VIRGINIA
Assessment Program

2023–2024 Fall and Winter Grades 3, 4, and 5 *Reading* and *Mathematics* Growth Assessments

Examiner's Manual Online Test Directions

Only those persons who have signed the *School Division Personnel Test Security Agreement* may participate in the administration of the Virginia Assessment Program tests to students.

EXAMINER'S/PROCTOR'S CHECKLIST FOR ADMINISTERING TESTS

Activities Before Test Administration	
1.	Read this *Examiner's Manual* as well as any local directions you have been given. If you are administering any paper tests, read the appropriate *Supplement to the Examiner's Manual*. Resolve any questions you might have with your School Test Coordinator (STC).
2.	Prior to participating in the test administration, read and sign the *School Division Personnel Test Security Agreement* and 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) regarding the repercussions of violating test security (Appendix A).
3.	Inform students of testing (Section 4.3).
4.	Prepare students for testing (Section 4.4). Students should be provided with opportunities to practice testing (Section 4.4.1). Teachers/Examiners should discuss with students the consequences of having access to cell phones, electronic devices, or other unauthorized materials during testing (Section 4.4.2).
5.	Prepare the test site for testing.
6.	Verify the use of proctors or need for additional assistance (Section 4.6).
7.	Be aware of the alternate test site for students who may not finish their test by the end of the allotted test administration time and understand the process of moving students from one test site to another (Section 4.7).
8.	Be familiar with the directions for administering the test (Section 4.8). Online test directions are located in Sections 5.2 and 5.3. Paper test directions are located in the *Supplement to the Examiner's Manual*.
9.	Review the materials and tools needed for testing (Section 4.9). Be familiar with the online tools and know what tools will be available and their function. Also be familiar with what hand-held manipulatives are permitted (Section 4.9.1).
10.	If you are administering tests to students who require special accommodations, become familiar with the accommodations specified in their IEPs, 504 Plans, or English Learner (EL) Assessment Participation Plans. Coordinate with your STC how accommodations will be provided.
11.	Understand the requirements for a student-initiated break (Section 4.10).

Activities During Test Administration	
1.	On the day of testing, receive test materials needed for testing from the STC. Verify receipt of secure materials by signing the appropriate transmittal form (Section 5.1.1).
2.	Verify the preparation of the testing room (Section 5.1.2). It must meet the requirements specified in Section 4.5.
3.	Know how to resume a student's test (Section 5.1.3).
4.	Know the procedure of reporting test errors to the STC as reported by students (Section 5.1.4).
5.	Know how to handle and report test irregularities (Section 5.1.5).
6	Understand how to troubleshoot common online test scenarios (refer to the 2023–2024 *Examiner's Resource Guide* available on the VDOE website).
7.	Administer the online test by reading the directions verbatim, or reading the directions with modifications for students with certain testing accommodations (*Examiner's Manual* Sections 5.2 and 5.3).
8.	Monitor the students as they test, following the guidelines in Sections 5.2.1 and 5.3.1 and understand how to answer student questions.
9.	Understand the appropriate procedures for the student to Exit or Submit his/her test (Sections 5.2.2 and 5.3.2).

Activities After Test Administration	
1.	After testing, return **ALL** test materials (testing tickets, manipulatives, and scratch paper, etc.) to the STC (Section 6.1).
2.	Read and sign the *Examiner's/Proctor's Affidavit* (Section 6.2).
3.	Inform the STC of any students absent from the test session (Section 7).
4.	Be prepared to assist with make-up testing for absent students.

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Growth Assessments Information

Introduction

Legislation passed in the 2021 General Assembly requires the administration of Grades 3–8 *Reading* and *Mathematics* Growth Assessments in the fall and winter beginning in the 2022–2023 school year and beyond. This is in addition to spring Standards of Learning (SOL) assessments in Grades 3–8 *Reading* and *Mathematics*.

The Fall and Winter *Reading* and *Mathematics* Growth Assessments will present items that assess content at the student's current grade level. In addition, the online Growth Assessments may present items assessing content from below or above the student's grade level. The test results will be used to help inform instruction for students during the school year and to measure student growth.

Test Schedule

Students enrolled in year-long Grades 3–5 Reading and/or Mathematics courses should be administered the Fall 2023 Growth Assessment, the Winter 2023/2024 Growth Assessment, and the Spring 2024 SOL test for the course for which they are registered.

Grades 3, 4, and 5 *Reading* and *Mathematics* Growth Assessments

- The online Grades 3–5 *Reading* and *Mathematics* Growth Assessments are administered as a Computer Adaptive Test (CAT). Each *Reading* and *Mathematics* Growth Assessment must be completed in one school day. This test is also available in audio format using text-to-speech.
    - Students who have been assigned an audio test will have an icon printed on their Student Testing Tickets and will be visible next to the student's individual form assignment on the Students in Sessions screen in PearsonAccess^{next}.
    - The audio tools are located on the right side of the student's test screen. Refer to Section 4.9.1 for details regarding the tools.
    - The audio reader will provide the testing directions for the sample items, the samples, and the answers to the samples. Refer to the updated testing directions in Sections 5.2 and 5.3 for details.
    - Prior to the Growth Assessment, students who require online audio format on Grades 3–5 *Reading* and *Mathematics* Growth Assessments must have practice using the audio tools. Practice Item Sets are available through the TestNav application; refer to Section 4.4.1 for additional information.

Mathematics Growth Assessments—Calculator and Non-Calculator Items

- **Online Grades 3–5 *Mathematics* Growth Assessments—**If an online Grade 3–5 *Mathematics* question requires a calculator, the correct Desmos Virginia calculator will be provided on the tool bar in the test.
- **Paper Grades 4 & 5 *Mathematics* Growth Assessments—**will have a non-calculator portion, where students may not use a four-function calculator, and a calculator portion, where students may use a four-function calculator. The non-calculator portion is administered first. The two portions are separated by a page with a stop sign and the statement: "Do not turn the page until you are told to." While on this page, the student may be given a state-approved hand-held four-function calculator or use the Desmos Virginia four-function calculator available in the PearsonAccess^{next} Training Center on a separate device. The students will complete the test with the calculator; however, the student may not go back to the non-calculator portion

Calculators

- Students taking online tests will be required to use the Desmos Virginia four-function calculator provided on the test's tool bar. Students may not be issued a hand-held calculator unless the student requires a hand-held calculator as part of an accommodation as documented in the student's IEP or 504 Plan and using the *Calculator Accommodation Criteria Form* to determine the need for a hand-held calculator. For details refer to Section 4.9.1.
- **Personal Needs Profile (PNP) Calculator**
  The PNP Calculator is available for the online Grades 3–5 *Mathematics* Growth Assessments. This enables divisions to code tests for students with disabilities who require the calculator on non-calculator items so that the appropriate Desmos Virginia calculator will appear on the toolbar in TestNav for the entire test. Prior to testing, the PNP Calculator must be assigned through the Student Registration Import process or manually in PearsonAccessnext. In addition to assigning the PNP Calculator, the accommodation code Calculator/Arithmetic Tables (26) must be checked on the Manage Student Tests screen in PearsonAccess^{next}.
- Students taking paper Grades 4–5 *Mathematics* Growth Assessments can use the Desmos Virginia four-function calculator available in the PearsonAccess^{next} Training Center using a separate device or a state-approved hand-held four-function calculator. The calculator should be provided according to the student's accommodation(s). For details refer to Section 4.9.1.

Struggling ELs on the Grades 3–5 *Reading* Test

- Testing may be discontinued for English Learners (ELs) after an EL has had sufficient time to answer items on the *Reading* test and indicates that he/she is unable to complete any more items. Please be aware the students who do not complete the test with more than three questions left blank will not get a score. Refer to the directions box in Section 5.2.

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 Office of Student Assessment at (804) 225-2102 or by email at Student_Assessment@doe.virginia.gov.

1. USE OF THIS MANUAL FOR THE FALL AND WINTER ADMINISTRATIONS OF THE GRADES 3–5 *READING* AND *MATHEMATICS* GROWTH ASSESSMENTS

This *Examiner's Manual* contains the information, guidance, procedures, and responsibilities that you are required to follow in order to administer the online Fall and Winter Grades 3–5 *Reading* and *Mathematics* Growth Assessments.

The Grades 3–5 *Reading* and *Mathematics* online Growth Assessments are Computer Adaptive Tests (CATs).

The delivery software customizes which test items are administered to the individual students. CAT selects the items/passage sets administered to a student by scoring the student's response to a test item/passage set and then selecting the next item/passage set based on the student's response. The process of choosing test items/passage sets, scoring the responses, and selecting the next items/passage sets to be administered is repeated throughout the test.

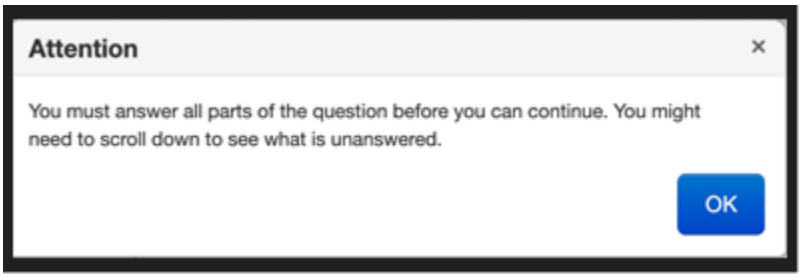
Grades 3–5 *Reading* CAT: Because the selection of the reading passage is dependent on the student's responses to the previous reading passage question set, the student is able to go back to previously answered questions in that passage set only.

Grades 3–5 *Mathematics* CAT: 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 3–5 *Reading* and *Mathematics* CATs are available in standard and audio formats. If the student requires a read-aloud administration, follow the Read-Aloud Guidelines for Computer Adaptive Tests in the document, *Special Testing Accommodations: Resources and General Guidance*, located in the *Examiner's Resource Guide* available on the VDOE website at:

https://www.doe.virginia.gov/teaching-learning-assessment/student-assessment/virginia-sol-assessment-program/growth-assessments

Must Answer to Continue—in the *Reading* and *Mathematics* Growth Assessments, students must answer the test question on their screen before they can move on to the next question. The Right Arrow at the top of their screen will take them to the next question. If the student has not answered the question, a message will pop up on their screen when they select the Right Arrow. The screen must be read to students who have read-aloud or audio accommodations.



The Grades 3–5 *Reading* and *Mathematics* Growth Assessments are available in paper format only for students with a documented need for paper.

2. TEST ADMINISTRATION SCHEDULE

- Students enrolled in year-long Grades 3–5 Reading and/or Mathematics courses should be administered the Fall Growth Assessment, the Winter Growth Assessment, and the Spring SOL test for the course for which they are registered.
- The School Test Coordinator (STC) will inform you of the school's specific test dates and times.
- Each school's test schedule must allow opportunities for students who are absent from the administration of a test to take the missed test on a make-up basis. The STC will provide you with more information about how your school will handle make-up testing (Section 7).

3. SCHOOL DIVISION RESPONSIBILITIES FOR TESTING

Many school division personnel are responsible for the administration of the Growth Assessments. These include:

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

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 school-wide responsibility for maintaining the security of test materials, implementing 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 informing all school staff of testing policies, guidelines, and procedures. Any questions the STC has regarding the test administration are to be directed to the DDOT.

Test Examiner

The Test Examiner (Examiner) is responsible for administering the assessments 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 test administration are to be directed to the STC.

Test Proctor

The Test Proctor (Proctor) works with the Examiner in administering the assessments 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 tests, that the test was administered according to the procedures

outlined in the *Examiner's Manual*, and that the security of materials was maintained. Any questions the Proctor has regarding the test administration are to be directed to the STC.

4. SPECIFIC DUTIES OF EXAMINERS: BEFORE TESTING

4.1 Read All Materials

Prior to the day of testing, carefully read this Growth Assessments *Examiner's Manual*, any local directions you have received, and your students' Individualized Education Programs (IEPs), 504 Plans, EL Student Assessment Participation Plans if applicable. Review the Examiner's/Proctor's Checklist (in the front of this manual) to make sure that you understand the activities before, during, and after the test administration and your duties and responsibilities. Resolve any questions you might have with your STC well in advance of the test administration.

You should be familiar with the following documents, located on the VDOE Growth Assessment website at:

https://www.doe.virginia.gov/teaching-learning-assessment/student-assessment/virginia-sol-assessment-program/growth-assessments

Supplement to the Grades 3–5 Reading and Mathematics Growth Assessments Examiner's Manual—provides the information Examiners/Proctors need to administer paper Growth Assessments.

Examiner's Resource Guide—contains additional information the Examiner/Proctor may need for the administration of Growth or SOL Writing and Non-Writing assessments (such as information regarding calculators, special testing accommodations, health management devices, hearing aids, testing condition adjustments available for all students, test irregularity form).

4.2 Sign the *School Division Personnel Test Security Agreement*

Before you may administer any of the Grades 3–5 *Reading* and *Mathematics* Growth Assessments, you must read, understand, agree to adhere to, and sign the *School Division Personnel Test Security Agreement*. When you sign this document, you are agreeing to exercise necessary precautions and to follow established procedures that will help ensure the security of the content of all test materials.

4.3 Inform Students of Testing

Prior to the day of testing, make any necessary announcements about testing. You may want to remind students about the test schedule and the school/division's policy on cell phones/electronic devices. You may also tell them to bring something to read if they finish early.

4.4 Prepare Students for Testing

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. Schools may want to give students an opportunity for practice with the Training Center test prior to taking the fall Growth Assessments. For questions about completing Training Center tests, contact your STC.

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

Prior to testing, remind students that they may not have access to cell phones or other electronic devices (including wearable technology) during testing. Review the school division policy regarding cell phones and other electronic devices with the students.

4.5 Establish the Test Setting

In conjunction with your STC, arrange for appropriate physical conditions for testing. Be sure to consider any accommodations that are specified in students' IEPs, 504 Plans, or EL Assessment Participation Plans. For details regarding accommodations, refer to the *Examiner's Resource Guide.*

Testing rooms should be quiet, well lighted, set to an appropriate temperature, and well ventilated. Each student's work space should be clear of books and other materials not needed for the test and large enough to accommodate testing materials. Crowding should be minimized and the seating arranged to discourage students from copying or viewing one another's work. Placing a "TESTING: DO NOT DISTURB" sign on the door is helpful in deterring interruptions.

4.6 Verify the Use of Proctors and/or Procedures Used if Additional Assistance is Needed

It is best that you supervise the testing of no more than 25–30 students on your own. If your group is larger, one Proctor present for every 25–30 **additional** students at the testing site is recommended.

Regardless of the size of your group, the STC should arrange to have another adult within calling distance so that an emergency, such as a student becoming ill, may be handled with minimal disruption. Students may not be left unattended for <u>any</u> length of time.

4.7 Be Aware of the Alternate Test Site

The Growth Assessments are not timed. Students who do not finish by the end of the allotted test administration time should be given additional time.

Consult with your STC prior to testing to understand the school's plan for students who test beyond the allotted test administration time, up to the end of the school day. Be prepared to move students who have not completed the test to an alternate testing site. Should this become necessary, be sure to maintain the security of secure materials (i.e., testing devices, Student Testing Tickets, test booklets, answer documents, all used and unused scratch paper, if applicable) for those students yet to complete the test. 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. The student should be re-issued the same calculator he/she received for the test. If the student is issued a different calculator, it must meet the guidelines as described in the State-Approved Calculators and Guidelines prior to being issued to the student. The calculator guidelines may be found in the *Examiner's Resource Guide.*

4.8 Be Familiar with the Directions for Administering the Test

All directions that Examiners must read aloud to the students are in **bold type** so that they stand out from the rest of the text. This text must be read **exactly as written**, using a natural tone and manner. If a mistake is made in reading a direction, the Examiner should stop and say, **"No, that is wrong. I must read it to you again."** Then re-read the direction.

Other text is for your information and should not be read to students. It is essential that you become familiar with these instructions in this manual **before** test administration and that you follow them exactly as they appear.

You may mark up this manual in order to help deliver the directions to the students in the clearest possible way. However, directions may not be modified or deleted unless it is necessary due to accommodations specified in the student's IEP, 504 Plan, or EL Assessment Participation Plan. For example, the directions on how to select answers online or mark the answer document may be modified for students who have the accommodation of Examiner Records Responses (accommodation code 18).

Specific audio/read-aloud directions are contained in a gray box identified with the audio/read-aloud icons. Note the directions in the box may begin with a sentence in which the first part is in brackets: **[Read the sample question and each answer choice to yourself] as I read aloud.** The bracketed part has already been read to students, in the previous direction, and need not be re-read. The Examiner should continue with "… as I read aloud," keeping a natural flow to the voice. For example:

SAY Read the sample question and each answer choice to yourself. (Pause.)

AUDIO/READ-ALOUD TESTS (or)

SAY [Read the sample question and each answer choice to yourself] as I read them aloud.

Other testing directions contained in brackets indicate options for the Examiner. For example, in the following direction the Examiner must state either **"three", "four",** or **"five"** to match the grade level of the students being tested:

SAY Today you will be taking the Grade [3, or **4,** or **5]** ***Reading*** **test.**

Mixed group testing. If students taking the test with the audio accommodation (using headphones) will be testing in the same room as students taking the test without the audio accommodation, you will read the brief audio directions to the audio students to get them started with completing the samples. The text-to-speech audio player will read the directions to the sample items to the student. You will then read the non-audio test directions to the non-audio testers. Students administered a read-aloud test (an Examiner reads the test to the student) must be tested in a "read-aloud only" test room.

4.9 Review Materials Needed for Testing

Students should be familiar with the tools and materials needed for the test they will be taking.

Refer to the *Supplement to the Grades 3–5 Reading and Mathematics Growth Assessments Examiner's Manual* for the tools and materials permitted on the paper Growth Assessments. The Growth Assessment Supplements are located on the VDOE Growth Assessment website at:

https://www.doe.virginia.gov/teaching-learning-assessment/student-assessment/virginia-sol-assessment-program/growth-assessments

It is essential that students be familiar with the online test format before testing for the first time. Students should have had practice with Training Center tests.

4.9.1 Materials needed for online testing

Refer to the following tables for the lists of online tools available and their functions and hand-held materials needed for testing.

Table 1. Online Tools Available on the Grades 3, 4, and 5 *Reading* Growth Assessments

Grade Level of Test	Grade Level of Items Available to Students	Pointer	Answer Eliminator	Highlighter
3	2	Yes	Yes	Yes
		Yes	Yes	Yes
	4	Yes	Yes	Yes
4	3	Yes	Yes	Yes
		Yes	Yes	Yes
	5	Yes	Yes	Yes
5	4	Yes	Yes	Yes
		Yes	Yes	Yes
	6	Yes	Yes	Yes

Table 2. Online Tools Available on the Grades 3, 4, and 5 *Mathematics* Growth Assessments

Grade Level of Test	Grade Level of Items Available to Students	Calculator Assignment	Calculator Type Available[1]	Exhibit[2] Formula Sheet	Protractor	Pointer, Answer Eliminator, Highlighter
3	2	No Calculator	No Calculator	No	No	Yes
		No Calculator	No Calculator	No	No	Yes
	4	Yes	Desmos Virginia 4-Function	No	No	Yes
4	3	No Calculator	No Calculator	No	No	Yes
		Yes	Desmos Virginia 4-Function	No	No	Yes
	5	Yes	Desmos Virginia 4-Function	No	Yes	Yes
5	4	Yes	Desmos Virginia 4-Function	No	No	Yes
		Yes	Desmos Virginia 4-Function	No	Yes	Yes
	6	Yes	Desmos Virginia 4-Function	Yes	Yes	Yes

Additional Tools Available—All Grades 3, 4, and 5 *Mathematics* Growth Assessments have the following tools available on the test tool bar: Inch Ruler, Centimeter Ruler, and Straightedge. A drawing interaction area may be placed around artwork or graphs in the question or answer options on certain questions.

Foot Notes

[1]The calculator will only appear on the tool bar for items that are assessed with the use of a calculator.

[2]The Exhibit will display the Middle School Mathematics Formula Sheet for items that assess grade 6 mathematics content.

Table 3. Online Tools, Features, Icons, and Descriptions of Functions

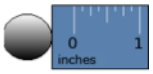
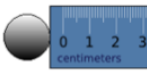
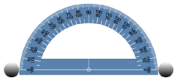
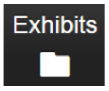
Tool Icon	Tool Name and Description
	Pointer—Use to select on screen and to place the cursor in an answer box, plot points, select one or more answers, and drag information from one location to another. When the pointer is moved into the toolbar, it turns into a finger when placed over clickable sources.
	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.
	Straightedge—Displays a straight line.
	Desmos Four-function Calculator—Use for mathematical calculations. The calculator will only be available on items permitting a calculator.
	Tools Drop Down—when the student's test screen is zoomed (ctrl +) to a high level (500% or when the virtual width of the viewport is less than 480px), the tools drop down icon appears on the tool bar at the top of the screen. When the tools drop down icon is selected, the tools available for the test appear in the drop down under it.
	**Exhibit Window—**Use to view the Middle School Mathematics formula sheet. The formula sheet will only be available on the Grade 5 *Mathematics* Growth Assessment on grade 6 level test items for which the Middle School Mathematics Formula Sheet is permitted.
	Highlighter—Use to highlight text. Students cannot highlight art, pictures, images, or text when presented as art (i.e. poems, fliers). The "Listen" option is only available on audio tests that use text-to-speech audio tools. When the student highlights text and selects "Listen", the highlighted text will be read-aloud. NOTE: The Text-to-Speech will play for the entire section and not just the highlighted words in the sentence. 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.

Table 3. Online Tools, Features, Icons, and Descriptions of Functions, continued

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 straight line • 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 touch screen. 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 time. 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.

Table 3. Online Tools, Features, Icons, and Descriptions of Functions, continued

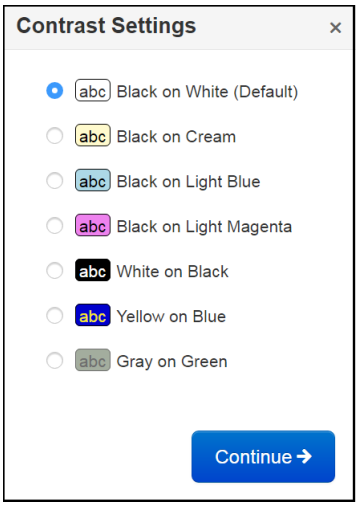
Accessibility Feature	Feature Name and Description
	User Dropdown Menu • **Change the Background and Foreground Colors**—selecting this permits the student to choose the background and foreground colors of his/her test. The list of background and foreground colors are shown in the screen shot below:  To return the background and foreground color to the default, the student selects Black on White (Default).

Table 3. Online Tools, Features, Icons, and Descriptions of Functions, continued

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: • **Enable Magnifier**—when Enable Magnifier is selected, a square box appears on the student's screen that can be moved anywhere on the screen to magnify the text/art within the box. This tool needs to be selected for each test item as needed. **NOTE: this tool is only available on Growth and SOL Mathematics assessments and SOL Science assessments.** • **Zoom In/Out**—selecting "+" increases the zoom Selecting "–" decreases the zoom. Other methods can activate Zoom depending on the device (such as, keyboard shortcuts, pinch to zoom, etc.) Once zoom is set, this setting applies to all test items until it is changed. **NOTE: this tool is only available on Growth and SOL *Mathematics* assessments and SOL *Science* assessments.** • **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.
	• **Student Battery Level Indicator**—A battery indicator for the student's workstation is located on the top right of the screen just under the user dropdown

Table 3. Online Tools, Features, Icons, and Descriptions of Functions, continued

Accessibility Feature	Feature Name and Description
	• **Volume Control** • Allows students to adjust the system volume on their device while in their secure test. • When a student clicks on the the speaker icon displayed in the header bar (next to the battery status indicator), a slider control will open under the speaker icon. • The student can use the slider control to adjust the device system volume setting. • This will be available on all secure tests no matter if the form has audio content or not.

- TestNav tools cannot be used to indicate answers to online test items. The Pointer must be used to:
  1) select multiple-choice answers;
  2) place the cursor in a box in order to type an answer;
  3) plot points on a line, graph, or graphic;
  4) select one or more answers; or
  5) drag answers from one location to another.

  Grades 3, 4 and 5 *Reading* and *Mathematics* CATs—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.

  A Help menu for the TestNav tools is not available. During testing, if a student asks a question about a tool, you may use the Online Tools table provided in Table 3 and read the tool description to the student.

- **Calculators—**Students taking online tests will be required to use the Desmos Virginia four-function calculator provided on the test's tool bar. Students may not be issued a hand-held calculator unless the student requires a hand-held calculator as part of an accommodation as documented in the student's IEP or 504 Plan and using the *Calculator Accommodation Criteria Form* to determine the need for a hand-held calculator. For detailed information about calculators, refer to the information in the *Examiner's Resource Guide* available on the VDOE website at:

  https://www.doe.virginia.gov/teaching-learning-assessment/student-assessment/virginia-sol-assessment-program/sol-test-administration-development

- **Formula Sheet**—The Middle School Mathematics formula sheet will be available on the online Grade 5 *Mathematics* Growth Assessment only for items assessing grade 6 content. Students may only use the formula sheet on the test by selecting the Exhibits icon. Students may not be issued a paper copy of the formula sheet. For eligible students with disabilities who require a paper formula sheet as a visual aid, refer to the *Examiner's Resource Guide*. Students taking paper Grade 5 *Mathematics* Growth Assessments will not require the Middle School Mathematics formula sheet.

- **Scratch Paper—**Scratch paper must be blank (must not contain any words, numbers, symbols, labels, graphics, etc). Acceptable scratch paper includes plain paper (no lines), lined paper, grid paper, sticky notes, and note cards. Students may not be issued any form of a graphic organizer, writing web, template, outline, enhanced scratch/grid paper (such as with added raised lines, some lines darker than others), etc. Students may be issued multiple sheets and multiple types of scratch paper; however, you 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 you prior to testing or on the day of testing, or may instruct you to provide their own scratch paper for testing sessions. All used and unused scratch paper must be returned to the STC. 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 the computer monitor. Examples of acceptable grid/graph paper are posted on the VDOE website at:

https://www.doe.virginia.gov/teaching-learning-assessment/student-assessment/virginia-sol-assessment-program/sol-test-administration-development/ancillary-test-materials

- **Pencil or Pen—**For on online test, each student may receive one pencil or one pen to use with the scratch paper.
- **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 on their scratch paper. Highlighter, colored pencil, or pen **must not** be used anywhere on the student's workstation screen.
- **Hand-held Manipulatives—**Students may not hold anything up to or over the testing device's screen.

Table 4. Audio Tools

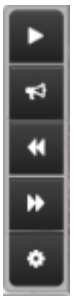
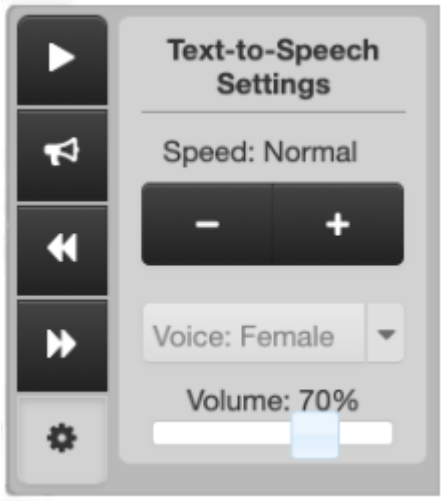
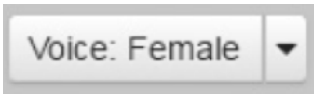
Audio Tools	Tool Icon	Tool Name and Description
		**Play button**—when selected, this tool reads the item from the beginning. The text for the item is highlighted in yellow. To help the student follow along as the text is read, each word within the text will be highlighted in blue. The **Stop button** will only appear when the audio is playing. Selecting it stops the audio.
		Jump back—when selected, the audio will jump backward to a previous selection. Serves as a rewind.
		Skip Ahead—when selected, the audio will jump forward to the next selection. Serves as a fast forward.
		Toggle Click-to-Hear tool—this allows students to select where within the item the audio will begin.
		Settings wheel—when selected, the audio settings may be adjusted. Refer to Table 5 for the adjustable audio settings.

Table 5. Audio Settings Available

Settings Wheel Expanded	Tool Icon	Tool Name and Description
		**Speed**—selecting minus will decrease the speed of the audio. Selecting plus will increase the speed of the audio.
		**Voice**—default gender of the voice of the audio may not be changed.
		Volume—students may adjust the volume of the audio by dragging the volume slider right or left to increase or decrease the volume.

4.9.2 Accommodations

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 the *Examiner's Resource Guide.*

Appropriate staff should also be familiar with the following documents: *Students with Disabilities: Guidelines for Assessment Participation, Students with Disabilities: Guidelines for Special Test Accommodations*, and *Procedures for Determining English Learner Participation in the Virginia Assessment Program*, available on the Virginia Department of Education's website at:

https://www.doe.virginia.gov/teaching-learning-assessment/student-assessment/virginia-sol-assessment-program/participation-inclusion

- **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 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.

  You 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."

- **Online Audio Tests:** Audio Tools are available on the audio tests for the Grades 3–5 *Reading* and *Mathematics* Growth Assessments. Students who are assigned an "audio" test will see the audio tools for the text-to-speech reader on the right side of the screen. The audio tools are available with the Samples. During testing, if a student asks a question about an audio tool, you may use Tables 4 and 5 to read the tool's function and operation to the student. Students should have had practice using the audio tools by practicing on audio practice items (refer to Section 4.4).
- **Read-Aloud for Grades 3–5 *Reading* and *Mathematics* 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 test items is customized for each student, an Examiner/Proctor test cannot be created on a separate workstation. If the student requires a read-aloud administration of a Computer Adaptive Test, follow the Read-Aloud test guidelines in **Reading of Test Items Aloud—Information for all Assessments,** and, **Read-Aloud Guidelines for Computer Adaptive Tests (CAT)** located in the document, *Special Testing Accommodations: Resources and General Guidance*, located in the *Examiner's Resource Guide.*
- **Interpreting/Transliterating CAT items:** Because the selection of test 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 the document, *Special Testing Accommodations: Resources and General Guidance*, located in the *Examiner's Resource Guide.*
- **Mixed-Group Testing:** Students taking an audio test (using headphones) may be tested in the same room as students taking the test without the audio accommodation. In this instance, you must provide the audio test directions to the audio testers and the non-audio test directions to the non-audio testers. Students administered a read-aloud test (an Examiner reads the test to the student) must be tested in a "read-aloud only" test room.
- **Calculators and/or Arithmetic Tools**

  Coding the Personal Needs Profile (PNP) Calculator: The *PNP Calculator* is available for the online Grades 3, 4, and 5 *Mathematics* Growth assessments. Divisions must code tests for eligible students with disabilities who require the calculator on non-calculator items so that the appropriate Desmos Virginia four-function calculator will appear on the toolbar in TestNav for the entire test. Prior to testing, the *PNP Calculator* accommodation must be assigned through the Student Registration Import process or manually in PearsonAccess^{next}. In addition, accommodation code *Calculator/Arithmetic Tools* (26) must be checked on the Manage Student Tests screen in PearsonAccess^{next}.

  "No Calculator" Icon: For online tests, a "No Calculator" icon appears in the upper right corner of each test question that assesses a non-calculator standard. In the Grade 3 *Mathematics* test, the "No Calculator" icon appears on all test questions.

Eligible students with disabilities may use the PNP Calculator or other approved calculators and/or arithmetic tools on all test items including those with the "No Calculator" icon. Examiners/Proctors may remind students to ignore the "No Calculator" icon and use the calculator/arithmetic tools provided on the entire 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.

4.9.3 Testing Condition Adjustments Available to All Students

The following adjustments to the conditions under which a test may be administered are available to any student as needed. For further information, refer to the *Examiner's Resource Guide.*

- group size
- environmental modifications
- large diameter pencil, pencil grip
- assistance with directions
- student reading his/her own test out loud
- student requires a health management device
- student requires hearing aids with Internet-enabled device

4.10 Be Prepared for Student Breaks During Testing

The Growth Assessments are short and most students should be able to complete them without needing a break. However, the tests are untimed, although all students are 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, cell phones, or other 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. SPECIFIC DUTIES OF EXAMINERS: THE DAY OF TESTING

5.1 General Directions for Administering an Online Grades 3–5 Growth Assessments

5.1.1 Receive test materials

On the day of testing, you will receive all materials needed to administer the online tests. The STC will provide you the following materials:

- Student Testing Tickets
- Test Session Roster (optional)
- Appropriate test manipulatives/materials
- Scratch paper

Refer to Section 4.9 for the correct manipulatives/materials required for the test.

The STC will ask you to initial a *Testing Ticket Transmittal Form and Affidavit for Examiners/Proctors* to verify your receipt of the test materials. The purpose of these forms is to track the secure materials throughout the test administration period. Be sure to count the number of test tickets you receive from the STC and ensure that you have a test ticket for each student listed on your session roster before you initial the form.

5.1.2 Check students' work areas

Ensure that all desks/workstations are clear of books and other materials not needed for the test. Have students place book bags and other materials away from the desks/workstations. **Ensure that students do not have access to cell phones, electronic devices, or other unauthorized materials during testing.**

5.1.3 Be prepared to resume a student's test

Verify with your STC the procedures you should follow to resume a test if a student inadvertently exits the test or loses connectivity before submitting the test.

5.1.4 Be prepared to report test item errors on the Growth Assessments

If, during the testing session, a student reports that a test question and/or answer choice contains an error, you should record the name of the student, subject area, test level, format (online, paper, or CAT), question number, and a brief statement describing the student's concern. However, under no circumstances should the test question or answer choices be written down or discussed with the student or with other staff members. Tell the student that the concerns will be reported. The student may continue with the test; you may tell the student to **"Read the question carefully and choose the best answer."** Notify the STC of the student's concern, and the STC will, in turn, contact 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.

5.1.5 Be prepared to handle 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; or
- results in the improper implementation of mandatory student testing.

Any testing irregularities must be reported **immediately** to your STC. Prior to testing, it is important to understand your school and division's protocol for reporting testing irregularities. Your STC will discuss the procedures with you. All testing irregularities must be recorded as directed by your STC. The *Test Irregularity Form* may be used to document an incident.

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;
- an Examiner, Proctor, teacher, or other person provides improper assistance to a student;
- 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; and
- any unused test ticket is missing.

If you question whether an incident in the test room is an irregularity, discuss it with your STC.

5.2 Directions for Administering the Online Grades 3, 4, and 5 *Reading* CATs

Once you and the students enter the testing room, all instruction and/or review of the content covered by the test or discussion of testing strategies must stop.

NOTE: 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. 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," or the directions pertaining to navigation may be modified to "tell me if you want to go to the next question." Refer to the *Examiner's Resource Guide* for administering tests with accommodations.

SAY **Today you will be taking a *Reading* test. This test will help your teacher know what you can do well and what you need extra practice with during this school year. There are no passing or failing scores on this test like there are on some tests.**

This test has several reading passages with questions that go with the passage. When you start your test, read the passage and answer each question with the answer that you think is best.

Then move to the next question. If you are not sure of an answer, don't worry. Just do your best. I am going to read you the rest of the directions so you are ready to start your test.

You must ensure that unauthorized materials (backpacks, books, papers, cell phones, electronic devices, etc.) have been removed from the students' work area and are inaccessible to students.

SAY **I am going to give each of you your Student Testing Ticket and scratch paper. Do not do anything else until I tell you what to do.**

Distribute Student Testing Tickets and scratch paper to the students. Ensure the name on the Student Testing Ticket matches the student who receives it. If students, within a test session or in the school, have the same first and last names, the testing student's identity, date of birth, test assignment, and Student Testing Ticket must be verified before test log in. The materials may be handed out singly or as a "kit." Remember, all scratch paper distributed, whether used or not, used must be accounted for and returned to the STC at the end of testing. Ensure that students also have any needed materials or supplies required for accommodations.

SAY **Look at the Student Testing Ticket you received. Raise your hand if your name is not on the test ticket.**

Pause. Ensure each student has his/her specific test ticket. You may instruct students to sign their test tickets and enter their testing device ID if directed to do so by the STC. For example:

[After you have made sure the ticket is yours, sign the ticket and enter your testing device ID.]

Sign In Information

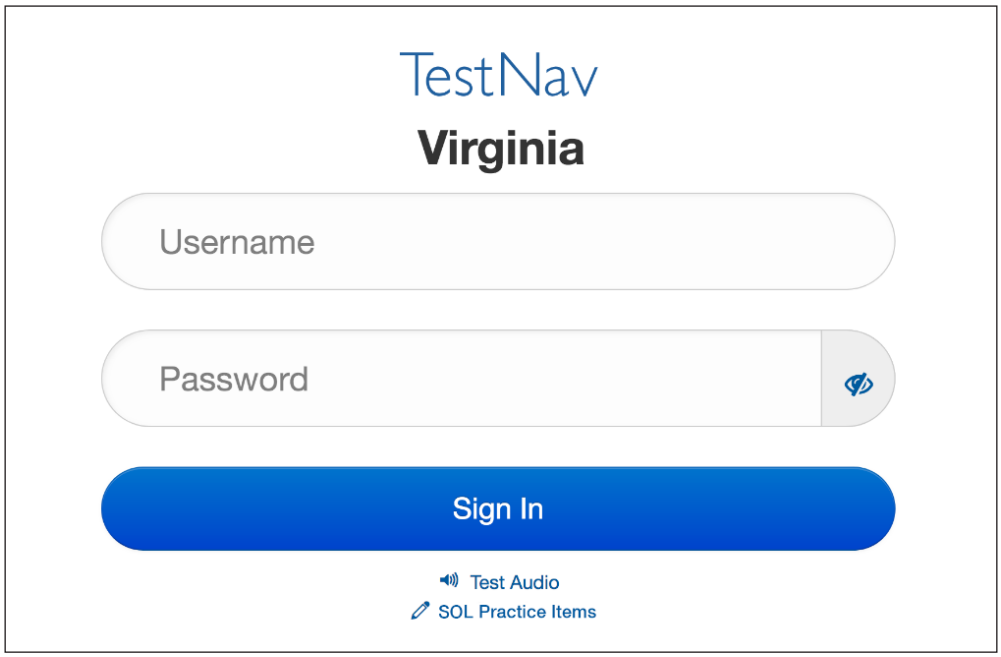
You may skip the following directions if the TestNav sign in screen is displayed on the testing devices' screens when the students enter the room.

SAY **Select the TestNav app on your testing device.**

The TestNav Sign In box will appear on your screen.

You may assist the students with locating the TestNav 8 app on their testing device.

Students should see the following Virginia Sign In screen before proceeding. Please stop and ask the STC for assistance if a different screen appears.



Read for all online Audio tests only

You may skip the following directions if the volume has been set for the student's testing computer/device. If the students taking the audio test are in a mixed session with students who do not take the audio test, include the directions in the brackets [ ].

SAY **[For those students with audio tests,] in the TestNav Sign In box, locate the Test Audio link below the Sign In button. When I tell you to do so, put on your headphones and select this link. You should hear a "ringing bell." Use this sound to set a comfortable volume for your headphones. When you have finished setting the volume, take off your headphones. If you need assistance, please raise your hand.**

Now, put on your headphones and set the volume.

Assist students as necessary. When students have finished setting the volume for their audio tests, ensure they have removed their headphones and continue with the Sign In process.

SAY **Enter your username and password into the Sign In screen exactly as they appear on your test ticket.**

Then select the *Sign In* button.

Pause while students locate their login information from their test ticket and type it into the fields on the testing device.

Assist students who are having problems with the sign in process. Ensure that students are entering their username and password exactly as they appear on their Student Testing Tickets. For students

having trouble entering their password, You may have the student select the "eye" icon to verify the student's password as it is typed. When all students have signed in, continue with the directions below.

SAY **Listen carefully as I read the directions for taking the test.**

SAY **Your screen should say: "Welcome." and list your name. If the name appearing on your screen is not yours, raise your hand.**

All students should verify their name appears on the screen. You should verify that the student name on the student's testing device's screen matches the student sitting at the workstation. Notify the STC immediately if the student and the name on the screen do not match.

SAY **Select the *Start* button.** (Pause for students to access the next screen.)

You should see a screen that says Section 1. On this screen, select the *Start* button.

Pause for students to access the first test sample screen. Only the sample items are in Section 1. Section 2 contains the live test questions.

SAY **The Sample A item should appear on your screen.**

Read for Audio Tests only

If the students taking the audio test are in a mixed session with students who do not take the audio test, include the directions in the brackets [ ].

SAY **[For those students with audio tests,] on each test item the audio buttons will appear on the right side of the screen. The buttons will start and stop the audio. Selecting the *Settings* wheel will allow you to control the speed and volume of the audio. Be sure you can find the audio buttons on your screen. If you do not see the buttons, raise your hand.**

You may assist the student with locating the text-to-speech audio buttons. Refer to Section 4.9.1 for information regarding the audio buttons. If they are not visible on the student's screen, ask the STC for assistance. The STC will need to verify that the correct form was assigned to the student. If the buttons are visible on the sample item, continue with the directions below.

SAY **When I tell you to do so, you will put on your headphones and select the *Play* button . You will hear the directions and answers for Sample A and Sample B. Follow the directions as they are read to you and select the answers to the samples. When you have finished the samples, remove your headphones and I will read the rest of the test directions to you.**

Are there any questions?

Pause. Answer student questions about the directions you provided.

SAY **Now, put on your headphones and select the *Play* button.**

Pause while students select the button and access the sample items. The text-to-speech reader will direct the students through both Samples and the correct answers. If a student has difficulty with the text-to-speech or asks a question during the reading of the samples, you can refer to the directions in the section **Read for All Non-Audio Tests (Including Read-Aloud)** to answer questions or read the testing directions to the student if required. After the students have heard the sample and have removed their headphones, continue with the directions.

➡ WHEN STUDENTS HAVE COMPLETED SAMPLES A AND B, CONTINUE DIRECTIONS ON PAGE 24 ➡

Read for All Non-Audio Tests (Including Read-Aloud)

SAY Read the Sample A passage to yourself.

Pause while students read the sample passage.

Read for Read-Aloud Tests Only

SAY [Read the Sample A passage to yourself] as I read it aloud.

Pause while students read the sample passage.

SAY ***"Aunt Jackie's Ring. For Mary's birthday, her aunt gave her a ring that was more than 100 years old. "Take good care of it," her aunt warned. Mary did exactly that, until one day she looked down at her hand and noticed that the ring was gone.***

"Aunt Jackie is going to be so disappointed in me," thought Mary. Then Mary remembered she put the ring in her pocket when she washed her hands at the sink. "Thank goodness!" Mary said to herself. After that, she never took off Aunt Jackie's ring again.

SAY Now read the Sample A item and each answer choice to yourself as I read aloud:

Sample A. What is the conflict in the story? (A) Mary receives a very old ring… (B) Mary washes her hands… (C) Mary thinks her aunt will be upset… (D) Mary thinks she has lost her ring.

Pause.

SAY Select the best answer. (Pause)

SAY Which answer did you choose? (Pause for replies)

SAY The best answer is "D." Select the letter "D."

In this test, you must answer the test question on your screen before you can move on to the next question. The right arrow at the top of the screen will take you to the next question. If you have not answered the question on your screen, a message will pop up on your screen when you select the Right Arrow. If a pop-up message appears on your screen, raise your hand to notify your Examiner and your Examiner will read the message to you. Select the Right Arrow to view Sample B.

You will notice that this question is not a multiple-choice question. For this item, you must use the Pointer to drag the answers to the correct boxes. Notice that there are directions to this question that contain information on how to answer the question. Always read the directions before answering the question.

Read for All Non-Audio Tests (Including Read-Aloud)

SAY Read the directions, sentences, and answer choices to yourself.

Read for Read-Aloud Tests Only

SAY [Read the directions, sentences, and answer choices to yourself] as I read-aloud.

Directions: Drag the answers to the correct boxes. Sample B. Complete these sentences. A box. At the beginning of the story, Mary feels, empty box. At the end of the story, Mary feels, empty box.

Gray box from top to bottom: selfish, happy, lazy, upset, curious.

SAY Select the best answers. (Pause)

SAY Which two words did you select? (Pause for answers)

SAY The correct answers are "upset" and "happy".

Drag the words to the boxes.

⬇ CONTINUE DIRECTIONS FOR ALL GRADE 3, 4, and 5 *READING* CATs ⬇

SAY Are there any questions on how to enter an answer?

Answer only questions related to the mechanics of indicating a response or navigating on the screen. You must not answer any questions pertaining to the content of the test item.

SAY On some passages you may need to use the scroll bar to see the rest of the passage.

The tools you can use for this test are on the toolbar displayed on your screen. The Pointer tool must be used to select your answers for all questions.

This test consists of reading passages and their sets of questions. When you are in a passage set and after you have answered at least two questions, the *Review* button Review, *Bookmark* button Bookmark, and both navigation arrows become available for you to use only within that passage set.

A message screen will appear and tell you when you are about to start a new passage set. Another message screen will appear when you finish with the passage set. Read the message screens carefully. Once you leave the passage set and questions, you cannot go back to them. Raise your hand if you have a question about any of the message screens when they appear. Are there any questions now?

You may refer to Appendix B, in this manual, Passage Set Questions Transition Screens, to answer questions about the message screen. You must not answer any questions pertaining to the content of the test items.

SAY Select the *Right Arrow* to leave the sample items and enter the End Section Screen.

Pause while students select the *Right Arrow* and go to the End Section Screen.

SAY On this screen, select the *Submit* button. The Exit Warning screen should appear. On this screen, select *Yes*. The next screen should display "Section 2". Do not go any further until I tell you to do so.

You may have as much time as you need today to finish the test. Answer all the questions, but do not spend too much time on any one question. You may use your scratch paper and the tools displayed on the screen at any time. However, you may NOT hold anything up to or over the screen.

SAY When you finish the last question of the test and select the *Right Arrow*, the End Test screen will display the message, "Congratulations! You have finished!"

Please raise your hand when you have reached this screen. Do NOT select the *Submit Final Answers* button without permission from me [or the Proctor].

As instructed by the STC, after students have completed the test session, they may remain in the room until all have finished or they may be dismissed individually to class.

SAY After I have collected your test ticket and scratch paper, you may read quietly if you wish.

Remember, you must do your own work. At no time may you discuss, or share, by any means, the questions on the test with anyone.

Raise your hand if you have a problem during the test. On this screen, select the *Start Section* button. You may start working.

Examiners must ensure the audio students put on their headphones as they start the test. Only when requested by the student, an examiner may provide an explanation of the operation of the text-to-speech buttons. Monitor the students carefully. Refer to Section 5.2.1 for guidance monitoring students and answering questions. An individual break is permissible for any student who requires one during testing. Follow the procedures in Section 4.10 pertaining to a student's request for a break during testing.

STRUGGLING ELs

As you are monitoring students, be especially observant of ELs who appear to be struggling with reading the test items. Testing may be discontinued after an EL has had sufficient time to answer items on the *Reading* test and indicates that he/she is unable to complete any more items. Please be aware the students who do not complete the test with more than three questions left blank will not get a score. After the student has indicated verbally or non-verbally that he or she is unable to respond to any more test items.

SAY **If you have completed as many items as you can, you may stop now. You need to *Sign out* of the test. First, look at the top right of the screen, next to your name, and select the *User Drop Down Menu* button . At the very bottom of the menu, select "Sign out of TestNav." Select the *Save and Return Later* button.**

You may [sit quietly or read if you wish or you will be dismissed to class].

Collect the student's testing ticket and all other test materials. After testing, the Examiner/Proctor should notify the STC of the need to discontinue testing for the EL student. The STC should notify the DDOT. The DDOT, or designee, will move the student's incomplete test to a not-started test session.

5.2.1 Monitoring the Test and Answering Student Questions

- **Examiner/Proctor monitoring.** During the test administration, You must monitor the testing process by moving as unobtrusively as possible about the room. Students may not be left unattended for any length of time.
- **Student access to unauthorized materials.** You 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 or electronic device.
- **Examiner/Proctor reviewing test items.** Before, during, or after testing, you must not spend time reading any test items, creating any type of answer key to the test items, copying test items or portions of test items, taking notes about test items, recording student responses to test items, reading/reviewing student drafts, or discussing test items with anyone. (Examiners/Proctors may report a problem with a test item to their STC. Refer to Section 5.1.4 for guidelines.)
- **Questions about the test items.** If a student asks a question during the test about a test item, the student should be told, **"Read it carefully and choose the best answer."** Help must not be given on any test items. Refer to the previous bullets regarding prohibited help.
- **Assistance with TestNav Tools.** If the student requests a description or the function of a tool, you may read the specific tool's description to the student from the online tools tables in Section 4.9.1.
- **Assistance with navigating**. If a student needs assistance navigating the test, you may provide directions to the student, such as:

  "To move to the next question, select the *Right Arrow*."

  "To go back to a previous question within a passage set, select the *Left Arrow*."

  "To go back to a question from the *Review* dropdown within a passage set, select the question's number."

"To submit your test, select the *Submit Final Answers* button."

- **Assistance with transition/message screens.** If a student asks a question about the transition/message screens that appear before/after the passage set of questions or has difficulty navigating the transition/message screens, you may use the information in Appendix B, in this manual, Reading CATs Passage Set Transition Screens, to assist the student with understanding and/or navigating the screens.
- **Assistance with the zoom feature.** If a student needs assistance zooming in or out or returning the screen to the default screen size, you 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."

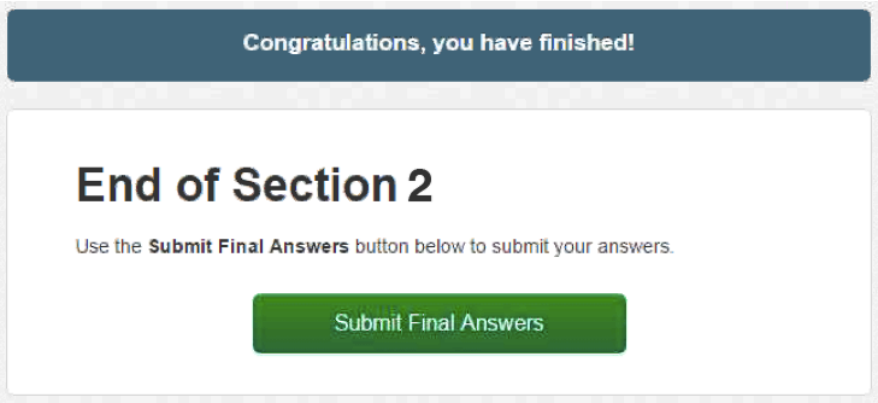
  "To zoom out, touch two points on the screen, and then move your fingers toward each other."

- **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.
- **Reporting an error with a test item.** If the student reports there is an error with a test question or answer choice, you should record the name of the student, subject area, test level, format (online or paper), question number, and a brief statement describing the student's concern. However, under no circumstances should the test question or answer choices be written down or discussed with the student or with other staff members. Tell the student that the concerns will be reported. The student may continue with the test; you may tell the student to, **"Read the question carefully and choose the best answer."** Notify the STC of the student's concern.
- **Student Inactivity.** If you observe an inactive student during testing, you may ask the student, **"Are you finished with your test?"** If the student responds "No," then you may say, **"You need to continue working on your test."** If the student responds, "Yes," then you should direct the student through the Submit process. After two hours of inactivity, TestNav will automatically Exit the student's test. Contact the STC to Resume the student's test. Refer to the Troubleshooting section for details.
- **Troubleshooting some testing issues.** Refer to Appendix B for guidance with troubleshooting some testing issues such as: The student should have an audio test but does not, the student answered the question but the *Next* arrow does not appear, the student cannot enter a specific character into a TEI answer box, etc.

5.2.2 Examiner/Proctor Directions for Submitting the Test

When a student raises their hand and is ready to submit the test, you go to the student's workstation to give permission for the student to submit the test.

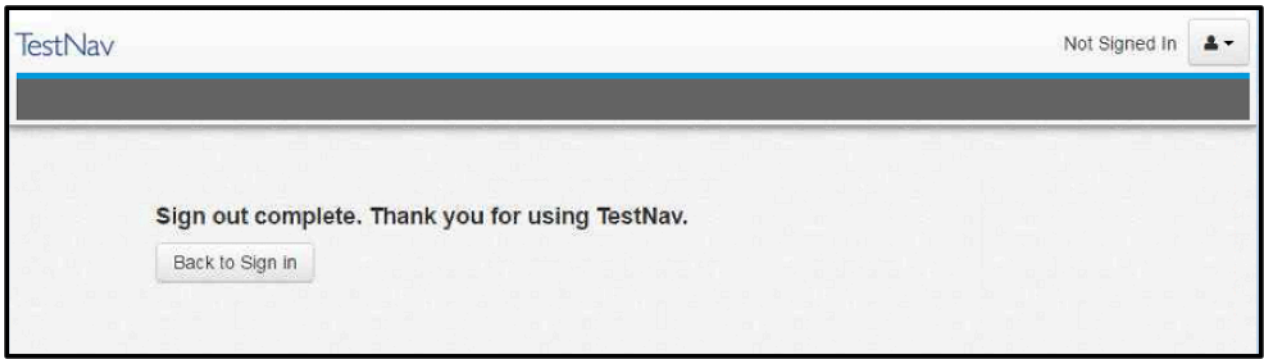
- The student should be on the End of Section 2 screen which displays the "Congratulations, you have finished!" Refer to the screen shot below.



- You should tell the student,

  SAY Select the *Submit Final Answers* button to submit your answers.

  - Selecting this button submits the students test for scoring. A screen appears with the message, "Sign out complete. Thank you for using TestNav." Refer to the screen shot below.



Students should leave this screen showing until either dismissed from the test room or their testing device is shut down. This prevents students from accessing software applications or the Internet and disrupting those still testing.

- **NOTE:** Students should not be allowed to go online and access the Internet or other applications, as it may cause an irregularity by disrupting those still taking tests. Students may not access cell phones or other electronic devices while any students are testing. Students may be dismissed from the testing room or permitted to read quietly. You may tell the student:

  [If students will be staying in the classroom, **SAY: You may sit quietly or read if you wish.**]

  [If students will be dismissed individually back to class, **SAY: You will be dismissed to class.**]

- As students finish testing, collect test materials (i.e., Student Testing Ticket and all used and unused scratch paper) from each individual student. Do not have students pass materials up or down the rows of workstations. Be sure to account for all test materials, including Student Testing Tickets and all used and unused scratch paper. You must ensure that all sheets of scratch paper distributed to each student are collected and accounted for before students are moved to an alternate test site or dismissed from the test session. All used and unused scratch paper must be returned to the STC. After the test session is over, return all test materials to the STC as specified in Section 6. Test materials must be kept in a secure location until returned to the STC.

5.3 Specific Directions for Administering the Online Grade 3, 4, and 5 *Mathematics* CATs

Using the PNP Calculator and/or Arithmetic Tools on the Online Grades 3, 4, and 5 *Mathematics* Growth Assessments

For online tests, a "No Calculator" icon appears in the upper right corner of each test question that assesses a non-calculator standard. In the Grade 3 *Mathematics* test, the "No Calculator" icon appears in all test questions.

Eligible students with disabilities may use the PNP calculator or other approved calculators and/or arithmetic tools on all test items including those in which the "No Calculator" icon appears.

Prior to reading the test directions to students, Examiners/Proctors may remind the students, who use this accommodation, to ignore the icon throughout the test and use the calculator/arithmetic tools provided.

The following statement may be read to students who use this accommodation and repeated during the test as necessary:

SAY **You can use the [online calculator on the toolbar]** or **[arithmetic tools] for any test question. You can ignore the 'No Calculator' picture when you see it.**

Once you and the students enter the testing room, all instruction and/or review of the content covered by the test or discussion of testing strategies must stop.

NOTE: 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. 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," or the directions pertaining to navigation may be modified to "tell me if you want to go to the next question." Refer to the *Examiner's Resource Guide* for administering tests with accommodations.

SAY **Today you will be taking a *Mathematics* test. This test will help your teacher know what you can do well and what you need extra practice with during this school year. There are no passing or failing scores on this test like there are on some tests.**

When you start your test, read and answer each question with the answer that you think is best. Then move to the next question. If you are not sure of an answer, don't worry. Just do your best.

I am going to read you the rest of the directions so you are ready to start your test.

SAY **Please check your work area. You should only have the materials that are allowed for this test.**

You must ensure that unauthorized materials (backpacks, books, papers, cell phones, electronic devices, etc.) have been removed from the students' work area and are inaccessible to students.

SAY **I am going to give each of you your Student Testing Ticket and scratch paper. Do not do anything else until I tell you what to do.**

Distribute Student Testing Tickets and scratch paper to the You may also provide calculator/arithmetic tools only to eligible students with disabilities who are permitted to use a calculator or arithmetic tools on *Mathematics* test items in which a calculator is not permitted. You may remind these students to disregard the "No Calculator" image that appears on some questions of the test. Ensure the name on the Student Testing Ticket matches the student who receives it. If students, within a test session or in the school, have the same first and last names, the testing student's identity, date of birth, test assignment, and Student Testing Ticket must be verified before test log in. The materials may be handed out singly or as a "kit." Ensure that students also have any needed materials or supplies required for accommodations.

SAY **Look at the Student Testing Ticket you received. Raise your hand if your name is not on the test ticket.**

Pause. Ensure each student has his/her specific test ticket. You may instruct students to sign their test tickets and enter their testing device ID if directed to do so by the STC. For example:

[After you have made sure the ticket is yours, sign the ticket and enter your testing device ID.]

Sign In Information

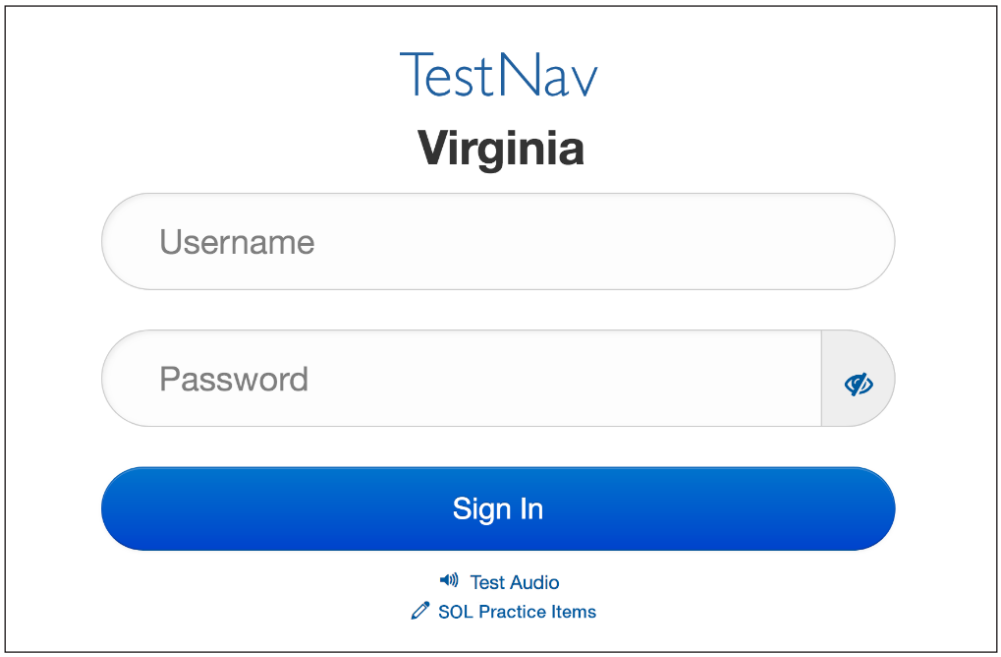
You may skip the following directions if the TestNav sign in screen is displayed on the testing devices' screens when the students enter the room.

SAY **Select the TestNav app on your testing device.**

The TestNav Sign In box will appear on your screen.

You may assist the students with locating the TestNav 8 app on their testing device.

Students should see the following Virginia Sign In screen before proceeding. Please stop and ask the STC for assistance if a different screen appears.



Read for all online Audio tests only

You may skip the following directions if the volume has been set for the student's testing computer/device. If the students taking the audio test are in a mixed session with students who do not take the audio test, include the directions in the brackets [ ].

SAY **[For those students with audio tests,] in the TestNav Sign In box, locate the Test Audio link below the *Sign In* button. When I tell you to do so, put on your headphones and select this link. You should hear a "ringing bell." Use this sound to set a comfortable volume for your headphones. When you have finished setting the volume, take off your headphones. If you need assistance, please raise your hand.**

Now, put on your headphones and set the volume.

When students have finished setting the volume for their audio tests, ensure they have removed their headphones and continue with the Sign In process.

SAY **Enter your username and password into the Sign In screen exactly as they appear on your test ticket.**

Then select the *Sign In* button.

Pause while students locate their sign in information from their test tickets and type it into the fields on the testing device.

Assist students who are having problems with the sign in process. Ensure that students are entering their username and password exactly as they appear on their Student Testing Ticket. For students having trouble entering their password, you may have the student select the "eye" icon to verify the student's password as it is typed. When all students have signed in, continue with the directions below.

SAY **Listen carefully as I read the directions for taking the test.**

Your screen should say: "Welcome." and list your name. If the name appearing on your screen is not yours, raise your hand. (Pause).

SAY **Select the *Start* button.** (Pause)

SAY **You should see a screen that says Section 1. On this screen, select the *Start* button.**

Pause for students to access the first test sample screen. Only the sample items are in Section 1. Section 2 contains the live test questions.

SAY **The Sample A item should appear on your screen.**

Read for Audio Tests only

If the students taking the audio test are in a mixed session with students who do not take the audio test, include the directions in the brackets [ ].

SAY [For those students with audio tests,] on each test item the audio buttons will appear on the right side of the screen. The buttons will start and stop the audio. Selecting the *Settings* wheel will allow you to control the speed and volume of the audio. Be sure you can find the audio buttons on your screen. If you do not see the buttons, raise your hand.

You may assist the student with locating the text-to-speech audio buttons. Refer to Section 4.9.1 for information regarding the audio buttons. If they are not visible on the student's screen, ask the STC for assistance. The STC will need to verify that the correct form was assigned to the student. If the buttons are visible on the sample item, continue with the directions below.

SAY When I tell you to do so, you will put on your headphones and select the *Play* button . You will hear the directions and answers for Sample A and Sample B. Follow the directions as they are read to you and select the answers to the samples. When you have finished the samples, remove your headphones and I will read the rest of the test directions to you.

Are there any questions?

Pause. Answer student questions about the directions you provided.

SAY Now, put on your headphones and select the *Play* button.

Pause while students select the button and access the sample items. The text-to-speech reader will direct the students through both Samples and the correct answers. If a student has difficulty with the text-to-speech or asks a question during the reading of the samples, you can refer to the directions in the section **Read for All Non-Audio Tests (Including Read-Aloud)** to answer questions or read the testing directions to the student if required. After the students have heard the sample and have removed their headphones, continue with the directions.

➡ WHEN STUDENTS HAVE COMPLETED SAMPLES A AND B, CONTINUE DIRECTIONS ON PAGE 35 ➡

Read for All Non-Audio Tests (Including Read-Aloud)

SAY Read Sample A to yourself.

Pause while students read the sample passage.

Read for Read-Aloud Tests Only

SAY [Read Sample A to yourself] as I read it aloud.

"Carlos made this tally chart to record the chores done by 12 of the students in his class." A two column tally chart titled Chores done by Students. Read left to right, Chore, Number of Students. Chores top to bottom: Washing Dishes, Walking Dog, Emptying Trash, Cleaning Room.

"Which chore was done by 5 students?

(A) Washing Dishes… (B) Walking Dog… (C) Emptying Trash… (D) Cleaning Room."

SAY Select the best answer. (Pause)

SAY Which answer did you choose? (Pause for replies)

SAY The best answer is "B." Select the letter "B."

In this test, you must answer the test question on your screen before you can move on to the next question. The right arrow at the top of the screen will take you to the next question. If you have not answered the question on your screen, a message will pop up on your screen when you select the Right Arrow. If a pop-up message appears on your screen, raise your hand to notify your Examiner and your Examiner will read the message to you. Select the Right Arrow to view Sample B.

You will notice that this question is not a multiple-choice question. For this question, you must type your answer in a 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."

Notice that directions for this type of question are at the top of the screen. The directions contain information on how to answer the question and may include specific information on how to represent your answer. Always read the directions before answering the question.

Read for All Non-Audio Tests (Including Read-Aloud)

SAY Read the directions and question to yourself.

Read for Read-Aloud Tests Only

SAY [Read the directions and question to yourself] as I read them aloud: *"Directions. Type your answer in the box. Sample B. Five plus five equals question mark [5 + 5 = ?]"*

SAY Determine the best answer. (Pause)

SAY What answer should you enter in the box? (Pause for answers)

SAY The correct answer is "ten [10]."

Enter ten into the answer box.

⬇ CONTINUE DIRECTIONS FOR ALL GRADE 3–5 *MATHEMATICS* CATs ⬇

SAY Are there any questions on how to enter an answer?

Answer only questions related to the mechanics of indicating a response or navigating on the screen. You must not answer any questions pertaining to the content of the test item.

SAY The tools you can use for this test are on the toolbar at the top of your screen.

Some questions may have drawing interaction tools located to the right of the test item. You may use these tools to help determine the answer to the question.

However, only the Pointer tool may be used when selecting your final answer to all questions. If you use another tool by mistake, you will not be able to go to the next item.

Some test items will allow you to use the Desmos Virginia four-function calculator. The calculator will be available on the tool bar on your screen.

[Read for grades 4 and 5 tests only:

SAY Some test items will allow you to use a protractor. The protractor will be available on the tool bar on your screen.]

[Read for grade 5 tests only:

SAY Some test items will allow you to use a formula sheet. The formula sheet will be available when you click on the Exhibit icon on the right side of your screen.]

SAY Remember, you must answer the test question on your screen before you can move on to the next question. Once you go to another question, you cannot go back to any previous questions.

SAY Select the *Right Arrow* to enter the End of Section 1 screen. On this screen, select the *Submit* button.

Pause while students select the *Submit* button and go to the Section Exit Warning screen.

SAY The Section Exit Warning screen should appear. On this screen, select *Yes*.

The next screen should display "Section 2." Do not go any further until I tell you to do so.

You may have as much time as you need today to finish the test. Answer all the questions, but do not spend too much time on any one question. You may use your scratch paper and the tools displayed on the screen at any time. However, you may NOT hold anything up to or over the screen.

When you finish the last question of the test and select the *Right Arrow*, the End Test screen will display the message, "Congratulations! You have finished!"

Please raise your hand when you have reached this screen. Do NOT select the *Submit Final Answers* button without permission from me [or the Proctor].

As instructed by the STC, after students have completed the test session, they may remain in the room until all have finished or they may be dismissed individually to class.

SAY After I have collected your test ticket and scratch paper, you may read quietly if you wish.

Remember, you must do your own work. At no time may you discuss, or share, the questions on the test with anyone.

Raise your hand if you have a problem during the test. On this screen, select the Start Section button. You may start working.

Examiners must ensure the audio students put on their headphones as they start the test. Only when requested by the student, an examiner may provide an explanation of the operation of the text-to-speech buttons. Monitor the students carefully. Refer to Section 5.3.1 for guidance monitoring students and answering questions. An individual break is permissible for any student who requires one during testing. Follow the procedures in Section 4.10 pertaining to a student's request for a break during testing. Refer to Section 5.3.2 for information regarding the test submit process and closing TestNav.

5.3.1 Monitoring the Test and Answering Student Questions

- **Examiner/Proctor monitoring.** During the test administration, you must monitor the testing process by moving as unobtrusively as possible about the room. Students may not be left unattended for any length of time.
- **Student access to unauthorized materials.** You 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 or electronic device 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 may 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.
- **Examiner/Proctor reviewing test items.** Before, during, or after testing, you must not spend time reading any test items, creating any type of answer key to the test items, copying

test items or portions of test items, taking notes about test items, recording student responses to test items, reading/reviewing student drafts, or discussing test items with anyone. (You may report a problem with a test item to their STC. Refer to Section 5.1.4 for guidelines.)

- **Questions about the test items.** If a student asks a question during the test about a test item, the student should be told, **"Read it carefully and choose the best answer."** Help must not be given on any test items. Refer to the previous bullets regarding prohibited help.
- **Assistance with TestNav Tools.** If the student requests a description or the function of a tool, you may read the specific tool's description to the student from the online tools tables in Section 4.9.1.
- **Assistance with navigating**. If a student needs assistance navigating the test, you may provide directions to the student, such as:

  "To move to the next question, select the *Right Arrow*."

  "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, you 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."

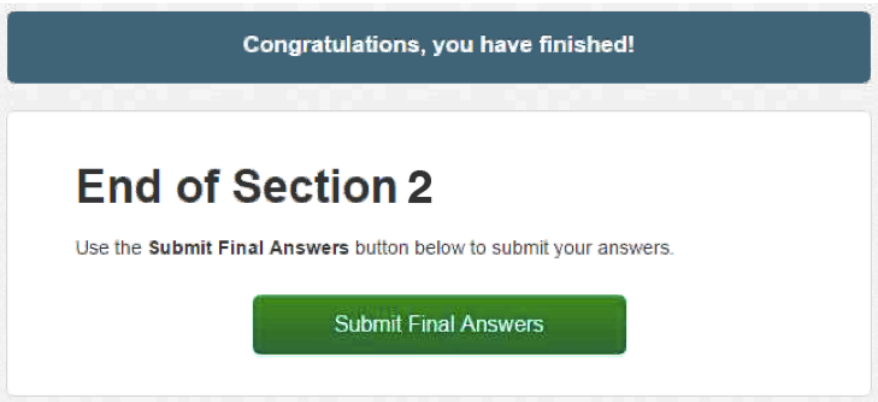
- **Students moving to an alternate test room.** If students are moved to an alternate testing site to complete their tests, their testing materials must be collected by the Examiner or Proctor prior to the move. Students must not be permitted to discuss the test or course content in any way with anyone 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.
- **Reporting an error with a test item.** If the student reports there is an error with a test question or answer choice, you should record the name of the student, subject area, test level, format (online or paper), question number, and a brief statement describing the student's concern. However, under no circumstances should the test question or answer choices be written down or discussed with the student or with other staff members. Tell the student that the concerns will be reported. The student may continue with the test; you may tell the student to, **"Read the question carefully and choose the best answer."** Notify the STC of the student's concern.

- **Student Inactivity.** If you observe an inactive student during testing, you may ask the student, **"Are you finished with your test?"** If the student responds "No," then you may say, **"You need to continue working on your test."** If the student responds, "Yes," then you should direct the student through the Submit process. After two hours of inactivity, TestNav will automatically *Exit* the student's test. Contact the STC to *Resume* the student's test. Refer to the Troubleshooting section for details.
- **Troubleshooting some testing issues.** Refer to Appendix B for guidance with troubleshooting some testing issues such as: The student should have an audio test but does not, the student answered the question but the Next arrow does not appear, the student cannot enter a specific character into a TEI answer box, etc.

5.3.2 Examiner/Proctor Directions for Submitting the Test

When a student raises their hand and is ready to submit the test, you go to the student's workstation to give permission for the student to submit the test.

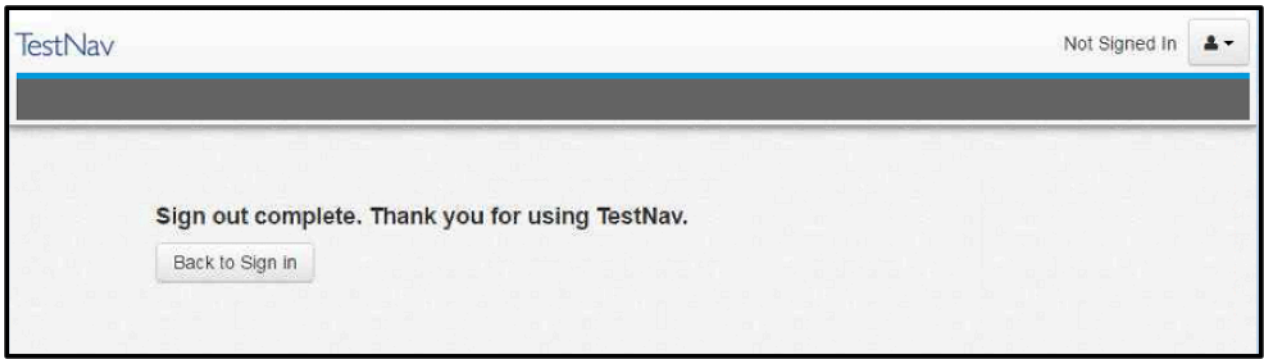
- The student should be on the End of Section 2 screen which displays the message, "Congratulations, you have finished!" Refer to the screen shot below.



- You should tell the student,

  SAY Select the *Submit Final Answers* button to submit your answers.

  - Selecting this button submits the students test for scoring. A screen appears with the message, "Sign out complete. Thank you for using TestNav." Refer to the screen shot below.



Students should leave this screen showing until either dismissed from the test room or their testing device is shut down. This prevents students from accessing software applications or the Internet and disrupting those still testing.

- **NOTE:** Students should not be allowed to go online and access the Internet or other applications, as it may cause an irregularity by disrupting those still taking tests. Students may not access cell phones or other electronic devices while any students are testing. Students may be dismissed from the testing room or permitted to read quietly. You may tell the student:

  [If students will be staying in the classroom, **SAY: You may sit quietly or read if you wish.**]

  [If students will be dismissed individually back to class, **SAY: You will be dismissed to class.**]

- As students finish testing, collect test materials (i.e., Student Testing Ticket and all used and unused scratch paper) from each individual student. Do not have students pass materials up or down the rows of workstations. Be sure to account for all test materials, including Student Testing Tickets and all used and unused scratch paper. You must ensure that all sheets of scratch paper distributed to each student are collected and accounted for before students are moved to an alternate test site or dismissed from the test session. All used and unused scratch paper must be returned to the STC. After the test session is over, return all test materials to the STC as specified in Section 6. Test materials must be kept in a secure location until returned to the STC.

6. SPECIFIC DUTIES OF EXAMINERS: AFTER TESTING

6.1 Return All Test Materials to the STC After Testing Is Completed

At the end of the test session, all test materials must be returned to the STC. This includes Student Testing Tickets, all used and unused scratch paper, the test session roster (optional), the *Examiner's Manual*, and any test manipulatives/materials. Follow your STC's instructions regarding the collection and storage of all materials.

The STC will verify that you have returned all test materials and initial the "IN" column on the *Testing Ticket Transmittal Form and Affidavit for Examiners/Proctors*.

6.2 Sign the Examiner's/Proctor's Affidavit

After the tests have been administered and materials are returned to the STC, you are required to certify the following:

I administered the Growth or Standards of Learning Assessment(s) according to the *School Division Personnel Test Security Agreement*.

For this certification, the STC may provide the *Test Ticket Transmittal Form and Affidavit for Examiners/Proctors* or another such transmittal/affidavit to sign.

7. MAKE-UP TESTING

Every student who is absent must be given an opportunity to take the test he/she missed on a make-up basis, **provided the make-up sessions are within the testing window**.

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

THANK YOU

We appreciate your time and effort in administering the Grades 3–5 Growth Assessments.

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

APPENDIX A — *Virginia Assessment Program 2023–2024 Fall-Spring 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 the Virginia Assessment Program (VAP) tests (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 VAP 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[2] (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, or in accordance with the procedures for advanced access to a test, and only for the specific test being administered. For the paper VAP *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 VAP tests 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[3]. 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 VAP tests must be administered strictly in accordance with the instructions provided in the VAP 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 test directions to students exactly as written. VAP 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 VAP test and are the only items on the 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 VAP 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 VAP tests or individual test items. Prohibited actions include, but are not limited to, creating an answer key, reviewing or scoring a student's test item response or responses, reviewing or scoring student scratch paper, or tracking student performance on test items[4].

11. All persons are prohibited from altering, in any manner, student responses to secure 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]VAP 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 VAP test items are released.

[2]For the Fall Growth Assessments and Virginia Alternate Assessment Program tests, it is unnecessary to cover or remove curricular materials from classroom walls.

[3]Examiner's administering assessments for the Virginia Alternate Assessment Program are permitted to sign in, navigate, and respond to items based on the needs of the individual student being assessed and in accordance with the procedures in the *Examiner's Manual*.

[4]Examiner's administering assessments for the Virginia Alternate Assessment Program are permitted to record student responses on the Examiner's Copy of the test to track student advancement through the test and to enter item responses at a later date in TestNav in accordance with the procedures in the *Examiner's Manual.*

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

2023–2024 Fall–Spring Administrations (check all that apply):

❏ **2023–2024 Fall/Winter *Reading* and *Mathematics* Growth Assessments**

❏ **2023–2024 Fall/Spring *Writing* Tests**

❏ **2023–2024 Fall/Spring *Non-Writing* Tests**

❏ **2023–2024 Virginia Alternate Assessment (VAAP) Assessments**

I acknowledge that I will have access to the Virginia Assessment Program (VAP) tests for the purpose of administering a 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 Virginia Assessment Program 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 Department of Student Assessment, Accountability, and ESEA Programs, 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 Virginia Assessment Program test administration activities involving secure test materials.

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

Pages 1–2 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 (i) issue a written reprimand to or (ii) suspend or revoke the administrative or teaching license of any holder of a Board-issued administrative or teaching license 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.

These pages may be photocopied.

APPENDIX B TROUBLESHOOTING

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

- For audio Grades 3–8 *Mathematics* or *Reading* CATs, the **audio tools** will appear on the right side of the student's test screen for both the samples and the test questions.

  For all audio tests, the student must select the ***Play*** button to start the audio. If you notice the audio player/tools do not appear, you 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 Session 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/tools appear but no audio can be heard, the STC or 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 player/ tools appear on the student's test:** Contact your STC immediately. Do 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.

- **The PNP Calculator does not appear on the student's tool bar:** Only students with disabilities who are eligible to use the Desmos Virginia calculator on non-calculator items may use the PNP Calculator.

  Prior to the student signing in to TestNav with their Student Testing Ticket, the PNP Calculator accommodation must be assigned to the student. If a student does not have the PNP Calculator, the student should be directed to Exit their test. The STC should be contacted immediately. The STC should go to the Students in Sessions screen to determine if the student was assigned the PNP Calculator. The PNP Calculator is indicated under the student's name.

  If the PNP Calculator is not indicated, the STC must contact the DDOT who will contact VDOE. In most cases, VDOE will reassign the form and apply the appropriate coding while the student waits in the test room. DO NOT mark the test complete or have the student Submit the test.

- **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, you may adjust the contrast setting on the student's monitor until the shading is visible. If this adjustment does not resolve the problem, contact the STC.

- **The student completed a question but the *Next* button does not appear:**
  - 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) drag answers from one location to another.

- You 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 drag 3 items to answer boxes, the *Next* button will not appear if the student only places 1 or 2 items into the answer boxes. The *Next* button will only appear after the student places 3 items into the answer boxes. You may tell the student to **"Read the screen carefully"** or **"Read the directions carefully."**

- **Student is trying to use the Answer Eliminator tool on a TEI question and it is not working:** Refer to the online tools tables in Section 4.9.1. You may tell the student 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 you which key to use for a specific symbol or character, you may tell the student which keys to press and may point to the keys. For example, the student asks you, "How do I make a minus sign?" You 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 decimal, **"Use the period."**

  You may only respond to the student's request for "how" to enter a specific symbol. You 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.

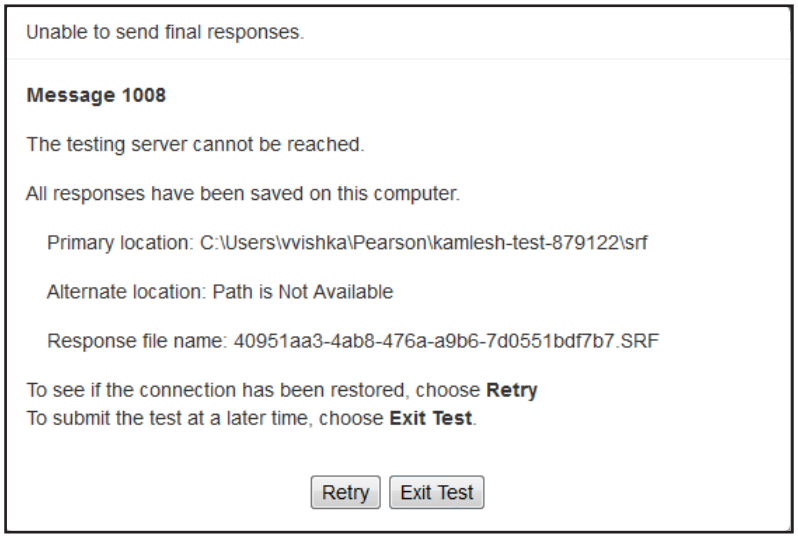
- **Student cannot enter a specific "character" into a TEI answer box.** You should look to see if the "Caps Lock" key is active on the student's keyboard. If it is, you may tell the student, **"Try pressing the "Caps Lock" key on your keyboard."**

  If the student is still having difficulty, you 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 you may only say, **"Read the question carefully."**

- **This message is displayed on the student's workstation, "Are you still there? This test will be exited in 30 seconds if no activity is detected.":** This message is indicating that the student has been inactive for nearly two hours. To reset the inactivity timer, the student should move the mouse, press a key, or touch the screen (on touch screen devices).

- **The student's test is *Exited* and the workstation is showing Error 3124.** The student's test was automatically *Exited* by TestNav after at least two hours of inactivity. The message for Error 3124 states, "TestNav has closed the test session due to inactivity. To continue testing, ask your proctor to resume your test, and sign in again." To enable the student to continue with the test, the STC must *Resume* the student's test in PearsonAccess^{next}; then the student can sign in with the Student Testing Ticket.
- **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."**


Unable to send final responses.

Message 1008

The testing server cannot be reached.

All responses have been saved on this computer.

Primary location: C:\Users\vvishka\Pearson\kamlesh-test-879122\srf

Alternate location: Path is Not Available

Response file name: 40951aa3-4ab8-476a-a9b6-7d0551bdf7b7.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

This message appears if the connection with the testing server and TestNav was unable to upload responses to the testing server. As the message indicates, the student responses have been saved locally (e.g., to a local drive or network drive) so that they can be uploaded to the Pearson server when connectivity has been restored.

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 testing devices can communicate to the Pearson server.
- divisionwide, it may be due to a problem at Pearson or with TestNav.

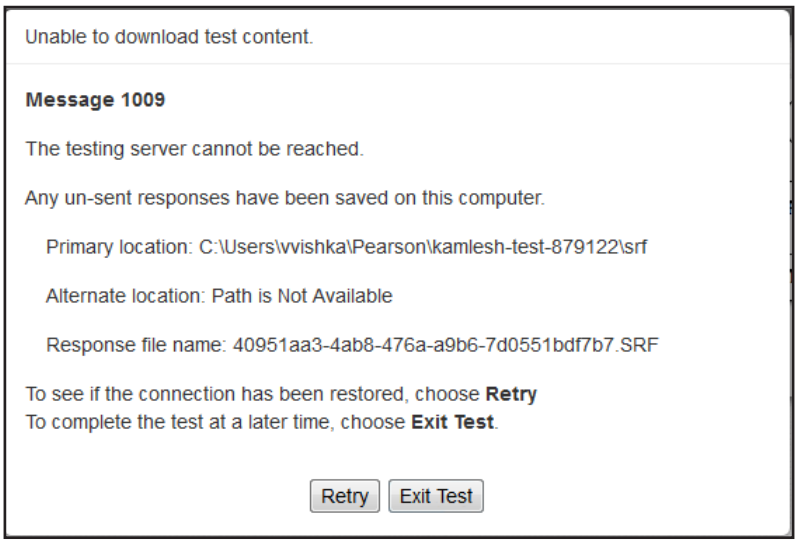
If the student **has completed** the test and the message appeared when the student tried to Submit the test:

- Have the student select the *Retry* button after waiting 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.
- Have the student select the *Retry* button after waiting 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.

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 testing devices can communicate to the Pearson server.
- Division-wide, it may be due to a problem at Pearson or with TestNav.

Because the testing device 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

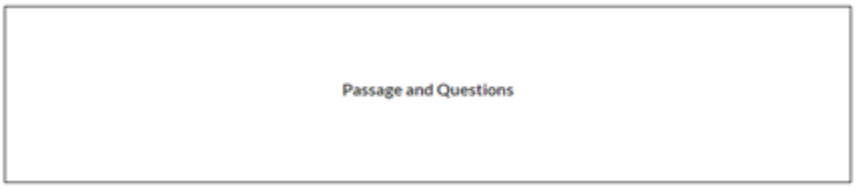
regarding how long you should wait for connectivity to be restored before discontinuing the testing session.

- 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.

Passage Set Question Transition Screens

- **Passage set questions** consist of a reading passage and all the questions associated with the passage(s). As students answer questions within a passage set, they may bookmark questions, return to previously answered questions, and review or change any answers. Once the student leaves the passage set and enters the next passage set, the student is unable to navigate back to any previous question.
- Transition screens (message screens) will appear before and after passage set questions to notify the student that he/she has completed a passage set.
- Samples and notes regarding the *Reading* CAT transition screens encountered on this test are shown below:

Beginning of a passage set: the screen with the message, "Passage and Questions," notifies the student that a passage and associated questions are the next type of questions on the test. The student may only select the *Right Arrow* button on this screen.



End of a passage set: the screen with the large yellow triangle and the message, "You have reached the end of the questions for the passage" (and additional directions), notifies the student that he/she has reached the end of the passage set of questions. The student may select the *Review* button to go back to the passage's questions, or select the *Right Arrow* button to go to the next transition screen.

- In order to become familiar with these screens, students should have practiced with the *Elementary School Reading CAT Training Test* in the Training Center of PearsonAccess[next] or the Practice Item Sets in TestNav.
- When students encounter these screens and have questions or concerns, you may read the screen(s) to the student and/or use the descriptions above to assist in providing directions to the student for navigating the screen.
- Students who receive the read-aloud accommodation must have the transition screens read to them. For students who receive the audio accommodation, the transition screens are read to the student via the audio tools.

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