window which shows only one line of text. The student must drag the mask down over the text in order to read it. The student can resize the mask and the window. This mask must be selected for each passage or question after the student moves backward or forward in the test. To remove the line reader mask, in the dropdown the student selects *Hide Line Reader Mask*. The line reader mask screen shot is below:  • **Enable Answer Masking**—selecting this will place a mask over each multiple-choice answer choice (this is not available on TEI questions). The student may uncover an answer choice by selecting the gray box with the image of an eye. Once enabled, the answer mask will be present on all multiple-choice questions. To stop the answer choice masking, the student enters the dropdown menu and selects *Disable Answer Masking*. The answer masking screen shot is below: • **Sign out of TestNav**—selecting this will bring up the Exit Test screen. The Exit Test screen permits the student to Exit the Test, or to Cancel the selection and return to the test.

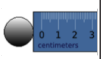
Online Tools Available On The Grades 3–5 *Non-Writing* SOL Tests

SOL Test	Pointer	Answer Eliminator	Inch Ruler	Centimeter Ruler	Protractor	TI-108 Basic Calculator	Highlighter	Exhibit	Drawing Interaction
									
Grade 3 *Reading* CAT	✔	✔					✔		
Grade 3 *Mathematics* CAT (including Plain English)	✔	✔	✔	✔			✔		✔
Grade 4 *Reading* CAT	✔	✔					✔		
Grade 4 *Mathematics* CAT (including Plain English)	✔	✔	✔	✔		calculator part only	✔		✔
Grade 5 *Reading* CAT	✔	✔					✔		
Grade 5 *Mathematics* (2009) CAT (including Plain English)	✔	✔	✔	✔	✔	calculator part only	✔		✔
Grade 5 *Science*	✔	✔	✔	✔		✔	✔		✔

Online Tools Available On The Grades 6–8, *Civics & Economics*, and *Virginia Studies* *Non-Writing* SOL Tests

SOL Test	Pointer	Answer Eliminator	Inch Ruler	Centimeter Ruler	Protractor	TI-108 Basic Calculator	Highlighter	Exhibit	Drawing Interaction
									
Grade 6 *Reading* CAT	✔	✔					✔		
Grade 6 *Mathematics* CAT (including Plain English)	✔	✔	✔	✔	✔		✔	Formula Sheet	✔
Grade 7 *Reading* CAT	✔	✔					✔		
Grade 7 *Mathematics* CAT (including Plain English)	✔	✔	✔	✔			✔	Formula Sheet	✔
Grade 8 *Reading* CAT Grade 8 *Reading* (2002)	✔	✔					✔		
VMAST Grade 8 *Reading*	✔	✔					✔	Reading Passage	
Grade 8 *Mathematics* (2009) CAT (including Plain English)	✔	✔	✔	✔			✔	Formula Sheet	✔
VMAST Grade 8 *Mathematics*	✔	✔	✔	✔			✔		✔
Grade 8 *Science*	✔	✔	✔	✔		✔	✔		✔
Civics & Economics	✔	✔					✔		
Virginia Studies	✔	✔					✔		

Online Tools Available On The End-Of-Course *Non-Writing* SOL Tests

SOL Test	Pointer	Answer Eliminator	1/8" Ruler	Centimeter Ruler	Protractor	TI-108 Basic Calculator	Notepad	Highlighter	Exhibit	Drawing Interaction
										
EOC *Reading* (2010)	✔	✔						✔		
VMAST EOC *Reading*	✔	✔						✔	Reading Passage	
Algebra I (2009) (including Plain English)	✔	✔	✔	✔				✔	Formula Sheet	✔
VMAST *Algebra I*	✔	✔	✔	✔				✔		✔
Geometry (2009)	✔	✔	✔	✔				✔	Formula Sheet	✔
Algebra II (2009)	✔	✔	✔	✔				✔	Formula Sheet & z-table	✔
Virginia and United States History (2008)	✔	✔						✔		
World History I (2008)	✔	✔						✔		
World History II (2008)	✔	✔						✔		
World Geography (2008)	✔	✔						✔		
Earth Science (2010)	✔	✔	✔	✔		✔		✔		✔
Biology (2010)	✔	✔	✔	✔		✔		✔		✔
Chemistry (2010)	✔	✔	✔	✔		✔		✔	Periodic Table of Elements	✔

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