

Summer 2023 Test Implementation Manual

End-of-Course *Writing* Standards of Learning Test
End-of-Course *Non-Writing* Standards of Learning Tests

For Division Directors of Testing, School Test Coordinators, and other School Division personnel responsible for the Virginia Assessment Program

Summer 2023 *Non-Writing* Standards of Learning Assessments Administration Schedule*

Summer 2023 End-of-Course Non-Writing Assessments		
SRI Submission Available	May 1, 2023	
Special Assessment Accommodation Request Deadline	May 5, 2023	
Additional Orders Window	May 8 – October 13, 2023	
Manually Create/Edit Online Test Session Start	May 22, 2023	
Prepare Sessions Start	May 29, 2023	
Proctor Cache Start	June 9, 2023	
Ability to Start Test Session	June 12, 2023	
Test Window	June 12 – September 15, 2023	
Answer Documents Shipped By	Last day of division's test window OR not later than September 22, 2023	
Secure Test Materials Due	Within 4 weeks from end of division's test window	
School Division Affidavit Due	Within 4 weeks from end of division's test window	
Authorization to Report (ATR) Deadline	October 27, 2023	
Printed Reports Order Deadline	November 22, 2023	

^{*}The Division Director of Testing (DDOT) will be notified if the Office of Student Assessment updates the Virginia Assessment Program Schedule.

iii

Summer 2023 Writing Standards of Learning Assessments Administration Schedule*

Summer 2023 End-of-Course Writing Assessments			
Student Registration Import (SRI) Submission Available	May 1, 2023		
Special Assessment Accommodation Request Deadline	May 5, 2023		
Additional Orders Window	June 5 – August 4, 2023		
Manually Create/Edit Online Test Session Start	June 19, 2023		
Prepare Sessions Start	June 26, 2023		
Proctor Cache Start	July 7, 2023		
Ability to Start Test Session	July 10, 2023		
EOC Paper Test Window	July 10 – 12, 2023		
	For students with a documented need to complete a paper test, school divisions may plan to administer the multiple-choice component on July 10 or 11, and the short-paper component on July 12. Refer to Section 9 for details.		
	Make-up testing must be completed by July 21, 2023.		
	By July 21, 2023, ship answer documents to Pearson (Cedar Rapids, IA).		
Term Graduate Paper Test Window	July 10 – 21, 2023		
	Students who are scheduled to graduate by August 31, 2024, may attempt both the multiple-choice and the short-paper components of the EOC Writing test twice during the Paper Term Graduate test window. Both opportunities must be completed by July 21, 2023. Refer to Section 9 for details. By July 21, 2023, ship answer documents to Pearson (Cedar Rapids, IA).		

iv

Summer 2023 Writing Standards of Learning Assessments Administration Schedule*, continued

Continued	
EOC Online Test Window	July 10 – 28, 2023
	The multiple-choice and short-paper components will be administered in two separate online test sessions. Divisions may choose the order of the components and their testing dates. These students' test sessions must be created using the <i>Regular Form Group Type Context</i> . All EOC <i>Writing</i> online make-up tests must be completed by July 28, 2023.
Term Graduate Online Test Window	July 10 – 28, 2023
	Students who are scheduled to graduate by August 31, 2024, may attempt both the Term Graduate Form Group Type Context multiple-choice and the short-paper components of the EOC Writing test twice during the July 10–28 window. Both opportunities must be completed by July 28, 2023. Refer to Section 8 for details.
	NOTE: Student scores for the first opportunity will not be available prior to students taking the second opportunity.
Answer Documents Shipped By	July 21, 2023
Secure Test Materials Due	August 4, 2023
School Division Affidavit Due	August 4, 2023
Requests for Rescore Deadline	September 15, 2023
Authorization to Report (ATR) Deadline	October 27, 2023
Short Paper Image Download Deadline	October 27, 2023
Printed Reports Order Deadline	November 22, 2023

^{*}The Division Director of Testing (DDOT) will be notified if the Office of Student Assessment updates the Virginia Assessment Program Schedule.

Summer 2023 Test Implementation Manual

Summer 2023

vi

TABLE OF CONTENTS

Su	mmer	2023 Non-	Writing Standards of Learning Assessments Administration Schedule	ίij
Su	mmer	2023 Writi	ing Standards of Learning Assessments Administration Schedule	iv
NE	W FO	R SUMME	R 2023	1
IMI	PORTA	ANT REMIN	NDERS FOR SUMMER 2023	5
1.	USE	OF THIS M	ANUAL FOR SUMMER 2023	21
2.	SUM	MER 2023	TEST ADMINISTRATION SCHEDULES 2	22
3.	SCH	OOL DIVIS	ION RESPONSIBILITIES FOR VAP TESTING	22
4.	SPEC	CIFIC DUTI	ES OF THE DDOT/STC: BEFORE TESTING	24
	4.1	Train Scho	ool Test Coordinators	24
	4.2	Train Exar	niners/Proctors	26
	4.3	Online Us	er Roles	28
	4.4	Test Prepa	aration Training	29
		4.4.1 Re	esources for test preparation	29
		4.4.2 Pr	e-testing discussion regarding cell phones, electronic devices, and other authorized materials during testing	31
		4.4.3 Pr	e-testing discussion regarding cheating	32
	4.5	Document	the Need for Paper Assessment	32
	4.6	Register S	Students for Testing	3
	4.7	Determine	Where Tests Will Be Administered	3
	4.8	Schedule	the School's Testing Sessions	35
	4.9	Determine	Testing Groups and Select Examiners	36
	4.10	Determine	the Need for Proctors and Arrange for Assistance	36
	4.11	Review Pr	ocedures for Ensuring Test Security	36
	4.12	Collect Co	mpleted Test Security Agreements3	37
		4.12.1 <i>Sc</i>	chool Division Personnel Test Security Agreements	37
		4.12.2 Sc	chool Division Test Security Agreement	37
	4.13	Additional	Security Procedures for Online Testing	38
		4.13.1 DE	OOT Testing Checklist	38
		4.13.2 St	udent Testing Tickets	38
	4.14	Provide Sp	pecial Accommodations During Testing	38
	4.15	Testing Co	ondition Adjustments Available During Testing4	Ю
		4.15.1 Te	sting Condition Adjustments Available to All Students4	Ю
		4.15.2 He	ealth Management Device	1
		4.15.3 He	earing Aids with Internet-Connected Device4	1
	4.16	Test Tools	and Materials	1
	4.17	Preparing	for Paper Testing	1

	4.18	Audits	42
5.	SPEC	IFIC DUTIES OF THE DDOT/STC: DURING TESTING	42
	5.1	Maintain a Contingency Plan	42
	5.2	Coordinate the School's Administration of the Paper Assessments	42
		5.2.1 STC conducts check-out of secure Growth and SOL test materials to Examiners	42
		5.2.2 Check-in paper test materials at the end of each testing session	43
	5.3	Coordinate the School's Administration of the Online Assessments	44
		5.3.1 Monitor online test sessions	44
		5.3.2 Early Warning System	46
		5.3.3 Troubleshooting	48
	5.4	During Test Administration §	53
		5.4.1 Monitoring the test administration	53
		5.4.2 Answering student questions	56
		5.4.3 Allowing student breaks during testing	56
		5.4.4 Identifying and resolving testing irregularities	57
		5.4.5 Setting up irregularity sessions for online testing	58
		5.4.6 Reporting problems/errors on the assessments	58
		5.4.7 Marking SOL Tests Complete guidelines	59
		5.4.7.1 Marking an SOL test complete for non-test irregularity situations	60
		5.4.7.2 Marking a test complete for SOL online test irregularity situations	60
	5.5	Make-Up Testing Sessions	60
		5.5.1 Paper test make-up sessions	61
		5.5.2 Online test make-up sessions	61
	5.6	Term Graduate Testing	62
	5.7	Expedited Retake Testing 6	62
		5.7.1 Eligibility for expedited retakes of Grades 3–8 and EOC SOL <i>Non-Writing</i> tests administered to meet Federal Accountability requirements only	62
		5.7.2 Eligibility for expedited retakes for EOC SOL <i>Non-Writing</i> tests needed for Verified Credits	63
		5.7.3 Ordering materials for Expedited Retakes	64
		5.7.4 Creating online sessions for <i>Non-Writing</i> Expedited Retakes	64
		5.7.5 Coding Expedited Retake tests in PearsonAccess ^{next}	64
6.	SPECI	FIC DUTIES OF THE STC: AFTER TESTING	64
	6.1	Receive All Testing Materials from Examiners	64
	6.2	Complete Coding of Student Demographic Information	65
		6.2.1 Testing Status	65
		6.2.2 Special Test Accommodations	36
	6.3	Conduct Transcription of Student Responses	69
	6.4	Prepare and Transmit Affidavits and Forms	69
7.	SPECI	FIC DUTIES OF THE DDOT: AFTER TESTING	71
			71

	7.2	Compl	lete and Return the <i>School Division Affidavit</i>	72
	7.3	Review	w Disposition of All Test Materials	72
	7.4	Resolv	ve Alerted Student Tests in PearsonAccessnext	74
	7.5	Acces	s Test Results	75
		7.5.1	Student Data Extract Files	75
		7.5.2	Score Reports: Published Reports	75
		7.5.3	Score Reports: On Demand Reports	75
	7.6	Review	w Data	75
	7.7	Reque	est ATR	76
	7.8	Order	Final Reports	76
	7.9	Post A	TR Record Changes	76
8.	SOL	Non-W	riting Test Administration, Summer 2023	78
	8.1	SOL A	Non-Writing Test Schedule	78
	8.2	Identif	y Students to be Tested	79
	8.3	Test To	ools and Materials	80
		8.3.1	Materials needed for accommodations	84
9.	SOL	Writina	2022–2023 Test Administration, Summer 2023	85
-	9.1	_	per 2023 SOL Writing Test Schedule	
	9.2		y Students to be Tested	
	9.3		pols and Materials	
		9.3.1	Materials needed for paper testing	
		9.3.2	Guidelines for use of the English and bilingual dictionaries	
		9.3.3	Materials needed for accommodations	
	9.4	Prepai	ring for Paper Testing	100
ΛΙ	DDENI	DIY A		101
AI			essment Program Summer 2023 <i>School Division Personnel Test</i>	101
	viig		ity Agreement	103
	Gen	eral Ass	embly Legislation	105
	Virg		essment Program 2022–2023 <i>School Division Test Security Agreement</i> on-Writing, and <i>Writing</i> Administrations	107
	Virg	inia Asse	essment Program Summer 2023 <i>School Affidavit</i>	108
	Virg	inia Asse	essment Program Summer 2023 <i>School Division Affidavit</i>	109
ΑF	PPENI	DIX B		111
			ing Accommodations: Resources and General Guidance	
	•		ommodations for Students with Disabilities	
			ommodations for English Learners (ELs)	
		•	ing Accommodations Available for the SOL <i>Non-Writing</i> Tests	
			ing Accommodations Available for the SOL Writing Tests	
Λ.				
Al			or Proctoring and/or Recording a Test Session	I58 160

	Examiner's/Proctor's Iransmittal Form and Affidavit for Recorded/Proctored Test Sessions	161
	SOL Testing Ticket Transmittal Form and Affidavit for Examiners/Proctors	162
	Interpreter's Affidavit	163
	Documentation of Need for Paper Assessment	164
ΑP	PENDIX D	168
	Testing Condition Adjustments Available to All Students	168
ΑP	PENDIX E	170
	2022–2023 Test Irregularity Form	170
ΑP	PENDIX F	172
	Online Tools and Features	172

LIST OF TABLES

Table 1. DDOT Testing Checklist 1.	3
Table 2. STC Testing Checklist. 1	6
Table 3. Required Technology 1	S
Table 4. Resources Available for Test Preparation	29
Table 5. SOL Non-Writing and Writing Testing Status Codes 6	6
Table 6. STC Disposition of Test Materials	'0
Table 7. Box Contents and Pearson Address Label Colors When Shipping Answer Documents 7	'1
Table 8. Box Contents and Pearson Address Label Colors When Shipping Test Booklets/Prompts 7	1
Table 9. DDOT Disposition of Test Material 7	'3
Table 10. List of all Summer 2023 Non-Writing Standards of Learning Tests	'8
Table 11. Allowable Test Manipulatives for the Summer 2023 Non-Writing Tests	31
Table 12. Test Dates for Paper Tests: EOC Multiple-Choice and Short-Paper Administration Information 8	36
Table 13. Test Dates for Paper Tests: Term Graduate Multiple-Choice and Short-Paper Administration Information	37
Table 14. Online Tools and Features Available in TestNav on the Multiple-Choice/TEI and Short-Paper Components of the Writing Tests	39
Table 15. Online Tools Available in TestNav on the Short-Paper Component of the Writing Test 9)4
Table 16. Hand-Held Materials Permitted on the Multiple-Choice/TEI and Short-Paper Components of the Online Writing Tests)5
Table 17. Materials Permitted on the Multiple-Choice and Short-Paper Components of the Paper Writing Tests 9)6
Table 18. Use of the English Dictionary and Bilingual Dictionary on the 2010 Standards of Learning (SOL) Writing Test Components	98
Table 19. Audio Control Box)C

χi

NEW FOR SUMMER 2023

Combined *Test Implementation Manual*

This *Summer 2023 Test Implementation Manual* (TIM) will be used for the Summer 2023 Standards of Learning (SOL) *Non-Writing* and *Writing* test administrations.

Summer 2023 Non-Writing Test Administration

The Summer 2023 *Non-Writing* Test Administration in PearsonAccess^{next} will be used to manage the EOC tests.

These tests will follow the Summer 2023 *Non-Writing* Test Administration Schedule located in the front of this manual. Many of the items in this Test *Implementation Manual* pertain to the *Non-Writing* Test administration. Section 8 contains specific information for the *Non-Writing* test administration.

Summer 2023 Writing Test Administration

The End-of-Course (EOC) *Writing* tests will be managed in the *Summer* 2023 Test Administration within PearsonAccess^{next}. These tests will follow the Summer 2023 *Writing* Test Administration Schedule located in the front of this manual. Many of the items in this *Test Implementation Manual* pertain to the *Writing* Test administration. Section 9 contains specific information for the *Writing* test administration.

Calculators

Students taking <u>online</u> EOC <u>Mathematics</u> 2016 SOL tests and EOC SOL <u>Science</u> tests will be required to use the Desmos Virginia calculator provided on the test's tool bar. Students taking the online tests 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 <u>Calculator Accommodation Criteria Form</u> to determine the need for a hand-held calculator.

Students who are eligible for <u>paper</u> EOC *Mathematics* 2016 SOL and *Science* tests may use a state-approved hand-held calculator or have access to the appropriate Desmos Virginia calculator using the Desmos Virginia Calculator tests available in the PearsonAccess^{next} Training Center using a separate device.

Formula Sheets

Students taking <u>online</u> EOC *Mathematics* SOL tests may access the formula sheet from their test's tool bar in addition to receiving a paper formula sheet. Students who are eligible for a paper EOC *Mathematics* test will receive a paper formula sheet contained in the test booklet.

Text-to-Speech Samples Directions Update

For the tests listed below that use text-to-speech to deliver the audio format, 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 the Examiner's Manuals for the following tests:

VA & US History (2015 SOL), EOC Reading (2017 SOL), EOC Biology (2018 SOL), and all EOC Mathematics (2016 SOL).

Summer 2023 Test Implementation Manual

NEW FOR SUMMER 2023, continued

Update to the Paper Regular, Large-Print, and Braille Audio Prompts of the *Writing* Tests

When the DDOT orders the <u>paper</u> audio *Writing* test regular, large-print, or braille multiple-choice form, an audio multiple-choice kit will be sent to the division. This multiple choice audio kit contains the student's test booklet, an Examiner's copy of the test booklet for large-print and braille tests, and a compact disc (CD). The CD is used to provide the audio version of the multiple-choice component. When the DDOT orders the prompt, audio kits will not be available. The DDOT will only be able to order regular prompts, or large-print and braille prompt kits. The orders for the corresponding prompt forms will provide the prompt sheet in regular print, large print, or braille. A corresponding CD will not be provided with the prompt sheet. The Examiner must personally read the Checklist for Writers and the student's prompt to the student from the student's prompt sheet when directed to do so in the test directions. This read-aloud session for the short-paper component will not need to be proctored or recorded.

When testing has been completed, apply the Special Test Accommodation code for Audio (code 11) to the student's test in PearsonAccess^{next}. If the special test accommodation is coded on the student's answer document, fill in the circle for accommodation code 11.

TestNav Update

2

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 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 SOL** *Mathematics* assessments and **SOL** *Science* assessments.



Special Testing Accommodations: Resources and General Guidance

The following updates are located in Appendix B of the *Test Implementation Manuals* and the *2022–2023 Examiner's Resource Guide*.

- Plain English Algebra I (2009 SOL) Test—is no longer available. The entry has been removed.
- Amplification Equipment—has been renamed Auditory Aids.
- Fidget/Sensory Items—has been added to the Setting Accommodation.
- Guidance Regarding Providing Calculators—has been updated.

Test Implementation Manual Summer 2023

NEW FOR SUMMER 2023, continued

Updated Header Sheet for Paper Testing

- For paper tests, the *Header Sheet* designates to which school the students' scores are to be reported. The *Header Sheet* has been updated to include the Growth Assessments. Be sure to only use the updated *Header Sheet* when preparing paper answer documents for shipping to Pearson.
- The updated *Header Sheet* has the Virginia Assessment Program logo in the top left corner. Refer to the appendix in the *Supplement to the Virginia Assessment Program Test Implementation Manuals* for a sample of the updated *Header Sheet*.
- Destroy all previous *Header Sheets* with the SOL logo in the top left corner.

Summer 2023 Test Implementation Manual

IMPORTANT REMINDERS FOR SUMMER 2023

Carefully review this *Test Implementation Manual* and the associated *Examiner's Manuals* prior to the administration of the Summer 2023 Virginia Assessment Program (VAP) tests.

Pearson Support Services

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

TestNav Availability

- TestNav, the online testing software used to deliver the VAP assessments, is only available Monday—Friday, 7:00 a.m. to 10:00 p.m.
- The DDOT should notify Pearson in advance if a school plans to administer online tests after 5:00 p.m. on Monday—Friday.
- Permission from the Office of Student Assessment must be obtained prior to any testing on weekends.
- Scheduled TestNav patch updates will occur at 10:00 p.m. on Tuesdays and Thursdays.
- The TestNav application should be closed on a nightly basis so students do not encounter errors when testing.

Test Implementation Manual and the Supplement to the Virginia Assessment Program Test Implementation Manuals

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

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

Summer 2023 Test Implementation Manual

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

Writing and Non-Writing Examiner's Manuals and Supplements to the Examiner's Manuals

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

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

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

Documented Need for Paper Test

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

■ The student attends school in a location where a <u>secure network connection or the</u> <u>required technology is not available</u> to access an online test. Such locations include the following: special situations schools; homebound, residential, or hospital placement; night school or Governor's School.

- The student requires an accommodation specified in their Individualized Education Plan (IEP), 504 Plan, or English Learner (EL) Assessment Participation Plan that is described in Appendix B as requiring a paper test (e.g., large-print test, braille test, brailler, and multiple test sessions).
- The student has a documented <u>medical condition</u>, such as a seizure disorder, where exposure to the testing device will aggravate the student's condition.
- The student's eligibility for paper tests has been established using the *Documentation of Need for Paper Assessment* form. The form documents that the use of paper tests is intended only to provide access to the assessments for the following students:
 - Students with disabilities who require other accommodations that necessitate a paper test
 - Students with medical conditions that render them unable to take an online test
- Refer to Section 4.5 for further details about the documented need for a paper test, and Appendix C for the *Documentation of Need for Paper Assessment* form.

School Division Personnel Test Security Agreement

■ The School Division Personnel Test Security Agreement is read and understood by all school division personnel. All individuals who may be exposed to secure test items and those involved in the administration of the Virginia Assessment Program (including but not limited to Examiners, Proctors, Interpreters, and Scribes) MUST read, understand, and agree to adhere to the School Division Personnel Test Security Agreement. This agreement must be completed and signed before access to PearsonAccessnext is granted and before any online or paper test is administered. One Summer 2023 School Division Personnel Test Security Agreement may be completed if school division personnel will have access to or participate in either or both the SOL Non-Writing and Writing test administrations.

School Division Test Security Agreement

■ The Virginia Assessment Program 2022–2023 School Division Test Security Agreement covers the administration of all test administrations the division will participate in for the school year 2022–2023. This form must be submitted only one time annually during the administration when the division is first scheduled to administer assessments. Submit this form only if one was not previously submitted for the Fall 2022 or Spring 2023 Non-Writing and Writing test administrations. Refer to Appendix A for the Division Test Security Agreement.

Summer 2023 Test Implementation Manual

School Affidavit

■ The School Affidavits (Appendix A) must be submitted to the DDOT at the end of each test administration. The School Test Coordinator and school building Principal are required to sign and submit this form certifying if they are aware of any violations of the School Division Personnel Test Security Agreement and if all secure paper test materials have been returned to Pearson. Separate School Affidavits must be submitted to the DDOT for the Summer 2023 Non-Writing and Summer 2023 Writing test administrations.

School Division Affidavit

■ The School Division Affidavit (Appendix A) must be submitted to the Virginia Department of Education Office of Student Assessment at the end of <u>each test administration</u>. The DDOT and division superintendent are required to sign and submit this form certifying if they are aware of any violations of the School Division Personnel Test Security Agreement or the School Division Test Security Agreement, and if all secure paper test materials have been returned to Pearson. Separate School Division Affidavits must be submitted to VDOE for the Summer 2023 Non-Writing and Summer 2023 Writing test administrations.

Term Graduates

- For the Summer 2023 *Non-Writing* Test Administration, a Term Graduate is defined as a student who is scheduled to graduate by August 31, 2023, and who needs one or more verified credits in *Non-Writing* content areas in order to graduate.
- For the Summer 2023 *Writing* Test Administration, a Term Graduate is defined as a student who is scheduled to graduate by August 31, 2024, and who needs a verified credit in writing in order to graduate.
- Refer to Section 5.6 for details regarding form assignments.

Retesters

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

- has previously taken and passed a course but failed the associated EOC SOL test and is retaking the EOC SOL test to verify the standard credit and requires the verified credit in order to fulfill specific diploma requirements.
- is retaking the SOL test under the expedited retake policy having taken it once during the current administration.

Expedited Retake Testing

The Expedited Retake test is an <u>optional</u> opportunity for the student to retake a failed SOL *Non-Writing* test during the same administration. Refer to Section 5.7 for the Expedited Retake requirements, coding, and information about assigning forms.

Icons to Identify Audio and Read-Aloud Tests

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

Additional Orders

- Division Directors of Testing (DDOTs) will be required to order all testing materials for the schools, except for the Summer 2023 *Test Implementation Manual*, using the Orders and Shipment Tracking process within PearsonAccessnext. Use the following information to assist you with ordering materials In each of the Test Administrations:
 - Summer 2023 Non-Writing Test Administration
 - 2022–2023 Examiner's Manuals for: EOC History/Social Science, EOC Mathematics, EOC Reading, and EOC Science
 - 2022–2023 Examiner's Resource Guide
 - EOC *Mathematics* formula sheets
 - Paper test booklets for students with a documented need for a paper test for EOC History/Social Science, EOC Mathematics, EOC Reading, and EOC Science
 - Version 2.0 answer documents for all paper tests:
 - Secure scorable materials return kit
 - Secure non-scorable materials return kit

Summer 2023 Test Implementation Manual

- Summer 2023 Writing Test Administration
 - 2022–2023 Writing Test Examiner's Manual
 - 2022–2023 Examiner's Resource Guide
 - Paper EOC Writing test booklets and prompts for students with a documented need for a paper test
 - Version 2.0 EOC Writing answer documents
 - Secure scorable materials return kit
 - Secure non-scorable materials return kit

NOTE: Additional Summer 2023 *Test Implementation Manuals* may be ordered in either the Summer 2023 *Non-Writing* or *Writing* test administration.

- For assistance with ordering, refer to the Checklist for Placing Orders located under Testing Resources on the Division Director of Testing Application in the Single Sign-on for Web Systems (SSWS).
- All shipments of secure and non-secure materials will be delivered to the Division Director of Testing (DDOT). The DDOT will be responsible for distributing the secure materials and non-secure materials to each school testing during this administration.
- The DDOT must ensure that all secure materials received are returned to Pearson. Therefore, the DDOT should have a materials accounting procedure in place to account for materials delivered to schools and returned from schools. A sample secure materials transmittal form is available in the *Supplement to the Virginia Assessment Program Test Implementation Manuals*. The DDOT and division Superintendent will be required to affirm the return of all secure paper test materials to Pearson on the *School Division Affidavit*. Packing lists will be provided.

Testing Out-of-Division Students

10

Students testing during the Summer administration may be enrolled in schools outside of your division. This may be due to attendance at regional summer schools, summer jobs away from home, or enrollment in a summer school class in an adjacent school division.

For online tests: If you have out-of-division students who will be taking online tests, please contact the Virginia Department of Education for guidance.

For paper tests: To allow for scores of paper tests to be reported to the student's "home school," the answer documents should be bundled separately with their own *Header Sheet*.

Summer School Students SOL Test Participation

Students attending summer school for an EOC credit-bearing class who are currently enrolled for Fall 2023 in a Virginia public school are required to take the EOC SOL test if the student requires the verified credit to fulfill graduation requirements and/or ESSA participation requirements for high school. The test scores are to be reported to the student's "home school."

Test Implementation Manual Summer 2023

NOTE: Students attending summer school in your division who are not enrolled in a Virginia public school for Fall 2023 (private school or home-schooled students) do not take the EOC tests. There is no need to submit a test with a testing status code for these students.

Summer Transfer Students SOL Test Participation

Students who have transferred into a Virginia Public School Division over the summer and who want to take any Summer 2023 EOC tests to attempt to earn verified credits for qualifying transfer courses must be registered in a Virginia public school with the intent to enroll for Fall 2023 at the time of testing. The scores for these students are to be reported to the school in which they are enrolled for Fall 2023.

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.

Summer 2023 Test Implementation Manual

Test Implementation Manual Summer 2023

Table 1. DDOT Testing Checklist

	Tuble 1. DBOT resting encoking	
	Activities Before Test Administration	Mode
1.	Receive PearsonAccess ^{next} login ID from Pearson (if not already received) and set up password. Supply School Test Coordinators (STCs) and Project Managers with login ID.	Online Paper
2.	Order testing materials, including <i>Examiner's Manuals</i> , test booklets, prompts, and applicable ancillary materials.	Online Paper
3.	Carefully read this <i>Test Implementation Manual</i> , as well as any directions from the Virginia Department of Education. Read the <i>Supplement to the Virginia Assessment Program Test Implementation Manuals</i> if your division will administer any paper tests.	Online Paper
4.	Carefully read the <i>Examiner's Manuals</i> and <i>Supplements to the Examiner's Manuals</i> , to become familiar with the Examiner's/Proctor's testing information, guidance, procedures, and responsibilities. Review manuals' updates with STCs.	Online Paper
5.	Ensure the <i>School Division Test Security Agreement</i> (Appendix A) has been previously submitted to Pearson.	
6.	Ensure the School Division Personnel Test Security Agreement is read and understood by all school division personnel. All individuals who may be exposed to secure test items and those involved in the administration of the Virginia Assessment Program (including but not limited to Examiners, Proctors, Interpreters, and Scribes) MUST read, understand, and agree to adhere to the School Division Personnel Test Security Agreement. This agreement must be completed and signed before access to PearsonAccessnext is granted and before any online or paper test is administered. Refer to the Virginia Assessment Program Summer 2023 School Division Personnel Test Security Agreement in Appendix A for details.	Online Paper
7.	Determine with your Project Manager the division's online test schedule (number of concurrent tests, number of sessions each day, number of available labs/computers, etc.) based on the number of students testing.	Online
8.	Receive login ID and password for the PearsonAccess ^{next} Training Center if not already received.	Online
9.	Train all School Test Coordinators (STCs). Ensure all STCs receive training using PearsonAccessnext.	Online Paper
10.	Ensure STCs understand how to create online test sessions, assign appropriate forms (such as audio and read-aloud), move students, unock test components, etc.	Online
11.	Ensure STCs understand how to "troubleshoot" common online test issues. The DDOT must understand their role in the troubleshooting process.	Online
12.	Assist STCs in identifying students who will be tested.	Online Paper
13.	Register students for testing via a Student Registration Import (SRI) file or by manually registering them in PearsonAccess ^{next} using the appropriate PearsonAccess ^{next} Test Administration.	Online Paper
14.	Ensure that STCs and Examiners understand which test accommodations are available for students with disabilities, English Learners (ELs), and students with temporary conditions participating in the SOL <i>Writing</i> and/or <i>Non-Writing</i> tests.	Online Paper

Summer 2023 Test Implementation Manual

Table 1. DDOT Testing Checklist, continued

	Activities Before Test Administration	Mode
15.	Assign STCs access to "Get Authorizations – Seal Codes" (the ability to print Student Testing Tickets and Proctor Testing Tickets. These tickets should be printed no more than 96 hours (4 school days) prior to the test session start date and must be stored in a secure location until needed.	Online Paper
16.	Verify that designated personnel have the necessary number of copies of the <i>Examiner's Manual</i> for each test and session being administered. Ensure Examiners who will administer paper tests have the corresponding <i>Supplement to the Examiner's Manual</i> .	Online Paper
17.	Verify that each STC or designated staff member has created Test Sessions correctly within PearsonAccess ^{next} and have assigned the correct test and forms.	Online
18.	Assist staff with providing test training/preparation activities for students and Examiners.	Online Paper
19.	Verify Term Graduate students who are eligible for multiple SOL testing opportunities.	Online Paper
20.	Report discrepancies indicated on any <i>Packing List/Transmittal Forms</i> supplied by STCs using the Shipment Confirmation screen in PearsonAccess ^{next} under <i>Test Setup</i> and <i>Orders & Shipment Tracking</i> .	Paper
21.	Use locally developed tracking forms to verify secure testing materials are received from Pearson, distributed to schools, and received from STCs.	Paper
22.	Distribute secure SOL test booklets to each STC no more than 96 hours (4 school days) prior to the date the school is to begin testing.	Paper
23.	Ensure that online test sessions have been prepared and proctor cached according to the Virginia Assessment Program Schedules in the front of this manual.	Online

	Activities During Test Administration	Mode
1.	Be available during your schools' testing sessions to answer questions and resolve problems, or to contact VDOE for "troubleshooting" certain problems.	Online Paper
2.	Assist STCs in identifying and resolving testing irregularities.	Online Paper
3.	Ensure that STCs are prepared and have correct materials in sufficient supply to administer make-up sessions.	Online Paper
4.	Confirm the method Examiners will use to verify students' attendance the day of testing. If desired, print the student list for each test session.	Online Paper
5.	If necessary, start and stop test sessions. NOTE: Test sessions must only be started on the day of testing. All sessions must be stopped when all students are either in <i>Completed</i> or <i>Marked Complete</i> status. Students in started sessions who are in a status other than <i>Completed</i> or <i>Marked Complete</i> must be locked or moved to a not-started session at the end of the day.	Online
6.	Determine students who are eligible for make-up tests, expedited retake tests, and additional opportunities for Term Graduates.	Online Paper

Table 1. DDOT Testing Checklist, continued

	Activities After Test Administration	Mode
1.	Remove the PearsonAccess ^{next} "Get Authorizations – Seal Codes" role from all STCs.	Online
2.	Purge all test forms from the Proctor Caching server.	Online
3.	If applicable, finalize student demographics and test-specific information from the administration. Be sure that the Retest flag is selected on the Test Assignment screen for every student who was retaking the test for verified credit.	Online Paper
4.	Verify receipt of all test materials from all STCs.	Online Paper
5.	Receive and verify all scorable SOL answer documents.	Paper
6.	Pack and ship all scorable answer documents to Pearson no later than the last day of the division's testing window. NOTE: Do not intermix the answer documents from the Summer <i>Writing</i> and <i>Non-Writing</i> administrations. Answer documents from each of these test administrations must be shipped separately with the correct label applied.	Paper
7.	Receive, pack, and ship all secure, non-scorable SOL test booklets, including all Special Test Forms Kits to Pearson, by the deadlines posted in the Test Administration schedules in the front of this manual.	Paper
8.	The DDOT must report missing secure materials that have not been returned from schools using the Testing Irregularities Web Application System (TIWAS) in the Single Sign-on for Web Systems (SSWS). This does not include missing materials, due to a packing error, which have been reported previously to Pearson.	Paper
9.	Verify receipt of all required forms/documentation from all STCs.	Online Paper
10.	Return a signed <i>School Division Affidavit</i> (Appendix A for each test administration) to the Office of Student Assessment by the date specified in the Test Administration Schedules at the front of this manual.	Online Paper
11.	Review final disposition of all test materials: scorable answer documents, secure test booklets, forms and documentation, and other non-scorable materials.	Online Paper
12.	Ensure the scores of out-of-division students have been moved to their home division schools by VDOE, if applicable.	Online Paper
13.	Prior to requesting Authorization to Report (ATR), ensure data have been thoroughly reviewed and are correct, all all alerts have been resolved.	Online Paper

Summer 2023 Test Implementation Manual

Table 2. STC Testing Checklist

Table 2. STC Testing Checklist		
	Activities Before Test Administration	Mode
1.	Carefully read this <i>Test Implementation Manual</i> as well as any local directions you have been given. Resolve any questions you might have with your DDOT. Read the <i>Supplement to the Virginia Assessment Program Test Implementation Manuals</i> if your school will administer any paper tests.	Online Paper
2.	Carefully read the <i>Examiner's Manuals</i> , and when applicable the <i>Supplements to the Examiner's Manuals</i> , to become familiar with the Examiner's/Proctor's testing information, guidance, procedures, and responsibilities.	Online Paper
3.	Train Examiners/Proctors. Review <i>Examiner's Manual</i> updates with Examiners/Proctors.	Online Paper
4.	Assist teachers and Examiners in identifying students who will be tested.	Online Paper
5.	For the SOL <i>Writing</i> tests, inform Examiners of the order of the test components and if they are to read the short-paper prompt to all students or just those who request it.	Online Paper
6.	Ensure that suitable testing sites are available, including an alternate site for students who do not finish by the allotted test administration time.	Online Paper
7.	Schedule all test sessions in your school. Remember to schedule Term Graduates and students who are retaking an EOC <i>Writing</i> or <i>Non-Writing</i> tests to earn verified credits.	Online Paper
8.	Select Examiners, determine the size of each testing group, and determine whether use of Proctors will be necessary.	Online Paper
9.	Collect a signed <i>School Division Personnel Test Security Agreement</i> from all individuals who may be exposed to secure test items and those involved in the administration of SOL assessments (including, but not limited to, Examiners, Proctors, Interpreters, and Scribes).	Online Paper
10.	Receive non-secure materials and verify quantities with the DDOT.	Online Paper
11.	Review completion of answer document fields.	Paper
12.	Ensure that teachers and Examiners understand which test accommodations are available for students with disabilities, ELs, and students with documented temporary conditions participating in <i>Writing</i> and/or <i>Non-Writing</i> tests.	Online Paper
13.	Receive secure materials from your DDOT. Report discrepancies to the DDOT.	Paper
14.	Create, prepare, and proctor cache online test sessions in PearsonAccess ^{next} according to the dates on the Virginia Assessment Program Schedule in the front of this manual.	Online

Test Implementation Manual Summer 2023

Table 2. STC Testing Checklist, continued

	Activities Before Test Administration	Mode
15.	Be prepared to print the Student Testing Tickets for each test session. Print Proctor Testing Tickets for appropriate tests. All tickets should be printed no more than 96 hours (4 school days) prior to the test session start date and must be stored in a secure location until needed.	Online
16.	Assist, as necessary, teachers/Examiners and students to access the test training resources.	Online Paper

	Activities During Test Administration	Mode
1.	Start online test sessions on the day of testing.	Online
2	Before each testing session, ensure that all Examiners have appropriate materials for testing. Refer to the applicable <i>Examiner's Manual</i> for this information. Ensure Examiners who will administer paper SOL tests have the corresponding <i>Supplement to the Examiner's Manual</i> . Account for the distribution of all secure test material (testing tickets, test booklets etc.) using the <i>Testing Ticket Transmittal Form and Affidavit for Examiners/ Proctors</i> .	Online Paper
3.	On each day of testing, check out secure test materials to Examiners.	Online Paper
4.	Monitor all testing sessions. Be available to contact the DDOT for certain "troubleshooting" situations.	Online Paper
5.	Assist Examiners in identifying and submitting testing irregularities.	Online Paper
6.	Collect all secure and non-secure testing materials at the end of each testing session.	Online Paper
7.	Verify students who are eligible for make-up tests.	Online Paper
8.	Stop the test session when all students are either in <i>Completed</i> or <i>Marked Complete</i> status. For <i>Writing</i> tests, both components must be completed prior to stopping the session. Students in started sessions who are in a status other than <i>Completed</i> or <i>Marked Complete</i> must be locked or moved to a not-started session at the end of the day.	Online
9.	Stop <i>Non-Writing</i> online test sessions at the end of each testing day. <i>Writing</i> test sessions are started on the day of the administration of the first component and stopped at the end of the day of the 2 nd component.	Online
10.	Stop all started read-aloud test sessions at the end of each day after moving all student tests that are in a status other than <i>Completed</i> or <i>Marked Complete</i> to a not-started make-up or irregularity session.	Online

Summer 2023 Test Implementation Manual

Table 2. STC Testing Checklist, continued

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

Test Implementation Manual Summer 2023

Table 3. Required Technology

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

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

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

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

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

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

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

Technology

Verify that the performance of your Internet connection across all schools conducting online testing is consistent with expected levels of performance.

Alert your Internet Service Provider to your online testing window and confirm that no scheduled maintenance or outages are planned during that entire window.

Verify, as needed, that any high bandwidth network activity will be managed during the testing window such that it does not disrupt online testing.

Verify that the computers used to access the various administrative services and functions within PearsonAccess^{next} have the recommended hardware and software. For specific information, refer to *PearsonAccess^{next} Hardware and Software Guidelines for Virginia* and the PearsonAccess^{next} system reqirements located at: https://support.assessment.pearson.com/display/PAsup/System+Requirements.

Verify that the testing devices and networks used for delivering online tests meet the recommended hardware and network requirements for delivering online tests to students. For specific information, refer to the *TestNav 8 System Requirements* located at:

https://support.assessment.pearson.com/display/TN/TestNav+System+Requirements and the *Kiosk Mode Test Setup* located at:

https://support.assessment.pearson.com/display/TN/Set+up+and+Use+TestNav.

Online testing will be conducted with Pearson's TestNav 8 application. The application must be installed and configured on all testing devices prior to the start of the online testing window, and the DDOT, STCs, Examiners/Proctors, and students should become familiar with the features of TestNav 8 before online testing begins.

Verify connectivity among the following: devices to be used for testing, any intermediate network devices (i.e., proxy servers, caching servers, Internet content filters, firewalls, etc.) and the PearsonAccess^{next} websites (protocols: http and https, ports: 80 and 443).

In the PearsonAccess^{next} Training Center, create one or more sample students for the TN8 Infrastructure Test and add them to a test session. Generate a test ticket for each sample student (via the "Resources" dropdown on the Students in Sessions screen). To verify connectivity for online testing, open the TestNav 8 application and log in to the TN8 Infrastructure Test using the test ticket to view test items. **NOTE:** the TN8 Infrastructure Test contains a wide variety of test items and is not intended for use with students.

Summer 2023 Test Implementation Manual 19

Table 3. Required Technology, continued

Technology

Verify that any applications that take over the computer causing TestNav to close (such as screen savers, scheduled virus scans, email with auto message notification, power management software on laptops, etc.) have been disabled on the devices being used for online testing. If in doubt about an application's effect on TestNav, test that application prior to online testing using the TN8 Infrastructure Test.

If utilizing wireless network connections for online testing, ensure that all computers can effectively communicate with their access point from the same location(s) where they will be used for testing.

If using devices powered only by battery, ensure all batteries have been tested and completely charged. Verify that a plan has been developed for recharging batteries throughout the online testing window. (Low batteries can cause devices to drop their network connections.)

Test Implementation Manual Summer 2023

1. USE OF THIS MANUAL FOR SUMMER 2023

The *Test Implementation Manual* describes procedures that the Division Director of Testing (DDOT) and School Test Coordinator (STC) should follow before, during, and after administration of the Summer 2023 End-of-Course (EOC) *Non-Writing* and *Writing* tests. Most of the sections of this *Test Implementation Manual* apply to both the *Non-Writing* and *Writing* administrations within PearsonAccess^{next}.

This manual includes the following information:

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

Refer to the following sections in this manual for specific administration information:

Section 8: Summer 2023 SOL *Non-Writing* test administration

Section 9: Summer 2023 Writing test administration

You should be familiar not only with this manual but also with the following documents, located on the SOL and Test Administration and Development websites at:

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

Supplement to the Virginia Assessment Program Test Implementation Manuals—provides the information the DDOT/STC must use for the management of paper testing.

Writing and Non-Writing Examiner's Manuals—provides the information Examiners/Proctors need to administer the assessments.

Supplements to the *Writing* and *Non-Writing Examiner's Manuals*—provides the information Examiners/ Proctors need to administer paper SOL assessments.

2022–2023 Examiner's Resource Guide—contains additional information the Examiner/Proctor may need for the administration of 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).

You can find documents on the PearsonAccess^{next} website that cover topics on training, technology, testing schedules, student registration import, reports, extracts, and authorization to report:

https://va.pearsonaccessnext.com

Additional assistance with PearsonAccess^{next} system basics, session set up, Pearson testing processes, and reporting can be accessed the online support page at:

https://support.assessment.pearson.com/x/BYDy

Summer 2023 Test Implementation Manual

2. SUMMER 2023 TEST ADMINISTRATION SCHEDULES

Refer to the front of the manual for the separate administration schedules for the Summer 2023 EOC *Non-Writing* and Summer 2023 EOC *Writing* tests. Each school division is to administer the VAP tests within their own established "testing windows" within the larger window established by the Virginia Department of Education. The DDOT, Project Manager, and STC must work together to establish the division's online test schedule (number of concurrent tests, number of sessions each day, number of available labs/computers, etc.) and dates and times for paper testing in the schools. Ensure that all Test Examiners are advised of their school's specific test dates and times.

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

The DDOT and STC checklists for major testing activities are presented in Tables 1 and 2. You may use the activities outlined in these checklists to help determine your division's specific testing activity dates.

3. SCHOOL DIVISION RESPONSIBILITIES FOR VAP TESTING

Many school division personnel are responsible for the administration of the Virginia Assessment Program (VAP) tests. These include:

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

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

Division Director of Testing

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

Project Manager

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

22 Test Implementation Manual Summer 2023

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

School Test Coordinator

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

Test Examiner

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

Test Proctor

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

Summer 2023 Test Implementation Manual

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

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

4.1 Train School Test Coordinators

DDOT

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

STC

24

☑ Attend the training that the DDOT will provide in regard to the school division's administration of VAP tests.

TRAINING TOPICS FOR SCHOOL TEST COORDINATORS

Identifying responsibilities of STCs, Examiners/Proctors, and other appropriate personnel responsible for the administration of the VAP tests

Identifying responsibilities of school administration during testing and training all school personnel in the requirements for Test Security; training for school personnel who are not directly involved in test administration should include reminders that access to the secure test room is prohibited and the content of unreleased test items is not to be discussed with students or with other school staff; providing training for all school staff on how to report potential test security concerns

Maintaining an appropriate "school climate" during the testing schedule (such as appropriate student and staff behavior, avoiding distracting instances such as planned fire drills, reviewing division guidelines on cell phones, texting, and other electronics, etc.)

Training of Examiners and Proctors, and preparing the entire school staff for the test administrations; ensuring that school staff are prepared to discuss with students the policies regarding cell phones, electronic devices, and other unauthorized materials during testing, and the consequences of cheating on a VAP test

Reviewing security requirements, including use of the *School Division Personnel Test Security Agreement*; reviewing local policies to ensure students have no access to cell phones or other electronic devices during testing

Preparing students for online testing with Practice Items and Guides, Practice Tools, Training Center Tests, and Released Tests as applicable

Reviewing guidelines for participation of ELs and students with disabilities

Arranging for testing site and alternate test locations; establishing an appropriate test setting

Understanding what testing materials/manipulatives are available online and what hand-held manipulatives are permitted for online and/or paper tests

Creating test sessions, assigning forms, knowing how to distinguish audio forms; adding and moving students; removing students from test sessions

Ensuring audio forms are successfully assigned and read-aloud sessions are correctly created

Preparing and proctor caching online test sessions according to the dates specified in the testing schedule at the front of this manual

Test Implementation Manual Summer 2023

TRAINING TOPICS FOR SCHOOL TEST COORDINATORS

Assign STCs access to "Get Authorizations – Seal Codes" (the ability to print Student Testing Tickets and Proctor Testing Tickets). These tickets should be printed no more than 96 hours (4 school days) prior to the test session start date and must be stored in a secure location until needed.

Starting *Non-Writing* test sessions only on the day of testing and stopping test sessions at the end of the day. *Writing* test sessions are started on the day of the administration of the first component and stopped at the end of the day of the 2nd component.

Administering tests under standardized conditions using the *Examiner's Manuals* (for paper SOL tests, Examiners/Proctors must use the corresponding *Supplement to the Examiner's Manual*)

For *Writing* tests, determining if the short-paper component prompt will be read to all students or only to students who request it

Understanding how to navigate in TestNav and the purpose of the various test screens

Understanding the monitoring duties of the Examiner and Proctor during testing, how student questions may be answered, and what level and kinds of assistance may be given

Establishing procedures for monitoring students and ensuring test security when a break is requested

Handling emergencies

Troubleshooting procedures

Resuming exited students

Understanding Early Warning System procedures

Reporting problems/errors on test forms

Identifying and reporting testing irregularities

During testing, moving students and testing materials to an alternate location

Marking SOL tests complete guidelines

Scheduling test sessions, make up sessions

Retaining and disposing test materials according to division guidelines

After testing, adding test-specific data in PearsonAccess^{next}, such as testing accommodations and testing status codes

Removing online authorizations from users at the appropriate times

Summer 2023 Test Implementation Manual

TRAINING TOPICS FOR STCs SPECIFICALLY REGARDING PAPER TESTS

Receiving and verifying non-secure and secure testing materials

Hand-coding demographic information on SOL answer documents

Ensuring correct test booklets/prompts are issued to students paying special attention to previous standards and current standards tests

Verifying hand-coded student demographic information on paper answer documents. Ensuring the test booklet form number on the answer document matches the test booklet used. **NOTE:** *Testing Status* and *Special Test Accommodations* should be coded in PearsonAccess^{next} instead of the answer document.

Using the Supplement to the Examiner's Manual to administer paper SOL tests

After testing, preparing the Header Sheets, paper bands, and SOL answer documents

After testing, verifying, organizing, packing, and returning scorable and non-scorable materials

Returning all test materials to the DDOT in accordance with deadlines

Refer to the Supplement to the Virginia Assessment Program Test Implementation Manuals for details regarding these topics.

4.2 Train Examiners/Proctors

STC

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

TRAINING TOPICS FOR EXAMINERS/PROCTORS

Identifying responsibilities of Examiners and Proctors

Thoroughly reviewing the security requirements of the *School Division Personnel Test Security Agreement* and the Virginia General Assembly Legislation on test security; reviewing local policies to ensure students have no access to cell phones or other electronic devices during testing

Reviewing with all school staff, who are not directly involved in test administration, access to the secure test room is prohibited and the content of unreleased test items is not to be discussed with students or with other school staff; reviewing with all school staff the process of how to report potential test security concerns

Preparing students for testing, using Practice Items, Training Center tests, Released Tests (if applicable), etc.

Providing guidance for the teacher/Examiner discussion with students regarding cell phones, electronic devices, and other unauthorized materials, and the consequences of cheating on the test

Reviewing the testing schedule

Preparing the test site

26

Using classroom Proctors and/or Interpreters (if necessary)

Understanding what testing materials/manipulatives are available online and what hand-held manipulatives are permitted for online and/or paper tests

TRAINING TOPICS FOR EXAMINERS/PROCTORS

Becoming familiar with the various functions of online testing, navigating in TestNav, and the purpose of the various screens by practicing with the TestNav application by using Practice Items and Guides and the Training Center Practice Tests

Administer the tests under under standardized conditions using the *Examiner's Manuals* and Supplements assigned for those tests

Ensuring students receive the correct Student Testing Ticket

Ensuring eligible students receive authorized testing accommodations (refer to Appendix B)

Reviewing the monitoring duties of the Examiner and Proctor during testing, how student questions may be answered and what level and kinds of assistance may be given

Reviewing procedures if the Early Warning System appears on a student's test

Reviewing the process of permitting student-requested breaks

Identifying and reporting testing irregularities

Handling emergencies

Reviewing the troubleshooting process

During testing, moving students and testing materials to an alternate location

Reviewing the process of notifying the STC of students not tested or requiring make-up sessions

Reviewing the process of returning testing material

TRAINING TOPICS FOR EXAMINERS/PROCTORS SPECIFICALLY REGARDING PAPER TESTS

Hand-coding demographic information on SOL answer documents

Completing the *Assembly ID Sheets* to verify and document the number of test booklets/prompts contained in packages before distributing to students

Using the appropriate Supplement to the Examiner's Manual to administer paper SOL tests

Coding Field F, Form Number, Field G, Prompt Number (if applicable) on the paper answer documents

Organizing scorable and non-scorable test materials for return to the STC

Returning all test materials to the STC

Refer to the Supplement to the Examiner's Manual for details regarding these topics.

Summer 2023 Test Implementation Manual



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

STC

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

DDOT

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

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

4.3 Online User Roles

DDOT

28

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

4.4 Test Preparation Training

4.4.1 Resources for test preparation

Students should be familiar with their test's tools and materials and with the online test format before testing for the first time. The resources listed in the following chart are available for students, teachers, and Examiners to practice various functions of testing and to experience sample test items that are representative of the content and skills assessed on VAP tests.

Table 4. Resources Available for Test Preparation

NOTE: Some resource information may change. The DDOT will be notified regarding the updates and will inform division staff.

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

Summer 2023 Test Implementation Manual

Table 4. Resources Available for Test Preparation, continued

Resource	Location	Purpose
Desmos Virginia Four Function Calculator Desmos Virginia Scientific Calculator Desmos Virginia Graphing Calculator	Located within the PearsonAccessnext Training Center. Access to these calculators is via a Student Testing Ticket created in the Training Center.	The Desmos Virginia Calculator may be used by students: • who have a documented need for a paper Grades 4–8 or EOC Mathematics test; or • who are eligible to receive the calculator accommodation on the Grades 3–7 Mathematics test. Refer to Appendix B for accommodation criteria details.
Introduction to TestNav 8	https://www.doe.virginia.gov/ teaching-learning-assessment/ student-assessment/sol-practice- items-all-subjects	The Introduction to TestNav 8 is intended to be used with the Practice Item Sets. The Introduction to TestNav 8 provides information on: • navigating through the practice item sets; • answering Technology Enhanced Items (TEI) and multiple-choice items; • using the online tools; and • using the accessibility features available in TestNav 8.
Practice Item Sets	Access the TestNav 8 application. The practice item sets are available on the Practice Items link below the Sign In button. Use the Guided Practice Suggestions with these Practice Item Sets.	 examples that are representative of content included in the SOL tests; opportunities for students and teachers to become familiar with the test format and supports; examples of TEI and opportunities to experience TEI functionality; opportunities to practice with the online tools and features that are available during online testing; practice with items in audio format; and opportunities to navigate through and interact with the online testing software.

Test Implementation Manual Summer 2023

Table 4. Resources Available for Test Preparation, continued

Resource	Location	Purpose
Guided Practice Suggestions	https://www.doe.virginia.gov/ teaching-learning-assessment/ student-assessment/sol-practice- items-all-subjects	The Guided Practice Suggestions documents provide specific item information (item type and answer) for each question in the practice item sets and provide specific information for teachers as they guide students through the practice items. Following the suggestions in these guides will ensure that students are exposed to the different tools within TestNav 8, the different functionality features of TEI, and common messages that may appear as students complete their tests.
List of Available Writing Prompts	https://www.doe.virginia.gov/ teaching-learning-assessment/k-12- standards-instruction/english- reading-literacy/assessment- resources/ english-sol-writing-resources	Provides the opportunity for students to practice writing short papers using the <i>Writing</i> prompts.
Released Tests	https://www.doe.virginia.gov/ teaching-learning-assessment/ student-assessment/sol-practice- items-all-subjects	Released tests are provided to assist in understanding the format of the tests and questions. The answers to the questions for each test and test item set can be found in the back of each PDF document.
Large-Print and Braille Released Tests	PearsonAccess ^{next} Orders.	The DDOT may place an Additional Order for large-print and braille released tests.

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

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

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

Unauthorized materials: During testing, students should have access only to those materials permitted for the test they are taking. More information about the materials permitted for testing may be found in Section 4.16 of this manual. Students may not access any other unauthorized materials during testing. Such materials include, but are not limited

31

to, formula cards, class notes, course-content review materials, test-taking strategy reminders, notes, textbooks and other curriculum materials, "cheat sheets," unauthorized calculators, unauthorized formula sheets, extra highlighters, non-school issued scratch paper, fidget items, toys, reading material, etc.

4.4.3 Pre-testing discussion regarding cheating

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

4.5 Document the Need for Paper Assessment

All students will be required to take the online version of the VAP tests with the exception of students who meet one of the criteria listed below:

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

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

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

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

Students with Disabilities:

32

- Please note that the *Documentation of Need for Paper Assessment* form is not required for students with disabilities who need large print, braille, and multiple test sessions.
- The student's IEP Team or 504 Committee must determine eligibility based on providing access to test content by completing sections I, II, and IIIA of the *Documentation of Need for* Paper Assessment form.
- The IEP Team/504 Committee must document the decision on the student's IEP or 504 Plan. A copy of the completed and signed *Documentation of Need for Paper Assessment* must be

maintained in the student's educational record and in the Office of the Division Director of Testing.

■ The *Documentation of Need for Paper Assessment* must be reviewed annually by the student IEP Team or 504 Committee.

Students with Medical Conditions:

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

The use of paper assessments will be carefully monitored and all *Documentation of Need for Paper Assessment* forms will be subject to audit by the Office of Student Assessment. Students who may need paper assessments for reasons other than those listed must obtain prior approval from the Office of Student Assessment.

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

4.6 Register Students for Testing

Students should be registered for testing as directed by the DDOT either via a Student Registration Import (SRI) file or by hand-entering data within PearsonAccessnext.

DDOT

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

https://va.pearsonaccessnext.com

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

4.7 Determine Where Tests Will Be Administered

- Make arrangements for appropriate physical conditions for testing. Testing rooms/labs should be quiet, well lighted, set to an appropriate temperature, and well ventilated. Each student's workspace should be clear of books and other materials not needed for the test and large enough to accommodate testing materials. Crowding should be minimized and seating arranged to discourage students from copying or viewing one another's work. Students must not have access to cell phones or any other device that is capable of providing an unfair advantage, be distracting to others, or items not authorized for testing. Students who are not taking a test are not permitted in the testing room/lab during the test session.
 - ☑ Remove from the testing site or cover all curricular materials and materials related to test content and test-taking strategies that might influence student performance or provide an unfair advantage. These materials include, but are not limited to, maps, timelines, graphic

- organizers, charts, posters, projections, computer programs, textbooks, dry-erase board displays, chalkboard displays, and bulletin board displays.
- ☑ Remove from student access any items not approved for use during testing. These items include, but are not limited to: cell phones, any electronic device, dictionaries (when not approved), class notes, course content review materials, test taking strategy reminders, notes, textbooks and other curriculum materials, "cheat sheets," extra highlighters, non-school issued scratch paper, fidget items, reading material, or toys.
- ☑ For online testing, physical barriers on both sides of the testing device are helpful in deterring students from looking at each other's computer monitors.
- ☑ It may be helpful to provide Examiners with "TESTING IN PROGRESS: DO NOT DISTURB" signs for testing rooms.
- ☑ Students who are absent on the school's established test date(s) must be given an opportunity to take any missed test on a make-up basis. A time and location must also be arranged for each necessary make-up session.

Establish Guidelines for the Alternate Test Site

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

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

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



34

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

4.8 Schedule the School's Testing Sessions

The SOL *Non-Writing* and *Writing* test administrations take precedence over other scheduled school activities. Each *Non-Writing* test is to be completed within one school day, with the exception of those students who qualify for the Multiple Test Sessions accommodation as described in Appendix B. *Writing* tests are completed over two days, where each component, multiple choice and short paper, are given on separate days.

DDOT ☑ All testing sessions for the school division must be scheduled within the testing window. If you need to adjust the testing window, notify the Office of Student Assessment.

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

- number of concurrent tests your network can successfully manage
- number of students participating in online testing
- number of online test sessions your schools will offer each day
- number of available labs/testing devices
- ☑ Notify Pearson well in advance if a school plans to administer online tests after 5:00 P.M. Provide the following information:
 - Division Name
 - School Name
 - Date(s) of After Hours Testing
 - Time(s) of After Hours Testing
- ☑ Permission from the Office of Student Assessment must be obtained prior to any testing on weekends.
- ☑ Make-up sessions are to be completed according to the division's schedule as long as the schedule affords each student an adequate opportunity to take missed tests. Additionally, the division's make-up schedule must allow time for assembly and shipment of all paper scorable answer documents by the date(s) reported to Pearson. Work with the STCs to establish the testing schedule and appropriate make-up testing schedules for their schools.
- STC Schedule testing sessions to avoid interruptions by drills (fire, tornado, intruder, etc.) and other school functions.
 - ☑ Take into consideration that the VAP assessments are untimed tests. Students should be afforded as much time as they need to complete the test as described at the beginning of this section.
 - ☑ Ensure that testing sessions are scheduled so that they begin early enough to allow students
 a reasonable amount of time to complete the test before lunch or before the end of the school
 day.
 - ☑ Prior to the first date of testing, develop a plan to accommodate situations in which "allocated" time has elapsed but students have not yet completed the test. For example, these students could be moved to an alternate location such as a library or activity room so that they can finish the test.
 - ☑ Each school's testing dates and time for each subject (for paper and/or online) must be on file with the DDOT. If a change to testing dates or times occurs, notify the DDOT immediately.
 - ☑ Ensure that each school provides students with advance notice of the test dates and schedule. Urge students' parents/guardians not to make appointments for their children or take them out of school unnecessarily on the test days.

35

☑ Schedule make-up sessions so that all testing is completed before the end of the division's test window and in time to meet the deadline for the return of materials to Pearson (refer to the calendar in this manual.)

4.9 Determine Testing Groups and Select Examiners

- - ☑ Examiner's for VAP tests may be teachers or other school staff. If resources permit, for it is recommended that teachers do not serve as Examiners or Proctors to their own students.

4.10 Determine the Need for Proctors and Arrange for Assistance

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

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

- STC ☑ In selecting Proctors, be aware that each Proctor for VAP tests must be trained in test administration and test security. Prior to testing, all Proctors must read, understand, and sign the School Division Personnel Test Security Agreement. The use of non-school personnel as Proctors is not recommended. Proctors should receive the same training as Examiners.
 - ☑ If Proctors are not used, arrange to have another school staff member within calling distance of each testing session so that an emergency situation, such as escorting a student to the restroom or nurse, may be handled with a minimum of disruption. Students may not be left unattended for any length of time.

4.11 Review Procedures for Ensuring Test Security

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

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

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

- a secure test environment
- student electronic data files

36

- Student and Proctor Testing Tickets
- test booklets, prompts, audio CDs, and answer documents
- configuration of computers
- security authorizations
- receipt, inventory, distribution, and secure storage of test materials
- Seal Codes

Security procedures must be followed to ensure complete test security.

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

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

4.12 Collect Completed Test Security Agreements

4.12.1 School Division Personnel Test Security Agreements

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

Division/school personnel involved with both online and paper testing need sign only one test security agreement per administration. In addition, one *Summer 2023 School Division Personnel Test Security Agreement* may be completed for testing staff participating in the *Non-Writing* and/or *Writing* Summer Test Administrations. **Persons who have not signed the** *School Division Personnel Test Security Agreement* may **not be allowed access to any tests.**

- ☑ The School Division Personnel Test Security Agreement is a two-page document. Be sure to copy the two pages for each staff member, and make as many copies as necessary. Do not use previous versions of the test security agreement.
- Ensure that all school division staff who may be exposed to secure test items and those involved in the administration of the VAP assessments **MUST** read, understand, agree to, adhere to, and sign the *School Division Personnel Test Security Agreement* before they are given access to the tests. Staff must also read the legislation passed by the Virginia General Assembly (§ 22.1–19.1 Action for violations related to secure mandatory tests and § 22.1–292.1 Violations related to secure mandatory tests). These documents are located in Appendix A. Such personnel include, but are not limited to: the DDOT, STC, Test Examiners, Proctors, project manager and other technology staff, staff providing testing accommodations such as conducting read-aloud, translation/transliteration, dictation to a scribe administrations, staff involved in transcriptions, staff providing a break to Examiners/Proctors, computer lab staff, hall/restroom monitors, student escorts, personal assistants for students, assistants to the DDOT and STC, teacher assistants, curriculum coordinators, administrators, department heads, teachers, staff who have access to secure test materials storage, etc.
- ☑ The STC will forward the signed *Personnel Test Security Agreements* to your DDOT as directed in Section 6.4.

4.12.2 School Division Test Security Agreement

The Virginia Assessment Program 2022–2023 School Division Test Security Agreement covers the administration of all test administrations the division will participate in for the

school year 2022–2023. This form must be submitted only one time annually during the administration when the division is <u>first scheduled to administer</u> assessments. Submit this form <u>only if one was not previously submitted during the Fall 2022 or Spring 2023</u> test administrations. Refer to Appendix A for the *Division Test Security Agreement*.

4.13 Additional Security Procedures for Online Testing

When a user initially logs into PearsonAccess^{next} (https://va.pearsonaccessnext.com) to enter the Virginia Web-Based Assessments website, they will be prompted to read and accept the PearsonAccess Next Web Site Terms and Conditions of Use.

4.13.1 DDOT Testing Checklist

DDOT

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

4.13.2 Student Testing Tickets

STC

Any time Testing Tickets are printed in advance of the testing session (no more than 96 hours, or 4 school days, prior to a test session), they must be kept in secure, locked storage until the actual testing session. Do not start a test session (activating the test tickets) until the day of the scheduled session. Examiners need to sign out the test tickets, for their assigned session, on the day of a test session. After a test session, Examiners should be instructed to collect the test tickets from students and Examiners (who provide the read-aloud accommodation) and return them to the STC. The *Testing Ticket Transmittal Form and Affidavit for Examiners/Proctors* (Appendix C) should be used for this purpose.

4.14 Provide Special Accommodations During Testing

Before testing, appropriate staff should become familiar with special test accommodations specified in students' IEPs, 504 Plans, or EL Assessment Participation Plans. Accommodations and any required materials or equipment are described in detail in Appendix B of this manual. For information regarding students with disabilities and ELs' participation in state assessments, refer to: Participation in the Virginia Assessment Program: A Resource for Educators and Parents of Students with Disabilities, Testing Accommodations for Students with Disabilities: Growth Assessments and Standards of Learning Tests and Procedures for Determining English Learner Participation in the Virginia Assessment Program, which are available on the Virginia Department of Education's website located at:

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

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

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

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

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

The Examiner may omit the test directions pertaining to the student completing the student information fields on the answer document and writing their name on the test booklet. Before or after testing, the Examiner should complete the student information fields and write the student's name on their test booklet.

Examiners may modify the testing directions to reflect the accommodation. For example, the direction to fill in the circle on the answer document for the letter of the best answer may be modified to "circle the answer in your test booklet," "say your answer," or "point to the answer." Refer to Appendix B of this manual for the requirements for administering tests with accommodations.

- For Online Tests: The testing directions may be modified for students who do not enter
 their answers into TestNav themselves. Such students indicate their answers in a
 different way (verbally, by pointing) according to the testing accommodations specified
 in their IEPs, 504 Plans, or EL Assessment Participation Plans. The Examiner then
 enters the student's answers into TestNav.
 - Examiners may modify the testing directions to reflect the accommodation. For example, the direction for using the pointer tool to select the answer may be modified to "point to the answer" or "say your answer." The directions pertaining to navigation may be modified to "tell me if you want to go back to a previous question" or "point to the bookmark on the screen if you want a question bookmarked for review." Refer to Appendix B for the requirements for administering tests with accommodations.
- Paper Audio Tests: Students should be familiar with operating the audio equipment for the CD prior to testing. NOTE: Audio format (CD) is not available for the paper EOC *Reading* (2017 SOL), EOC *Mathematics* (2016 SOL), *VA & US History* (2015 SOL), *Biology* (2018 SOL), and the short-paper component (prompt) of the *Writing* tests. Students who usually receive the audio form must be provided a read-aloud administration.
- Online Audio Tests: Students should have had practice using the audio control box or audio tools by practicing on the appropriate audio practice test (refer to Section 4.4.1).
- Online read-aloud tests:Students who require the read-aloud accommodation must be placed in a read-aloud test session when creating the test session in PearsonAccess^{next}. All the students assigned to a read-aloud session will receive the same test form. Examiners who will be reading the test aloud to the students in the read-aloud session will be given access to an online test to be viewed on the Examiner's workstation only, through the use of a Proctor Testing Ticket. Access to the test is being provided to allow the Examiner to read the

Summer 2023 Test Implementation Manual

- questions and answer options to the student(s) on a computer monitor that is not part of a student's workstation.
- Mixed Group Testing: Students taking the test with the audio accommodation (using headphones) may be tested in the same room as students taking the test without the audio accommodation. Examiners must follow the directions provided in the Examiner's Manuals. Students administered a read-aloud test (an Examiner reads the test to the student) must be tested in a "read-aloud only" test room.
- Braille Tests: Examiners/Proctors responsible for monitoring students using braille tests should be familiar with the Braille Notes and Transcriber's Notes included in the Examiner's Copy of the braille test. The Braille Notes list the differences between the braille test form and the corresponding Examiner's Copy and are intended to help the Examiner answer any questions that a student may have regarding reading and interpreting items in the braille form. Transcriber's Notes provide information to the (braille) reader that is not readily apparent by reading the test item's text alone. If a student has a question pertaining to the Transcriber's Notes on their test, the Examiner can consult the Examiner's Copy for assistance. Refer to Appendix B in this manual for the braille formats available for each test content area.
- Large-Print Tests: Examiners/Proctors responsible for monitoring students using large-print tests should be aware of font size variations that may appear on a student's test.
 - For all test item questions (stem) and answer options the font type is Tahoma and font size is 20 point.
 - All text, including, numbers, variables, labels and captions on graphs, pictures, diagrams, maps, charts, coordinate planes, equations, exponential numbers and letters, subscripts and superscripts, notes, and footnotes, are presented in 18–20 point type. Due to the complexity of graphics in some test items, some text embedded within graphics may be enlarged proportionally to the graphic rather than enlarged to 20 point in order to lessen the impact of reformatting the test items. The Special Forms Committee provides recommendations for items of this nature on an item-by-item basis.
- Temporary Conditions: Special test accommodations may be provided to students with a documented temporary condition, such as a broken arm or injured hand. Documentation of the temporary condition and necessary accommodations must be maintained in the student's school/division file. The STC should coordinate with the Examiner on how accommodations will be provided during the testing session. Refer to Section 6.2.2 for PearsonAccess^{next} coding assistance.

4.15 Testing Condition Adjustments Available During Testing

4.15.1 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. Refer to Appendix D of this manual for further information.

- group size
- environmental modifications
- · large diameter pencil, pencil grip
- · assistance with directions
- student reads their own test out loud
- student requires a health management device
- student requires hearing aids with Internet-enabled device

4.15.2 Health Management Device

The Health Management Device Form must be completed for each student with a documented health need who requires the use of a health management device (such as a continuous glucose monitor or seizure monitor) during the administration of an SOL assessment.

The completed form ensures that consideration is given to the type of device needed by the student while also confirming the integrity of the test administration. The DDOT reviews and approves the information on the form. Test Examiners and Proctors should be aware when they have students who require a device during testing and follow the procedures on the form to ensure testing integrity. Examiners/Proctors should direct any questions to the STC or DDOT. The *Health Management Device Form* is available on the VDOE website at:

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

4.15.3 Hearing Aids with Internet-Connected Device

The *Hearing Aids with Internet-Connected Device Form* must be completed for a student who requires hearing aids that must be connected to an Internet-enabled device, such as a smart phone, during the administration of an SOL assessment.

The completion of this form ensures that a student has the necessary level of access to an Internet-connected device needed to manage or control the hearing aids during the test session while also confirming the integrity of the test administration. The completed form must be reviewed and approved by the DDOT or designee. The Examiner/Proctor must follow the procedures on the form to ensure test integrity. Examiners/Proctors should direct any questions to the STC or DDOT. The *Hearing Aids with Internet-Connected Device Form* is available on the VDOE website at:

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

4.16 Test Tools and Materials

Refer to the following sections for details regarding test tools and materials for the Summer 2023 Test Administrations:

- Section 8.3—Non-Writing SOL Test Tools and Materials
- Section 9.3—Writing SOL Test Tools and Materials

4.17 Preparing for Paper Testing

Refer to the *Supplement to the Virginia Assessment Program Test Implementation Manuals* for the specific information regarding the:

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

Summer 2023 Test Implementation Manual

4.18 Self-Monitoring and Audits

The Office of Student Assessment will provide information to school divisions regarding self-monitoring. If your division is selected for an audit, the DDOT will be contacted by the Office of Student Assessment.

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

5.1 Maintain a Contingency Plan

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

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

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

☑ If schools are closed:

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

If the division has additional questions regarding these procedures, the DDOT should call the Office of Student Assessment.

5.2 Coordinate the School's Administration of the Paper Assessments

Refer to the Supplement to the Virginia Assessment Program Test Implementation Manuals for the specific information regarding the STC's coordination of the school's administration of the paper tests for:

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

42

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

STC
☐ For the paper tests, check out the test booklets to Examiners. You should use the
Test Booklets/Prompts Transmittal Form and Affidavit for Examiners/Proctors or the
Special Test Forms/Kits Transmittal Form for Examiners/Proctors (located in the
Appendix of the Supplement to the Virginia Assessment Program Test
Implementation Manuals) to assist with the distribution and collection of test booklets
from the Examiners.

☑ Review a sample of the Assembly ID Sheet (located in the Appendix of the Supplement to the Virginia Assessment Program Test Implementation Manuals) that

- will be included in the packages of test booklets. An *Assembly ID Sheet* shows a unique package number and identifies the form number of the test booklets /prompts contained in that package.
- ☑ Remind Examiners that upon opening a package, but before distributing its contents to students, they must count the number of test booklets/prompts contained in the package and complete the package's *Assembly ID Sheet*, checking off the applicable statement.
 - If an Examiner must open more than one package of test booklets/prompts, the *Assembly ID Sheet* in each package must be completed. Examiners must return all *Assembly ID Sheets* to you, along with all test booklets/prompts, immediately after the testing session has concluded.
- ☑ If necessary, you may break packages of test booklets/prompts in order to distribute them more efficiently to the Examiners. Photocopy the package *Assembly ID Sheet* and write the new quantity of test booklets/prompts on the copy. Each divided set must have an *Assembly ID Sheet*.
- ☑ Maintain the security of the test booklets/prompts at all times.
- ☑ Remind Examiners to keep test booklets/prompts in packaging order when distributing to students.
- ☑ Ensure that each Examiner has the following test materials:
 - Supplement to the Examiner's Manual (contains the paper test directions);
 - Examiner's Manual:
 - Multiple-choice test booklets or prompts;
 - Answer documents (separate answer documents are required for Writing and Non-Writing tests);
 - Supply of scratch paper;
 - Supply of No. 2 pencils;
 - Appropriate ancillary materials and manipulatives; and
 - "TESTING IN PROGRESS: DO NOT DISTURB" sign, if available.
- ☑ Check out materials needed for recording test sessions, as necessary. You should use the *Examiner's/Proctor's Transmittal Form and Affidavit for Recorded/Proctored Test Sessions* (Appendix C).

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

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

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

- STC ☑ Ensure that all test materials are returned to you no later than the end of the test administration day.
 - ☑ When the test materials are returned, verify the receipt of all materials using the information in Section 6.1, "Receive All Testing Materials from Examiners."

43

- ☑ You should count the test booklets/prompts and initial the *Test Booklets/Prompts Transmittal Form and Affidavit for Examiners/Proctors* or the *Special Test Forms/Kits Transmittal Form for Examiners/Proctors* (located in the Appendix of the *Supplement to the Virginia Assessment Program Test Implementation Manual*) or another such form documenting the same information as the VDOE form to verify that all test booklets/prompts and answer documents have been returned. Immediately report any missing test booklets/prompts to the DDOT. Missing testing materials must be documented in TIWAS or on the *Test Irregularity Form* in Appendix E.
- ☑ Check in materials used for recording test sessions. You should use the *Examiner's/*Proctor's Transmittal Form and Affidavit for Recorded/Proctored Test Sessions

 (Appendix C).
- ☑ Verify that all answer documents have been returned.

5.3 Coordinate the School's Administration of the Online Assessments

Prior to administering online tests, the DDOT and STCs should refer to PearsonAccess^{next} Online Support, located at https://support.assessment.pearson.com/x/BYDy, for instructions on how to use PearsonAccess^{next} with the Virginia Assessment Program.

- ☑ On the day of testing, distribute all materials necessary to administer the online SOL assessments.
- STC ☑ For each test session, Examiners/Proctors should be provided with the following test materials:
 - Examiner's Manual for grade-level and subject area tests;
 - Student Testing Tickets (use the Testing Ticket Transmittal Form and Affidavit for Examiners/Proctors to assist with the distribution and collection of test tickets);
 - Proctor Testing Ticket (if read-aloud session);
 - Test session roster (optional);
 - "TESTING IN PROGRESS: DO NOT DISTURB" sign, if available;
 - Appropriate ancillary materials and manipulatives; and
 - Check out materials needed for recording test sessions, as necessary. You should use the Examiner's/Proctor's Transmittal Form and Affidavit for Recorded/Proctored Test Sessions (Appendix C).

5.3.1 Monitor online test sessions

44

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

Student's Real-Time Test Status

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

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

As students begin to sign in and start the test, the student *Status* will turn green. As students submit their test, the student *Status* will turn blue. If a student exits TestNav (either inadvertently or intentionally) before completing the test, the student *Status* will turn red.

- ☑ Students may not leave the testing site and subsequently return to finish the test unless their absence from the site is closely monitored to prevent interaction with other students and/or access to educational materials, cell phones, electronic devices, or other unauthorized materials. Refer to Section 5.4.3 for details about student breaks.
- ☑ If students are moved to an alternate testing site to complete their tests, their Student Testing Tickets and portable testing devices must be collected by the Examiner or Proctor prior to the move. Students must not be permitted to discuss the test or course content in any way with anyone or have access to any educational materials, cell phones, or other electronic devices during the move. Once in the alternate site, return each student's own materials and resume testing. Be sure that the alternate testing devices (as appropriate) to be used during testing meet the minimum requirements as stated in the *TestNav 8 Technology Guidelines: Configuring Your Test Delivery Environment for Virginia*, available in PearsonAccessnext at:

45

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



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

STC

46

All active online test sessions must be stopped when all students are either in Completed or Marked Complete status. Students in started sessions who are in a status other than Completed or Marked Complete must be locked or moved to a notstarted session.

5.3.2 Early Warning System

The TestNav Early Warning System (EWS) saves the student's responses to a local, encrypted backup file called a student response file (SRF) when TestNav cannot communicate with the Pearson server. This allows the student to exit the system without losing data.

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

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

Notify Screen A—Notify Your Teacher or Test Proctor



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

Notify Screen B-Your Test Has Been Saved



Screen B appears if the connection with the testing server was interrupted and TestNav was unable to upload responses to the testing server.

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

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

47

5.3.3 Troubleshooting

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

■ Student requires an audio test but there is no audio: For the EOC Reading (2017 SOL), EOC Mathematics (2016 SOL), VA & US History (2015 SOL), and Biology (2018 SOL) tests, 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 *EOC Science (2010 SOL)*, EOC *Reading* (2010 SOL), and all *History/Social Science* (2008 SOL) tests, the audio player will appear on the **first question** (not the samples).

For all audio tests, the student must select the *Play* button for the audio track to play. If an Examiner notices the audio player/tools do not appear, the Examiner should contact the STC immediately and should not permit the student to continue testing. The STC or Examiner should verify the form assigned to the student using the Students in Sessions screen in PearsonAccess^{next}. Scroll down to the student's name and look at the form assigned to the student (in the **Form/Form Group Type** column). The icon Ω 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 their 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 appears but no audio can be heard, the Examiner should have the student *EXIT* the test and wait while school staff check the computer's audio control settings to make sure the computer is not set to MUTE. Be sure the headphones are functioning properly.

- Student should not have an audio test, but the audio is playing, or the audio player/tools appeared at the first test question or samples: The Examiner/Proctor should contact the 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 their workstation and immediately contact the DDOT, who should immediately contact VDOE. In most cases, VDOE can change the student's form to the correct non-audio form while the student waits in the test room.
- Shading is not visible on the test questions: Some test questions refer to the "shaded section" of a map, graph, chart, etc. If the shading is not apparent to the student, the Examiner/Proctor may adjust the contrast setting on the student's monitor until the shading is visible. If this adjustment does not resolve the problem, the Examiner has been instructed to contact the STC.

Test Implementation Manual Summer 2023

- The student completed a question but the Next button does not appear (CAT only):
 - The Student may have attempted to answer the question using a "tool" other than the Pointer. The Pointer must be used to:
 - 1) select multiple-choice answers;
 - 2) place the cursor in a box in order to type an answer;
 - 3) plot points on a line, graph, or image;
 - 4) select one or more answers; or
 - 5) select and drag answers from one location to another.

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

OR

- The student may not have met all the requirements of the test question. For example, if a test item requires the student to select and drag 3 items to answer boxes, the *Next* button will not appear if the student only selects 1 or 2 items into the answer boxes. The *Next* button will only appear after the student places 3 items into the answer boxes. The Examiner/Proctor may tell the student to "Read the screen carefully" or "Read the directions carefully."
- The Review dropdown indicates a question is "Not Answered" when the student is confident he/she answered the question:
 - The Student may have attempted to answer the question using a "tool" other than the Pointer. The Pointer must be used to:
 - 1) select multiple-choice answers;
 - 2) place the cursor in a box in order to type an answer;
 - 3) plot points on a line, graph, or graphic;
 - 4) select one or more answers; or
 - 5) select and drag answers from one location to another.

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

OR

- The student may not have met all the requirements of the test question. For
 example, if a test item requires the student to select and drag 3 items to answer
 boxes, the Review dropdown will show that question as "Not Answered" if the
 student only selects 1 or 2 items. The Examiner/Proctor may tell the student to
 "Read the screen carefully" or "Read the directions carefully."
- Student is trying to use the Answer Eliminator tool × on a Technology Enhanced Item (TEI) question and it is not working: Refer to Appendix F for online tool descriptions. The Examiner/Proctor 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 the Examiner/Proctor which key to use for a specific symbol or character, the Examiner/Proctor may tell the student which keys to press and may

49

point to the keys. For example, the student asks the Examiner, "How do I make a minus sign?" The Examiner may say, "**Use the hyphen key.**" Other examples include:

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

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

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

To make a decimal, "Use the period."

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

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

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

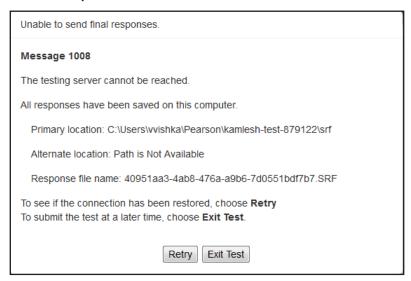
If the student is still having difficulty, it may be that the student misunderstands the question or does not know how to resolve the question. In these cases the Examiner/ Proctor may only say, "Read the question carefully."

- The student submitted the test prematurely: If the student accidentally submitted the test, wants to return to it, and has not left the secure test room, the Examiner/ Proctor should contact the STC immediately. The STC or Examiner should have the student remain in the test room seated at their workstation and immediately contact the DDOT, who should immediately contact VDOE. In most cases, VDOE can "unsubmit" the student's test so the student can log back into the test.
- 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.

Test Implementation Manual Summer 2023

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



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

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

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

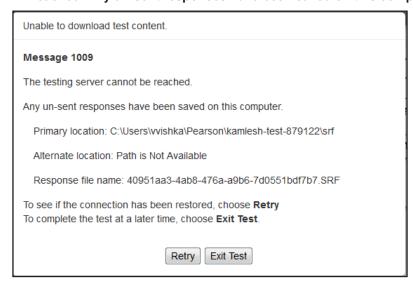
If the student **has completed** the test and the message appeared when the student tried to Submit the test:

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

51

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

- Connectivity must be restored before the student can continue testing.
- Select the Retry button after a short time (about a minute). If connectivity is restored, the test will Exit.
- If the message remains, the STC should notify the DDOT. The DDOT may need to contact VDOE for next steps.
- Student was testing and an error message, "Message 1009," appeared with a Retry and an Exit Test button and a message that "The testing server cannot be reached. Any un-sent responses have been saved on this computer."



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

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

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

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

- Select the *Exit Test* button and make a note of the exact testing device the student was using.
- If possible, to avoid having to retest the student, maintain secure test conditions
 among the students while connectivity is being restored. Consult with your STC
 regarding how long you should wait for connectivity to be restored before
 discontinuing the testing session.

- Once connectivity is restored to the student's testing device, the STC must Resume
 the student's test in PearsonAccess^{next} before the student can sign in to the test
 again.
- The STC should notify the DDOT. The DDOT may need to contact VDOE for next steps.

Please refer to the link below for a list of Error Codes and information and instructions to address and fix the error.

https://support.assessment.pearson.com/display/TN/Error+Codes

5.4 During Test Administration

5.4.1 Monitoring the test administration

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

STC ✓ Monitor the administration of testing in the school.

- ☑ Be actively involved in test administration by carefully supervising the procedures described in this manual and the *Examiner's Manual*.
- ☑ Be available to answer questions and resolve problems as they arise.

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

- ☑ Upon entering the testing room and monitoring. Once students and the test Examiner/Proctor enter the testing room, all instruction and/or review of the content covered by the test or discussion of testing strategies must stop. During the test administration, Examiners/Proctors must monitor the testing process by moving as unobtrusively as possible about the room. Examiners/Proctors must not engage in other activities that would interfere with monitoring. Such activities include, but are not limited to, reading, grading papers, using electronic devices, etc. Students may not be left unattended for any length of time.
- ☑ Student access to unauthorized materials. Examiners/Proctors should ensure that students are working independently and do not have access to unauthorized materials, cell phones, or any other electronic devices in the testing room while any students are testing. Immediately notify the STC if a student accessed or had access to a cell phone, electronic device, or other unauthorized material that could provide an unfair advantage while any students were testing. If the student is testing at the time of the discovery of the cell phone, electronic device, or unauthorized material, the student must not be permitted to continue testing. The test must be placed in *Exited* status and moved to an irregularity session, and the STC must notify the DDOT immediately if test security may be compromised. The STC must submit an irregularity to the DDOT providing the details about the incident. The student may not retest until the division receives a response to the irregularity from the Office of Student Assessment.
- Cheating. Examiners/Proctors must immediately notify the STC if a student is found cheating on the test. If the student is testing at the time of the discovery of cheating, the student must not be permitted to continue testing. The test must be placed in Exited status and moved to an irregularity session. The STC must

notify the DDOT immediately if test security may be compromised. For SOL tests, the STC must submit an irregularity to the DDOT providing the details about the incident. If the school division makes the determination that a student cheated, the student is not eligible for a retest during the current administration. For **SOL** tests, the STC/DDOT <u>must invalidate</u> the test and the student will receive a score of "0." The student's test record will note the student cheated on the test.

- ☑ Examiner/Proctor providing help. Help must not be given on test items. Examples of prohibited help include, but are not limited to: pronouncing words, rewording the question, providing hints and clues, giving reminders, eliminating or changing answer options, giving verbal indications or non-verbal cues about the correctness of a student's answer. Examiners/Proctors must not direct or remind students to use any specific method or strategy during testing. Test questions or portions of the question may not be read to students unless specified by their IEPs, 504 Plans, or EL Assessment Participation Plans. If, after testing is complete, a student asks to discuss a question, the Examiner, Proctor, or teacher should remind the student that the test questions cannot be discussed.
- ☑ Examiner/Proctor reviewing test items. Before, during, or after testing, Examiners/ Proctors must not spend time reading any test items, creating any type of answer key to the test items, grading student responses, copying test items or portions of test items, taking notes about test items, recording student responses to test items, or discussing test items with anyone. (Examiners/Proctors may report a problem with a test item to their STC. See Section 5.4.6.) Refer to the School Division Personnel Test Security Agreement in Appendix A.
- ☑ Students leaving the testing room during the test. Students may not leave the testing site and subsequently return to finish the test unless they are closely monitored. Students may not discuss the test or any test items with anyone. Students must not be allowed to interact with each other or any other students in any way, or have access to any educational materials, cell phones, electronic devices, or other unauthorized materials. Each *Non-Writing* test or each separate *Writing* test component is to be completed in one school day. Refer to Section 5.4.3 for details about student breaks.
- ☑ Students moving to an alternate test room. If students are moved to an alternate testing site to complete their tests, their testing materials must be collected by the Examiner or Proctor prior to the move. Students must not be permitted to discuss the test or course content in any way with anyone or have access to any educational materials, cell phones, electronic devices, or other unauthorized materials during the move. Once in the alternate site, return each student's own materials and resume testing.
- ☑ Prompting. Examiners/Proctors must not prompt the student to go back to any specific questions such as any marked answered, not answered, or flagged with a bookmark. If an Examiner/Proctor notices the student left questions not answered or flagged with a bookmark, the Examiner/Proctor may only tell the student, "Read the screen carefully."
- ☑ Examiner/Proctor navigating a student's test. Examiners/Proctors for online tests must not navigate any portion of the online test for the student. This includes, but is not limited to: moving between questions; moving from the Review dropdown screen

Test Implementation Manual Summer 2023

to questions marked *answered*, *not answered*, or *flagged with a bookmark*; exiting or submitting the test.

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

- "To move to the next question, select the Right Arrow."
- "To go back to previous question, select the Left Arrow."
- "To go back to a question from the Review dropdown, select the question's number."
- "To submit your test, select the Submit Final Answers button."
- Assistance with the zoom feature. If a student needs assistance zooming in or out or returning the screen to the default screen size for a test, the Examiner/Proctor may provide directions to the student:

On a PC or Chromebook:

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

On a Mac:

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

On a touch screen device:

- "To zoom in, touch two points on the screen, and then move your fingers away from each other."
- "To zoom out, touch two points on the screen, and then move your fingers toward each other."
- ☑ Student Inactivity. If the Examiner/Proctor observes an inactive student during testing, the Examiner/Proctor may ask the student, "Are you finished with your test?" If the student responds "No," then the Examiner/Proctor may say, "You need to continue working on your test." If the student responds, "Yes," then the Examiner/Proctor should direct the student through the Submit process. After two hours of inactivity, TestNav will automatically *Exit* the student's test. The Examiner must contact the STC to *Resume* the student's test. Refer to the Troubleshooting, Section 5.3.3, for details.
- ☑ **Answer document monitoring.** Examiners/Proctors for paper testing should check that students are only using a No. 2 Pencil to mark the answer document.
- ☑ Circling in the test booklet. Examiners/Proctors for paper testing must <u>not</u> direct students to circle answer choices in their test booklets first and then transfer their answers to their answer documents. Examiners/Proctors may withhold answer documents only from students with the mark-in-test-booklet accommodation and direct the students to circle their answers in their test booklets. After testing, Examiners/Proctors, **not the students**, must then transcribe the circled answers to the students' answer documents.

55

- ☑ Paper tests answer selection. If during a paper test a student needs assistance
 with the mechanics of selecting a response, the Examiner/Proctor may provide
 directions to the student, such as: "Fill in the circle on your answer document for
 the letter you have chosen."
- ☑ Paper test prompting. Examiners/Proctors for paper tests must not prompt the student to go back to any specific questions, such as any left not answered or questions multiple-marked.
 - If an Examiner/Proctor notices the student left any questions not answered or multiple-marked, the Examiner/Proctor may only tell the student, "Review your answer document carefully."
- ☑ Collected answer document. Once the student's answer document has been collected it may not be returned to the student.

5.4.2 Answering student questions

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

- Questions about test items. If a student asks a question about a test item during the test, the student should be told, "Read it carefully and choose the best answer." Help must not be given on specific test items and no clues should be given about the correctness of a student's answer to a particular item. If in doubt, it is better to say that you cannot respond to the student's question rather than risk violating standard procedures. Test questions may not be read to students unless specified by their IEPs, 504 Plans, or EL Assessment Participation Plans. If, after testing is complete, a student asks to discuss a question, the Examiner, Proctor, or teacher should remind the student that the test questions cannot be discussed.
- Questions about mechanics/navigating. Examiners or Proctors may answer students' questions about the mechanics of testing, such as how to navigate to the next question, previous question, Review dropdown, and End Test screen.
 Unless specified as an accommodation, the Examiner/Proctor must not navigate the test for the student.
- Assistance with TestNav Tools. If the student requests a description or the function of a tool, the Examiner/Proctor may read the specific tool's description from the test tools tables provided in the *Examiner's Manual*.
- Assistance with the audio control box or audio tools for audio tests. If a student requests assistance with the operation of the audio control box or audio tools, the Examiner/Proctor may read from the tables in the Examiner's Manual to provide the tool's function and operation to the student. (In this manual, refer to the Audio Control Box and Audio Tools tables in Appendix F.)

5.4.3 Allowing student breaks during testing

All VAP assessments are untimed, and ample time should be allotted for all students to complete the *Non-Writing* test or each separate *Writing* test component 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 <u>before</u> 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. <u>All breaks</u> 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, electronic devices, or other unauthorized materials during the break, and must not disrupt other students who are continuing to test. The student's test materials must not be accessible or viewable to other students. Student breaks must not be planned unless the accommodation is stipulated in the student's IEP, 504 Plan, or EL Assessment Participation Plan.

5.4.4 Identifying and resolving testing irregularities

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

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

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

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

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

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

Irregularities Web Application System (TIWAS) will provide step-by-step instructions for accessing TIWAS to report the division's testing irregularities. The User's Guide is located at:

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

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

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

https://p1pe.doe.virginia.gov/ssws/login_page.do

- ☑ Access to TIWAS must be given to the DDOT, STC, and any other appropriate personnel by the Account Manager in your division for the SSWS as directed by the DDOT. You may already have access to the SSWS for other applications and will need the Account Manager to add Testing Irregularities as an available application.
- ☑ DDOTs may have the STCs enter irregularities directly into TIWAS or may have them document incident(s) on the *Test Irregularity Form* in Appendix E. All testing irregularities should be submitted to the DDOT within 24 hours of occurrence.
- ☑ If irregularities are reported to the DDOT on the *Test Irregularity Form*, the DDOT or designee will be responsible for entering them into TIWAS.
- ☑ Once the irregularity is submitted to VDOE, VDOE will return a response to the DDOT via TIWAS within 24–48 hours after receiving the irregularity. Before any division staff attempt to resolve the irregularity, they must wait for the guidance from VDOE. Division staff must follow the directions provided by VDOE to resolve the irregularity. If a response is not received within 48 hours, please call assessment staff to ensure the irregularity was received.

5.4.5 Setting up irregularity sessions for online testing

DDOT

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

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

5.4.6 Reporting problems/errors on the assessments

If during a testing session, a student reports that a test question and/or answer choice contains an error, the Examiner or Proctor has been instructed to record the name of the student, subject area, test level, question number, and a brief statement describing the student's concern. However, under no circumstances are Examiners/Proctors to write down the test question or answer or discuss it with the student or with other staff members. The student should be told that the concerns will be reported. The student may continue with the test, and the Examiner/Proctor may tell the student to "Read the question carefully and

choose the best answer." The Examiner/Proctor is to notify the STC of the student's concern, and the STC will, in turn, contact the DDOT. The STC should provide the form number the student used in the report to the DDOT. Do not communicate information related to the test questions and/or answer choices through electronic mail or in any other manner that will jeopardize the security of the test item.

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

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

- ☑ The Office of Student Assessment will investigate the problem and provide a follow-up report to the DDOT.
- ☑ Provide directions to Examiners and Proctors regarding proper responses to student questions about test items. For example, if a student says, "I don't understand this item," the Examiner should respond, "I can't discuss the items with you." If, after testing is complete, a student asks to discuss a test question, the Examiner, Proctor, or teacher should remind the student that test questions cannot be discussed. Refer to Section 5.4.2 for guidance.

5.4.7 Marking SOL Tests Complete guidelines

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

- they were exempt due to EL status as specified in the EL Assessment Participation Plan;
- they were absent during the entire test window;
- their parent/guardian refused to permit the student to test;
- they refused or were disruptive;
- they cheated; or
- they were involved in a medical emergency and unable to return during the test window to take the test.
- ☑ To account for a student using PearsonAccess^{next}, an online test record may be submitted by selecting the *Mark Test Complete* button and selecting the testing status reason from the dropdown in PearsonAccess^{next}.
 - Refer to PearsonAccess^{next} Online Support, located at **https://support.assessment. pearson.com/x/BYDy**, for more information on marking a test complete.
- ☑ Students who are retesters (students who have passed the course but failed the SOL) or are enrolled in a remediation program do not have to be accounted for if they are not tested.
- ☑ Because absent students are to be afforded an opportunity for make-ups, do not mark an absent student's test complete until the end of your testing window. Only the DDOT or STC has authorization to mark a test complete and assign a testing status.

59

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



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

5.4.7.1 Marking an SOL test complete for non-test irregularity situations

DDOT

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

5.4.7.2 Marking a test complete for SOL online test irregularity situations

DDOT

- ☑ In the event of a test irregularity, you will receive specific instructions about how to handle the student record. Before marking a test complete, please wait for a response from VDOE regarding resolution for the irregularity. You can move the student (if in Exited or Resumed status) to a non-started test session in order to stop the current session by the end of the day.
- When the student is authorized to take the alternate form online, the DDOT will receive specific directions regarding the method in which the alternate form is to be delivered. An alternate form can only be assigned by the DDOT via the online system. Refer to PearsonAccess^{next} Online Support, located at https://support.assessment.pearson.com/x/BYDy, for more information on marking a test complete.
- ☑ In general, the following irregularities may require a test to be marked complete.
 - If a student is found to have cheated on an online SOL test either before or after logging into the test, mark the test complete and assign Testing Status "07—Student Cheated."
 - If a student is found to be disruptive or refuses to take/finish an online SOL test either before or after logging into the test, mark the test complete and assign Testing Status "50—Refusal/Disruptive."

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

5.5 Make-Up Testing Sessions

60

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

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

- All make-up sessions must be completed in time to submit materials to meet the local deadlines set by the DDOT.
- ☑ Schedule make-up sessions as necessary and secure appropriate numbers of Examiners and Proctors for these sessions.
- ☑ Contact the DDOT if additional testing materials are needed for make-up testing sessions.
- After make-up sessions have been completed, submit the answer document of each student who has taken a make-up test with the answer documents used by students in her/his regular classroom.

5.5.1 Paper test make-up sessions

- All paper make-up sessions must be completed in time for the DDOT to ship all answer documents to Pearson no later than by the last day of the division's test window.
- ✓ Non-Writing, and multiple-choice component of Writing tests paper make-up sessions: Students will use a test booklet from the school's original order of main materials. However, for SOL test irregularities that require retesting using the alternate multiple-choice form as directed by the Office of Student Assessment, you must request the alternate forms from your DDOT.
- ☑ Short-paper component of the *Writing* test make up sessions: Students will not write to the main prompt assigned to their division. Instead, students taking the make-up short-paper component will write to the alternate prompt assigned to the division. Refer to Table 12 in Section 9 for additional information.
- ☑ Term graduate Multiple-choice or short-paper component of the Writing test make-up sessions: Term Graduates will make up the component of the test they missed using the original multiple-choice test booklet or prompt that was assigned on the day they were absent. Refer to the notes for Table 13 in Section 9 for additional information.
- After make-up sessions have been completed, bundle the SOL answer document of each student who has taken a make-up test with the answer documents used by students in the regular classroom.
- ☑ At the close of the last testing session, Examiners are instructed to inspect the students' answer documents, verify the testing materials, as directed by the STC, and organize and return all test materials to the STC. For detailed information, refer to the Supplement to the Examiner's Manual.

5.5.2 Online test make-up sessions

ONLINE ☑ For make-up sessions, students will take the same test form taken by other students on the regular testing date(s).

☑ Students who are absent on the day of testing must either be moved from the testing session and placed in a make-up session or their test must be locked at the end of the day. Students in started sessions who are in a status other than *Completed* or *Marked Complete* must be locked at the end of the day.

61

Summer 2023 Test Implementation Manual

5.6 Term Graduate Testing

- ☑ For the Summer 2023 *Writing* Test Administration, a Term Graduate is defined as a student who is scheduled to graduate by August 31, 2024, and who needs a verified credit in writing in order to graduate.
- ☑ For the Summer 2023 *Non-Writing* Test Administration, a Term Graduate is defines as a student who is scheduled to graduate by August 31, 2023, and who needs one or more verified credits in non-writing content areas in order to graduate.
- ☑ Term Graduates will take designated *Term Graduate Form Group Type Context* forms.
- Assigning forms for online testing: Staff creating test sessions in PearsonAccess^{next} for Term Graduates must select the *Term Graduate Form Group Type Context*, and then select the appropriate "attempt" from the drop-down menu in order to ensure previously equated forms are used for Term Graduate testing.

NOTE: Students who are Term Graduates and taking *Writing* tests only get two test opportunities. Refer to the *Writing* test schedule for the dates of the two online *Writing* Term Graduate test windows.

Assigning forms for paper testing: Refer to the Term Graduate Forms Matrix provided to the DDOT from Pearson when determining the correct Term Graduate form. The Term Graduate first opportunity assigned should be the Regular/Read Aloud, Regular Audio, Large Print, or Braille First Attempt form. If a failing score is received back from Pearson, the DDOT may order the **Second Attempt** form listed on the forms matrix for the student's second attempt. If needed, the **Third Attempt** opportunity may be given (if forms are available), after remediation.

NOTE: Students who are Term Graduates and taking *Writing* tests must take both attempts back to back without receiving a score between attempts. For details on Term Graduate *Writing* test details, refer to Section 9.

5.7 Expedited Retake Testing

The Expedited Retake test is an optional opportunity for students to retake a failed SOL *Non-Writing* test during the same administration.

- The DDOT or STC should schedule Expedited Retake test sessions within three weeks of the initial test's score reporting, but no later than the last day of the state test window (refer to the schedule in the front of this manual).
- Expedited retake tests should be coded as retest in PearsonAccessnext; refer to Section 5.7.5 for details
- Divisions are urged to offer remediation to students before the expedited retake attempt;
 however, expedited retake tests for students in grades 9–12 do not qualify for the Recovery code

Follow the guidance in Sections 5.7.1 and 5.7.2 to determine the eligibility of students for an Expedited Retake.

5.7.1 Eligibility for expedited retakes of Grades 3–8 and EOC SOL Non-Writing tests administered to meet Federal Accountability requirements only

The student must have a passing grade in the class associated with the test and one of the following:

- The student failed the test by a narrow margin as defined as a scaled score of 375—399 or
- The student failed the test with a scaled score below 375 and
 - had a documented extenuating circumstance that prevented him/her from performing at the expected level and/or
 - there was a significant discrepancy between the student's SOL test score and their typical academic performance

Extenuating Circumstance

An extenuating circumstance is defined as an unusual and uncontrollable event that negatively impacted a student's test performance. Examples of extenuating circumstances may include, but are not limited to, the recent death of a family member, friend, or pet; a traumatic home situation, or other significant personal distress or disruption that does not qualify for irregularity retesting. Generally, school staff identify such situations before the student begins testing so that the testing session may be rescheduled. However, there are incidences where the circumstances affecting the student are not known until after testing has begun.

Significant Achievement Discrepancy

Evidence that the SOL test score is significantly lower than expected based on the student's typical level of achievement may be used to justify retesting. Data used to establish the student's typical performance may include previous SOL test data in the same content area or evidence of the student's current academic achievement.

Required Documentation

School divisions will maintain documentation of the unusual circumstances experienced for each student retested under the extenuating circumstances provision and evidence of the student's typical academic achievement for those retesting under the significant achievement discrepancy provision. Documentation will be subject to periodic review by Department staff on behalf of the Board. Information gathered during the reviews will be used to provide technical assistance to school divisions and may be shared in summary form with the Board.

Parental Permission

Prior to any expedited retake for students who have failed an SOL test for grades 3–8, school divisions shall obtain and thereafter maintain documentation annually of affirmative parental consent and permission for their child to take an expedited retake. Parents of eligible students shall be notified:

- of the opportunity to retake the test(s);
- that the decision not to retake any or all of the test(s) will not impact their child's grade or academic record; and
- of the opt-in requirement.

5.7.2 Eligibility for expedited retakes for EOC SOL *Non-Writing* tests needed for Verified Credits

The following criteria shall be used in determining the eligibility of students for an expedited retake of an end-of-course test for verified credit.

The student must need the test for verified credit, have a passing grade in the course associated with the test, and have met one of the following:

63

Summer 2023 Test Implementation Manual

- Failed the test by a narrow margin defined as a scaled score of 375–399, or
- Failed the test by any margin and had extenuating circumstances that would warrant retesting

Extenuating circumstances will be defined by the local school division superintendent but must be restricted to situations that specifically affect the student who is being retested. Extenuating circumstances may include the need to pass the test to graduate.

5.7.3 Ordering materials for Expedited Retakes

If you have students who will be taking paper SOL *Non-Writing* tests under the Expedited Retake policy, refer to the forms matrix for paper tests. If a form is listed in the Expedited Retake column, order that form using Additional Orders in PearsonAccess^{next}. If you have any questions about which forms should be administered, contact the Office of Student Assessment.

5.7.4 Creating online sessions for *Non-Writing* Expedited Retakes

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

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

5.7.5 Coding Expedited Retake tests in PearsonAccessnext

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

Because the Expedited Retake test is optional for the student, do not account for students who do not <u>retest</u> under the Expedited Retake opportunity.

6. SPECIFIC DUTIES OF THE STC: AFTER TESTING

6.1 Receive All Testing Materials from Examiners

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

For online tests, follow the procedure below:

64

Examiners are instructed to return all test materials to the STC after each day of testing. This
includes Student Testing Tickets, Seal Codes, Proctor Testing Tickets (if read-aloud session),

used and unused scratch paper, the test session roster (optional), *Examiner's Manual*, and any test manipulatives/materials.

- The STC counts the test tickets and initials the *Testing Ticket Transmittal Form and Affidavit for Examiners/Proctors* to verify that all test tickets have been returned.
- The STC provides the affidavit to Test Examiners/Proctors to sign.

6.2 Complete Coding of Student Demographic Information

6.2.1 Testing Status

After all make-up testing sessions are finished, select the Testing Status code to explain why a student did not take or complete the required SOL test. The Testing Status code may be applied to either completed processed online tests or completed processed paper tests by completing the status code box on the students' Test Details screen in PearsonAccess^{next}. Table 5 describes the coding options. Contact the Office of Student Assessment if you have a situation in which a student was not tested and none of the codes in Table 5 apply.

Summer 2023 Test Implementation Manual

Table 5. SOL Non-Writing and Writing Testing Status Codes

Testing Status:	Apply testing status if:
1 = Absent	The student was absent from the regular session and was never present to make up the test for the remainder of the division's test window.
3 = English Learner Exempt Virginia Studies or Civics & Economics and Grade 8 Writing	The student was determined eligible for a one-time exemption by way of her/his <i>EL Assessment Participation Plan</i> . Applicable only to students in grades 3–8 for the <i>Virginia Studies</i> or <i>Civics & Economics</i> SOL test and students in grade 8 for the Grade 8 <i>Writing</i> SOL test. Formerly ELs, Years 1, 2, 3, and 4, are not eligible for any exemptions.
4 = Medical Emergency	The student was absent for the entire testing window due to hospitalization or serious illness, or has a medical condition that renders the student unable to test. Significant medical emergencies must be documented by a medical professional.
6 = Did Not Attempt <i>Reading</i> , <i>Mathematics</i> , or <i>Science</i> Test	The student was enrolled but not assessed in <i>Reading</i> , <i>Mathematics</i> , or <i>Science</i> and no other testing status code applies. The division is required to file a testing irregularity with VDOE to document the circumstance.
7 = Student Cheated	The student was determined by the school division to have cheated. (Student receives a score of zero.)
8 = Did Not Attempt Writing or History/Social Studies Test	The student was enrolled but not assessed in <i>Writing</i> or <i>History/ Social Studies</i> and no other testing status code applies. The division is required to file a testing irregularity with VDOE to document the circumstance.
9 = Student Already Passed This Test	The grade 3–8 student has been <u>retained</u> (in grades 3–8) and has passed this test previously. Refer to the NOTE in this table regarding testing of accelerated students in grades 3–8.
11 = English Learner Exempt Reading	ELs who have attended school in the United States for less than 12 months may receive a one-time exemption for the SOL <i>Reading</i> test in grades 3–8. This guideline also applies to students arriving from Puerto Rico. No exemption is available for EOC <i>Reading</i> . Formerly ELs, Years 1, 2, 3, and 4, are not eligible for any exemptions.
50 = Student Refusal/Disruptive	The student refused to take the test or the student was too disruptive to test. (Student receives a score of zero.)
51 = Parent Refusal	The parent/guardian refused to permit the student to take the test. (Student receives a score of zero.)

NOTE: Under the requirements of Every Student Succeeds Act (ESSA), students in grades 3–8 must be assessed at each grade level in reading and mathematics. Status 9 cannot be used in a situation in which an accelerated student in grades 3–8 passes the test from a higher grade level and is then promoted and is assigned to a reading/mathematics class in which he/she passed the reading/ mathematics SOL in a previous grade. For example, if a student passes the Grade 7 *Mathematics* SOL test in grade 6, is promoted to grade 7 but is then re-assigned to a grade 7 mathematics class, the student may not be coded testing status 9 on the Grade 7 *Mathematics* test. Testing Status 6 usually applies to this type of circumstance and the division is required to file a testing irregularity with VDOE to document the circumstance. This policy also applies to EOC *Reading* and *Mathematics* tests given in grades 3–8 to accelerated students.

- ☑ **Refusals.** Students enrolled in Virginia public schools are required to complete the applicable SOL assessments. If, however, parents refuse to have their student participate in one or more of the required Virginia assessments, the following procedures should be followed within the school division:
 - The parents should be informed that their student's score report will reflect a score of "0" for any test that is refused.
 - The school is strongly encouraged to request a written statement from parents indicating the specific test(s) the parents refuse to have their student complete. The document should be maintained in the student's file as a record of the decision.
 - To account for the student, a test record for the refused test(s) is to be submitted for scoring with a Testing Status 51 coded to indicate the refusal was requested by the parent.

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

☑ Coding an Online SOL Test with a Testing Status:

To account for a student who did not take/complete an SOL test due to an appropriate status condition, noted in Table 5, mark the test complete in the started test session and select the testing status reason from the dropdown in PearsonAccess^{next}.

☑ Coding a Paper SOL Test with a Testing Status:

To account for a student who was not tested, use the online system to account for a student who qualified for a paper SOL test but was not tested. Access the student's test assignment in PearsonAccess^{next} and change the format from paper to online. Create a test session and assign the student to the session. Start the session and mark the test complete and select the testing status reason from the dropdown in PearsonAccess^{next}.

- ☑ Do not submit a test with a testing status code for any EOC or Term Graduate student designated as a retester. A retester is a student who has passed the course and has failed the SOL test prior to this administration and needs this test for verified credit in order to meet their specific diploma requirements.
- ☑ Substitute Tests: Divisions that have students who take an approved substitute test for verified credit or Federal accountability submit score data directly to the Virginia Department of Education via the SOL Substitute Test (SOL Sub Test) application within the Single Sign-on for Web Systems (SSWS) from November 2023 to August 2024 for substitute tests taken during the time frame: Summer 2023, Fall 2023, and Spring 2024. Consult the SSWS SOL Sub Test application to determine the availability

Summer 2023 Test Implementation Manual 67

of the collection window. DDOTs will enter only the highest score earned by the student for the substitute test. Refer to the *SOL Substitute Test (SOL Sub Test)* application for directions.

Refer to the document Substitute Tests for Verified Credit for the list of approved substitute tests at:

https://www.doe.virginia.gov/teaching-learning-assessment/student-assessment/virginia-sol-assessment-program/substitute-tests-for-verified-credit

6.2.2 Special Test Accommodations

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



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

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

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

The *Non-Writing* and *Writing Tables of Testing Accommodations* in Appendix B defines the special testing accommodations that correspond to the codes in PearsonAccess^{next}.

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

Students with temporary conditions requiring test accommodations—Students may be provided with appropriate special test accommodations needed to access the Virginia Assessment Program tests if they have a documented temporary condition such as a broken arm or injured hand. Documentation of the temporary condition and necessary accommodations must be maintained in the student's school/division file.

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

- Log in to PearsonAccess^{next} and select *Students* under the *Setup* dropdown.
- Find the student using his or her name or STI, then select the box next to his or her name. Then, under the *Select Tasks* dropdown, select "Register Students."

On the Register Students screen, select "Yes" in the Temporary Condition drop-down box, and click Save to apply the change.

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

6.3 Conduct Transcription of Student Responses

The following information should be used for *Writing* and *Non-Writing* SOL tests. Transcribing students' test responses is **only** available for students with certain accommodations as stated in their IEPs, 504 Plans, EL Assessment Participation Plans, or due to a documented temporary condition.

- ☑ In the case of a damaged answer document or an irregularity, the DDOT may authorize transcription of the student's demographic information and multiple-choice answers or the short paper onto a new answer document. Have a second school official verify the transcription and ensure that no errors occurred; write the word "VOID" on the demographic page of the original answer document; and return it to the DDOT. NOTE: The student's responses must not be altered in any way.
- ☑ In the case of an accommodation provided requiring transcription, ensure that the student has recorded her/his answers elsewhere, such as an audio/video, electronic device, printed copy, circled in the test booklet, or marked on a separate sheet of paper.
- ☑ Designate an Examiner or another school staff member to perform this transcription. Ensure that the student's responses are transcribed exactly and not altered in any way.
- ☑ Have the transcription verified by a second school staff member.



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

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

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

6.4 Prepare and Transmit Affidavits and Forms

NOTE: Separate School Affidavits are required for the Summer 2023 *Non-Writing* and Summer 2023 *Writing* test administrations. Refer to the directions on the forms for assistance.

- ☑ After all test materials have been returned to your DDOT after the conclusion of each test administration (*Non-Writing* and *Writing*), complete the *School Affidavit* in Appendix A, sign and date it, and have the building principal sign and date it. This form must be returned to the DDOT by the date specified in your local instructions.
- ☑ Transmit all signed School Division Personnel Test Security Agreement forms to the DDOT.
- ☑ Transmit all forms used for secure materials accounting to the DDOT, including transmittal forms and Examiner/Proctor affidavits.

69

Summer 2023 Test Implementation Manual

Table 6. STC Disposition of Test Materials

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

Test Implementation Manual Summer 2023

7. SPECIFIC DUTIES OF THE DDOT: AFTER TESTING

7.1 Paper Testing

If your division administered any paper assessments during the Summer *Non-Writing* and/or *Writing* test administrations, refer to the *Supplement to the Virginia Assessment Program Test Implementation Manuals* for the specific information regarding the DDOT's management of the paper test materials after testing.

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

The answer documents and test booklets/prompts from each of the administrations must not be comingled with any other test administration. Refer to the following tables for shipping details for answer documents and test booklets/prompts for each testing administration.

Table 7. Box Contents and Pearson Address Label Colors When Shipping

Answer Documents

Summer Test Administration	Specific Box Contents	Address Label Color
Non–Writing	Only answer documents from these Summer EOC SOL tests: EOC History/Social Science, EOC Reading, EOC Mathematics, and EOC Science	Pumpkin
Writing	Only answer documents from the EOC Writing SOL summer tests	Blue

Table 8. Box Contents and Pearson Address Label Colors When Shipping Test Booklets/Prompts

Summer Test Administration	Specific Box Contents	Address Label Color
Non–Writing	Only test booklets from these Summer EOC SOL tests: EOC History/Social Science, EOC Reading, EOC Mathematics, and EOC Science	Purple
Writing	Only test booklets and prompts from EOC Writing SOL Summer tests	Green

Summer 2023 Test Implementation Manual

7.2 Complete and Return the School Division Affidavit

- ☑ Separate School Division Affidavits are required for the *Non-Writing* and *Writing* assessments.
- ☑ Complete the *School Division Affidavits* (Appendix A).
- ☑ Scan and email each signed affidavit to the Office of Student Assessment no later than the deadline published in each schedule located in the front of this manual.

7.3 Review Disposition of All Test Materials

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

Non-Secure

- Examiner's Manual
- Examiner's Resource Guide
- Supplement to the Examiner's Manual
- Test Implementation Manual
- Supplement to the Virginia Assessment Program Test Implementation Manuals
- unused answer documents

Secure

72

- used and unused student and Proctor Testing Tickets
- from paper tests: used Mathematics formula sheets, z-tables, and copies of the Periodic Table of the Elements that have been written on by students
- all tests: used scratch paper that has been written on by students
- damaged and/or "VOID" answer documents
- student paper, audio, electronic, or electronic responses used for transcriptions
- audio/video/electronic copies of testing sessions (such as read aloud)
- ☑ *Mathematics* formula sheets, *z*-tables, and copies of the *Periodic Table of the Elements* that have been written on, all Student and Proctor Testing Tickets, and used scratch paper must be securely destroyed (by shredding or burning).
- You may have STCs securely dispose of some of these materials as described below or you may have them returned to you.
- Other materials, except as noted in the following bullet, may be recycled or thrown away.
- The following materials must be kept secure in the division until scores have been returned from Pearson and verified and Authorization to Report (ATR) is approved for the test administration. Then the materials may be securely destroyed: answer documents marked "VOID," student paper, audio, electronic, or video responses used for transcriptions, and audio, electronic, or video copies of testing sessions.
 - ☑ Instruct STCs on procedures for storing calculators, rulers, compasses, and protractors/ angle rulers. Do **not** pack these materials with the test booklets that are returned to Pearson. There is no requirement that you inspect any of these materials.
 - ☑ Refer to Table 9, DDOT Disposition of Test Materials, to review your division's disposition of all testing materials.

Table 9. DDOT Disposition of Test Material

Table 3. DDOT Disposition of Test Material						
	Item(s)	Required Signatures	Disposition			
Scorable test materials	 Answer documents (includes completed and partially completed) bundled behind Header Sheets (ensure the updated Header Sheet with the VAP logo is used) 	None	Packed in new/original cartons shipped by UPS (overnight) to Cedar Rapids, IA; using the correct labels for the administration of the answer documents: <i>Non-Writing</i> Pumpkin labels, <i>Writing</i> Blue labels.			
	 Test booklets/Prompts Braille and large-print test booklets/prompts and Examiners' copies of test booklets Audio copies of test booklets 	None	Packed and shipped by UPS (ground) to Cedar Rapids, IA; using the correct labels for the administration of the materials: Non-Writing Purple labels, Writing Green labels. Large-print SOL test booklets and braille tests are packed in original boxes and returned to Pearson using the corresponding administration label color.			
Non- scorable, secure test materials	 All Testing Tickets From paper tests: used (written on) Mathematics formula sheets, z-tables, and copies of the Periodic Table of the Elements From all tests: used (written on) scratch paper 	None	Securely destroy according to local procedures.			
	 Damaged and/or "Void" answer documents Student paper, audio, or electronic responses used for transcriptions Audio/video/electronic copies of testing sessions (e.g. read-aloud, interpreting, etc.) 	None	Keep secure in the division. After scores are reported and are verified, securely destroy according to local procedures.			
	■ Test Irregularity Form(s) (if needed)	STC/DDOT	Submitted to VDOE through TIWAS if applicable			

Summer 2023 Test Implementation Manual

Table 9. DDOT Disposition of Test Material, continued

	Item(s)	Required Signatures	Disposition
	 Locally required accounting documents for secure materials and/ or Transmittal Forms and Affidavits for Examiners/ Proctors 	Per local requirements	
	 Packing List/Transmittal Form (Assembly ID Sheets with noted discrepancies attached) Assembly ID Sheets 	Examiners/STC	Retained in DDOT's file in accordance with the local Records Retention and Disposition Schedule
Required Forms	 School Division Personnel Test Security Agreements 	Evaminare/	
	 Locally required accounting documents for secure materials 	Per local requirements	
	■ School Affidavits	STC/Building Principal	
	■ School Division Affidavits	DDOT/ Division Superintendent	Scanned and emailed to the Office of Student Assessment
Non-secure materials	Unused answer documentsUnused <i>Header Sheets</i>Unused paper bands	N/A	Retain for use for future administrations.
Non- scorable, non-secure test materials	 Examiner's Manuals (and Supplements) Examiner's Resource Guide Test Implementation Manuals Unused return shipping labels 	N/A	Dispose of according to local procedures.
	 Calculators, compasses, protractors, angle rulers, and rulers 	N/A	Store according to local procedures.

7.4 Resolve Alerted Student Tests in PearsonAccessnext

74

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

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

7.5 Access Test Results

DDOTs will be notified by email from Pearson when each test administration's test results begin to be available in PearsonAccess^{next}.

The test results will be available as described below:

7.5.1 Student Data Extract Files

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

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

7.5.2 Score Reports: Published Reports

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

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

7.5.3 Score Reports: On Demand Reports

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

75

7.6 Review Data

School and division staff should use the student extract file to view the test results. This file can be opened as a spreadsheet and is filterable. Because the extract file contains all the codes applied to a student's test record, the specific *Student Data Extract Layout* should be used to interpret the data

Summer 2023 Test Implementation Manual

provided in each field. The *Student Data Extract Layout* documents are available in PearsonAccess^{next} on the *Support* page and may be accessed by selecting *Extracts* under *Resources*.

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

7.7 Request ATR

Separate ATR Requests must be completed for each test administration by the date specified in the test administration schedules in the front of this manual. ATR must be requested for an administration even if tests were not administered to any student.

NOTE: For Summer, ATR needs to be requested for the Summer *Non-Writing* and Summer *Writing* test administrations. Refer to the testing schedules at the front of this manual. After the division has reviewed the data and has made corrections to ensure every student who is required to be tested is accounted for and every student/test is coded properly, the DDOT must request the Authorization to Report (ATR). Requesting ATR is a two step process:

- Step 1, Request ATR electronically: In PearsonAccess^{next}, under *Set Up > Organizations > Manage ATR Status*, select the *Request Authorization* button.
- Step 2, Download the Authorization to Report form: In PearsonAccess^{next}, go to Support > ATR > SOL Authorization to Report (ATR). The DDOT completes and signs the form and obtains the Superintendent's signature, and then sends the form to Pearson following the directions on the form.

ATR is the verification from the school division that the division's data have been finalized and the division is authorizing the final preparation of the data for both printed reports and for inclusion in the Federal Accountability and State Accreditation calculations and reports.

7.8 Order Final Reports

Once the division's ATR has been approved, the DDOT may place the order for paper copies of the final reports. Printed reports may be requested by the division or by the school, but only the DDOT can order the reports in PearsonAccess^{next}. Instructions in the document *How to Request Printed Reports in PearsonAccess^{next}* should be followed. To download a copy of the document, go to the *Support* page in PearsonAccess^{next} and click on the *Reports* link on the *Support* page, and then click on *How to Request Printed Reports*.

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

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

7.9 Post ATR Record Changes

76

If the division discovers erroneous coding or omitted coding after ATR has been submitted and approved, the DDOT and Division Superintendent request that the Office of Student Assessment correct the coding for the division. Corrections to data in PearsonAccess^{next} may be requested for the three most recent school years.

Process for requesting post ATR record changes:

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

Once these three documents are received in the Office of Student Assessment, assessment staff will review the request.

- Once the record changes have been made, assessment staff will annotate the file and send it back to the DDOT via the SSWS Dropbox. The DDOT should review the file and the assessment staff notes and save the file locally. If the record change affected a student score, a revised Student Report should be sent home to the student's parent(s).
- The Division Superintendent will also receive a letter from the Assistant Superintendent of Student Assessment, Accountability, and ESEA Programs acknowledging receipt of the record change request.

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

Summer 2023 Test Implementation Manual

8. SOL *Non–Writing* Test Administration, Summer 2023

Section 8 contains specific guidance for the Summer 2023 Non-Writing test administration.

The following table lists all of the SOL tests that are administered within the <u>Summer 2023 Non-Writing Test Administration</u> within PearsonAccess^{next}. The table also lists which test modes are available.

Table 10. List of all Summer 2023 Non-Writing Standards of Learning Tests

SOL Test Name	Test Modes	s Available ¹
	Paper	Online
EOC Reading (2017 SOL)	X	Х
EOC Algebra I (2016 SOL)	Х	Х
EOC Geometry (2016 SOL)	Х	Х
EOC Algebra II (2016 SOL)	Х	Х
EOC Virginia & United States History (2015 SOL)	Х	Х
EOC World History I (2008 SOL)	Х	Х
EOC World History II (2008 SOL)	Х	Х
EOC World Geography (2008 SOL)	Х	Х
EOC Earth Science (2010 SOL)	Х	Х
EOC Biology (2018 SOL)	Х	Х
EOC Chemistry (2010 SOL)	Х	Х
Previous Standards Tests		
EOC Reading (2010 SOL) ²	Х	Х
Virginia & United States History (2008 SOL)3	Х	Х
EOC Biology (2010 SOL) ⁴	Х	Х

NOTES:

¹All students are required to take the online version of the SOL tests. Students who have a documented need for a paper test will be administered a paper test booklet ordered from PearsonAccess^{next}. Student answers are placed onto the appropriate answer document which is shipped to Pearson for scoring. Refer to Section 4.5 for the criteria required for the administration of a paper test.

²EOC Reading (2010 SOL). EOC *Reading* tests based on the 2010 SOL remain available for students who previously passed the Reading class <u>prior to Spring 2021</u> and need to retake the SOL test for verified credit to meet graduation requirements.

³EOC VA & US History (2008 SOL). EOC VA & US History tests based on the 2008 SOL remain available for students who previously passed the VA & US History class <u>prior to Spring 2020</u> and need to retake the SOL test for verified credit to meet graduation requirements.

⁴**EOC** *Biology* **(2010 SOL).** EOC *Biology* tests based on the 2010 SOL remain available for students who previously passed the Biology class <u>prior to Spring 2023</u> and need to retake the SOL test for verified credit to meet graduation requirements.

8.1 SOL Non-Writing Test Schedule

Refer to the front of the manual for the Summer 2023 *Non-Writing* Test Administration Schedule. Refer to Section 2 for additional guidance regarding testing windows.

8.2 Identify Students to be Tested

The Summer 2023 SOL *Non–Writing* test administration is designed to accommodate the following groups of students:

- Students attending summer school for an EOC credit-bearing class who are currently enrolled for Fall 2023 in a Virginia public school will take the EOC test when students need verified credits to meet graduation requirements or ESSA accountability. Refer to the complete list of tests offered (Section 8). The test scores are to be reported back to the student's "home" school.
 - **NOTE:** Students attending summer school in your division who are not enrolled in a Virginia public school for Fall 2023 (private school or home-schooled students) do not take the EOC test. There is no need to account for these students.
- 2. Students who have previously passed the class associated with an EOC SOL test, but failed the test and need it for verified credit, must be afforded the opportunity to retake the test. These students' tests should be coded as Retest in PearsonAccessnext.
- 3. Students who participated in a remediation recovery program, during the summer, for EOC *Reading* or EOC *Mathematics* may retake the applicable test(s) if requiring the verified credit to fulfill graduation requirements.
- 4. Students who are classified as Term Graduates and are attempting to graduate by <u>by August 31</u>, 2023, and who need verified credits to fulfill graduation requirements.
- 5. Students who have already left school and are returning to take the SOL test(s) to earn verified credit, and/or students who are beyond school age but return to take an SOL test for verified credit. Such students may be enrolled in a class within an adult education program.
 - Determination as to how students with disabilities and English Learners (ELs) will participate in the SOL Non–Writing tests should be made in accordance with the following guidelines:
 - Participation in the Virginia Assessment Program: A Resource for Educators and Parents of Students with Disabilities
 - Testing Accommodations for Students with Disabilities: Growth Assessments and Standards of Learning Tests,
 - Procedures for Determining English Learner Participation in the Virginia Assessment Program

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

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

Summer 2023 Test Implementation Manual

8.3 Test Tools and Materials

80

☑ Information regarding test manipulatives is listed in Table 11. The hand-held manipulatives are typically stored in the school division. If you have not already arranged for the distribution of these manipulatives, you must do so before testing is to begin. Make sure that STCs are aware of the information included in the *Examiner's Manuals* regarding the use of test manipulatives.

☑ For online testing, most manipulatives are available on the toolbar in TestNav. Only those tools allowed for a given online test are available within the student's test. Refer to Appendix F for the list of online tools and their functions available for each test.

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

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

☑ The table on the following pages list the manipulatives and materials available to students on the EOC SOL tests. Students should be familiar with the tools and materials needed for the test they will be taking.

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

If a student informs the Examiner or Proctor that their Review dropdown shows a question as *Not Answered* and the student feels that he/she did answer the question, the Examiner or Proctor should instruct the student to go back to the test item to make sure that the Pointer was used to indicate the answer.

Table 11. Allowable Test Manipulatives for the Summer 2023 Non-Writing Tests

	Scratch		Protractor		Metric/ Standard Ruler	Formula Sheet
SOL Test	SOL Test Paper Calculator Or Angle Ruler	Compass	Straightedge Tool	Periodic Table of the Elements		
EOC Reading (2017 SOL)	Yes ¹					
EOC Algebra I (2016 SOL)	Yes ¹	Desmos Virginia Graphing Calculator ³			Yes²	Formula Sheet
EOC Geometry (2016 SOL)	Yes¹	Desmos Virginia Graphing Calculator ³		Compass ² A Safe-T® compass may be used on the paper test.	Yes ²	Formula Sheet
EOC Algebra II (2016 SOL)	Yes ¹	Desmos Virginia Graphing Calculator ³			Yes ²	Formula sheet and Table of Standard Normal Probabilities (z-table)
EOC Earth Science	Yes ¹	Desmos Virginia Graphing Calculator ³			Yes ²	
EOC Biology (2018 SOL)	Yes ¹	Desmos Virginia Graphing Calculator ³			Yes²	
EOC Chemistry	Yes ¹	Desmos Virginia Graphing Calculator ³			Yes ²	Periodic Table of the Elements ²
EOC VA & US History (2015 SOL)	Yes ¹					
EOC World History I	Yes ¹					
EOC World History II	Yes ¹					
EOC World Geography	Yes ¹					

Summer 2023 Test Implementation Manual

Table 11. Allowable Test Manipulatives for the Summer 2023 Non-Writing Tests, continued

Scratch Protra	Protractor	or	Metric/ Standard Ruler	Formula Sheet		
SOL Test	Paper	Calculator	Or Angle Compass Ruler	Straightedge Tool	Periodic Table of the Elements	
Previous Standard	is EOC Mat	thematics Tests				
EOC Reading (2010 SOL)	Yes ¹					
EOC VA & US History (2008 SOL)	Yes ¹					
EOC Biology (2010 SOL)	Yes¹	Desmos Virginia Graphing Calculator ³			Yes ²	

NOTES:

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

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

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

²For online testing, students must use the online version of this test manipulative. For paper testing, students will receive the appropriate test manipulative.

³Refer to Calculator Details following this table.

Calculator Details

Students taking online EOC Mathematics and EOC Science tests will be required to use the Desmos Virginia graphing calculator provided on the test's tool bar. Students taking the online tests 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.

Students taking <u>paper</u> EOC *Mathematics* and EOC *Science* SOL tests may use a state-approved hand-held graphing calculator or have access to the appropriate Desmos Virginia graphing calculator using the Desmos Virginia graphing Calculator tests available in the PearsonAccess^{next} Training Center using a separate device.

Mathematics Formula Sheets

- Students taking <u>online</u> Algebra I, Geometry, or Algebra II tests may access the formula sheet from their test's tool bar in addition to receiving a paper formula sheet.
- Students taking <u>paper Algebra I, Geometry</u>, or <u>Algebra II</u> tests will use the formula sheet/z-table (as applicable) included in their test booklet. Kits containing the large print or braille versions of the <u>Mathematics</u> test include the corresponding large-print or braille version of the formula sheet/z-table (as applicable).

EOC Chemistry Periodic Table of the Elements

Students taking the <u>online</u> Chemistry (2010 SOL) test may not be issued a hand-held Periodic Table unless the student requires a hand-held Periodic Table as part of an accommodation as documented in the student's IEP or 504 Plan. The Periodic Table of the Elements for eligible students with disabilities must be downloaded from the VDOE webpage regarding ancillary test materials at:

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

- Students taking paper tests will use the Periodic Table of the Elements included in their test booklet.
- Kits containing the large-print or braille versions of the *Chemistry* test include the corresponding large-print or braille version of the *Periodic Table of the Elements*.

Online Tools

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

Pencil or Pen

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

Additional Writing Implements

■ In addition to the pencil or pen mentioned above, students taking paper or online tests may be provided two additional writing implements such as highlighters, colored pencils, or colored pens. The student may use the highlighters, colored pencils, or pens in the test booklet or on their scratch paper. Highlighter, colored pencil, or pen must not be used anywhere on the student's workstation screen or on the student's answer document. Answer documents submitted with responses completed using a highlighter, colored pencil, or pen will not scan properly and therefore, cannot be scored.

Hand-held Manipulatives

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

Summer 2023 Test Implementation Manual

Hand-Held Calculator Guidelines

- Students taking the <u>online</u> tests 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.
- Students with a documented need for a paper test may use a state-approved hand-held calculator or have access to the appropriate Desmos Virginia calculator using the Desmos Virginia Calculator tests available in the PearsonAccess^{next} Training Center using a separate device.
- Students may only use one hand-held state-approved calculator during a test and are allowed to use only one model of a calculator.
- All calculators must meet the guidelines and/or be reset/prepared prior to each test session. If a student is moved to an alternate test site, they may continue to use the original calculator issued for the test. However, if the student is issued a different calculator, it must meet the guidelines and/ or be reset/prepared prior to being issued to the student. Refer to the document, Approved Calculators for the Virginia Standards of Learning Assessments, located on the VDOE Test Administration and Development webpage under VDOE Guidelines, at:

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

- If the calculator provides a language option for the display, English must be selected.
- Divisions wishing to use calculators which are not on the state-approved list must receive prior approval from the Office of Student Assessment.
- The calculator cannot provide information to a student through its display or formatting that may assist the student with content knowledge during testing.
- Students should be familiar with the calculator they are to use. The SOL test administration should not be the first time a student uses an approved calculator.
- Either a school-owned or student-owned calculator may be used on the test.
- Non state-approved materials that provide information on calculator use or course
 content may not be used or attached to or included with the calculator or its case during
 testing. Such materials include but are not limited to formula cards, calculator instruction
 sheets/manuals, note cards, etc.
- A calculator with an algebraic Operating System is not allowed.
- QWERTY keyboard may not be used.

84

8.3.1 Materials needed for accommodations

As appropriate, provide students any needed materials or equipment required for accommodations. Refer to Appendix B for guidelines.

Refer to Section 4.14 for additional information regarding accommodations.

9. SOL Writing 2022–2023 Test Administration, Summer 2023

Section 9 contains specific guidance for the Summer 2023 administration of the SOL End-of-Course Writing test.

The assessments for EOC *Writing* consist of two components: a multiple-choice component (online format tests include multiple-choice and technology-enhanced items) and a short-paper component (a response by the student to a writing prompt). One format, either online or paper, must be used for both components of the *Writing* test. Each component is to be administered on a separate day, and each component must be completed in one school day.

All students are required to take the online version of the SOL tests. Only students who have a documented need for a paper test will be administered a paper test booklet/prompt ordered from PearsonAccess^{next}. Student answers are placed onto the appropriate answer document which is shipped to Pearson for scoring. Refer to Section 4.5 for the criteria required for the administration of a paper test.

9.1 Summer 2023 SOL Writing Test Schedule

Refer to the front of the manual for the Summer 2023 *Writing* Test Administration Schedule. Refer to Section 2 for additional guidance regarding testing windows.

Online EOC Testing Schedule: The online test window is July 10–28, 2023. The multiple-choice/ technology enhanced item (TEI) and short-paper components are combined in one test session. Each component is administered on a separate day. Divisions may choose the order of the components and their testing dates. These students' test sessions must be created using the *Regular Form Group Type Context* and include selection of the appropriate Main, Audio, or Read-Aloud (multiple-choice/ TEI component only) forms. All EOC *Writing* online make-up tests must be completed by July 28, 2023.

Online Term Graduate Testing Schedule:

Term Graduates scheduled to graduate by August 31, 2024, may attempt both the multiple-choice and the short-paper components of the EOC *Writing* test **twice**. Term Graduates should be administered the *Term Graduate Form Group Context 1st Attempt* multiple-choice/TEI and short-paper component forms first. After both the *1st Attempt* components have been completed, administer the *Term Graduate Form Group Context 2nd Attempt* multiple-choice/TEI and short-paper component forms. Both opportunities must be completed by July 28, 2023.

Summer 2023 Test Implementation Manual

Paper Test Window: The <u>paper</u> test window is July 10–12, 2023. The multiple-choice component should be administered July 10 or 11, and the short-paper component administered July 12. All makeup testing for EOC *Writing* must be completed in time to ship answer documents to Pearson by July 21, 2023. Refer to Table 12 for test form assignments and testing date information for non-Term Graduate students. Refer to Section 5.5.1 for details regarding make-up testing.

NOTE: The 2010 SOL *Writing* test is available in paper format <u>only</u> for students with a documented need for a paper test. Refer to Section 4.6 for paper guidelines.

Table 12. Test Dates for Paper Tests: EOC Multiple-Choice and Short-Paper Administration Information

(Do not use this table for Term Graduate Students)

Division Selected Paper Test Window Date:	Multiple-Choice (MC) Information	Short-Paper (SP) Information
Paper Test Window July 10–12, 2023	Refer to the paper forms matrix sent to your division to identify the correct regular, read-aloud, audio, large print,	Refer to the paper forms matrix sent to your division to identify the correct regular, read-aloud, audio, large print,
Ship answer documents to Pearson by July 21, 2023.	and braille MC form numbers. Administer the MC component on either July 10 or 11 using the Main	and braille SP prompt numbers. Administer the SP component on
	MC form. If the student is absent, administer this same form anytime July 13–21, 2023. Do not use the	July 12 using the Main Prompt. If the student is absent, administer the Alternate Prompt any time July 13–21, 2023.
	Alternate MC form unless directed to do so by the Office of Student	outy 10 21, 2020.
	Assessment as a response to an Irregularity.	

Test Implementation Manual Summer 2023

Paper Term Graduate Testing:

Term Graduates scheduled to graduate by August 31, 2024, and who have a documented need for a paper test, may take the two Term Graduate 2010 SOL paper test opportunities offered in the Summer 2023 *Writing* test administration.

Eligible Term Graduates are not required to exercise their option for a second opportunity of the EOC *Writing* test. However, these students should be notified of their option. Students who are absent on any or all of these dates are to be provided with an opportunity during the make-up period to take the component(s) they missed (see Section 5.5). STCs will be responsible for arranging make-up administrations for all students who require them and will monitor testing during the make-up period. STCs must schedule make-up testing so that materials can be returned to the DDOT in ample time to ship Term Graduate students answer documents to Pearson by July 21, 2023.

Refer to Table 13 for paper test form/prompt assignments and specific testing date information for Term Graduates.

Table 13. Test Dates for Paper Tests: Term Graduate Multiple-Choice and Short-Paper
Administration Information

SOL Writing Test	Writing Test Components	Statewide Test Dates
		July 10 or 11, 2023
EOC Term Graduate First Attempt Ship completed tests no later than July 21, 2023.	Multiple-Choice*	Administer the MC component on either July 10 or 11 using the Term Grad 1st attempt MC form. If the student is absent, administer this same form anytime July 13–21, 2023.
		July 12, 2023
EOC Term Graduate First Attempt Ship completed tests no later than July 21, 2023	Short-Paper*	Administer the SP component on July 12 using the Term Grad 1st attempt Prompt. If the student is absent, administer this same Prompt any time July 13–21, 2023.
EOC Term Graduate Second Attempt	Multiple-Choice and Short- Paper*	July 13–21, 2023 Administer the Term Grad 2nd attempt, MC and SP components anytime July 13–21, 2023.

^{*}Refer to the Term Graduate paper forms matrix sent to your division to identify the correct regular, read-aloud, audio, large print, and braille multiple-choice form and short-paper prompt numbers assigned for each test attempt.

Summer 2023 Test Implementation Manual

9.2 Identify Students to be Tested

The Summer 2023 SOL *Writing* test administration is designed to accommodate the following groups of students:

1. Students who will complete EOC English 11 SOL in a credit-bearing class during the Summer semester and who are currently enrolled for Fall 2023 in a Virginia public school are required to take the EOC *Writing* SOL test if they have not previously passed it. The test scores are to be reported to the student's "home" school.

NOTE: Students attending summer school in your division who are not enrolled in a Virginia public school for Fall 2023 (such as private school or home-schooled students) do **not** take the EOC *Writing* SOL test. There is no need to submit a blank answer document or mark an online test complete with a testing status code for these students.

- 2. Students who have previously passed the course in which the EOC *Writing* test is usually taken but failed the test and need it for verified credit. These students do not need to be enrolled in a Summer EOC *Writing* class to take the test. Their participation in the test administration is optional.
- 3. Students eligible to graduate by August 31, 2024, are considered to be Term Graduates for the Summer 2023 *Writing* administration. If these students have not passed the EOC *Writing* test, they may have two opportunities in the Summer administration to earn the required verified credit.
- 4. Students who have transferred into a Virginia Public School Division over the summer and who want to take the EOC *Writing* SOL test to attempt to earn a verified credit for the qualifying English transfer course must be enrolled in a Virginia public school for Fall 2023 at the time of testing. The scores for these students are to be reported to the school in which they are enrolled for Fall 2023.
- 5. Students who have already left school and are returning to take the EOC *Writing* test to earn verified credit.

NOTE: School divisions who choose to require their high school students to complete a Local Performance Assessment for EOC *Writing* are not assessed with the SOL *Writing* test.

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

- Participation in the Virginia Assessment Program: A Resource for Educators and Parents of Students with Disabilities
- Testing Accommodations for Students with Disabilities: Growth Assessments and Standards of Learning Tests,
- Procedures for Determining English Learner Participation in the Virginia Assessment Program

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

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

Review these documents carefully and provide STCs with information about whom they should contact within the division if they have questions about applying the guidelines. If you have any further questions, please contact the Office of Student Assessment.

9.3 Test Tools and Materials

88

Refer to the tables in this section for the lists of available online tools and their function and the list of hand-held materials permitted for use on each component of the *Writing* test.

Table 14. Online Tools and Features Available in TestNav on the Multiple-Choice/TEI and Short-Paper Components of the *Writing* Tests

Tool Icon	Tool Name and Description	Availability on the MC/TEI Component	Availability on the Short- Paper Component
·	Pointer —use to select on screen and to place the cursor within the writing response area. When the pointer is moved into the toolbar, it turns into a hand with a pointing finger when placed over clickable resources.	Yes	Yes
	Notepad—use to create and save notes.	No	Yes
×	Answer Eliminator—use to eliminate (cross off) answer options. This tool functions with multiple-choice questions and certain TEI items.	Yes	No
Exhibits	Exhibit —select to view the <i>Prompt</i> , <i>Checklist for Writers</i> , and <i>Shortcut Keys</i> tabs on the Short-Paper component.	No	Yes
	Highlighter —use to highlight text. Students cannot highlight art, pictures, images, or text when presented as art (i.e. poems, fliers).		
	There is no limit to the number of highlights a student can make within the test. To access the highlighter, the student selects text and selects the highlighter color. To remove the highlighted text, the student selects the highlighted text and selects the slash. Pink and blue are the two highlighter colors available when the background and foreground settings are set to the default (black text on white background). These colors may change when the background and foreground setting is changed.	Yes	Yes NOTE: the highlighter cannot be used in the writing response area.
	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, tools available for the test appear in the drop down under it.	Yes	Yes

Summer 2023 Test Implementation Manual

Table 14. Online Tools and Features Available in TestNav on the Multiple-Choice/TEI and Short-Paper Components of the *Writing* Tests, continued

Accessibility Feature	Feature Name and Description	Availability on the MC/TEI Component	Availability on the Short- Paper Component
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. 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.	Yes	Yes

Test Implementation Manual Summer 2023

Table 14. Online Tools and Features Available in TestNav on the Multiple-Choice/TEI and Short-Paper Components of the *Writing* Tests, continued

Accessibility Feature	Feature Name and Description	Availability on the MC/TEI Component	Availability on the Short- Paper Component
	User Dropdown Menu		
**	• Change the Background and Foreground Colors—selecting this permits the student to choose the background and foreground colors of their test. The list of background and foreground colors are shown in the screen shot below: Contrast Settings abc Black on White (Default) abc Black on Light Blue abc White on Black abc White on Black abc Yellow on Blue abc Gray on Green Continue → To return the background and foreground color to the default, the student selects Black on White (Default).	Yes	Yes

Summer 2023 Test Implementation Manual

Table 14. Online Tools and Features Available in TestNav on the Multiple-Choice/TEI and Short-Paper Components of the *Writing* Tests, continued

Accessibility Feature	Components of the Writing Tests, con Feature Name and Description	Availability on the MC/TEI Component	Availability on the Short- Paper Component
	• 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	Yes	Yes NOTE: the Line Reader Mask does not function in the Exhibit window.
**	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 <i>Disable Answer Masking</i> . The answer masking screen shot is below:		
	4 5		
	 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. 	Yes	Yes

Test Implementation Manual Summer 2023

Table 14. Online Tools and Features Available in TestNav on the Multiple-Choice/TEI and Short-Paper Components of the *Writing* Tests, continued

Accessibility Feature	Feature Name and Description	Availability on the MC/TEI Component	Availability on the Short- Paper Component
	• 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.	Yes	Yes
	Volume Control—in Secure Tests only.	Yes	Yes
	 Allows students to adjust the system volume on their device while in their secure test. 		
8 1 1	 When a student clicks "on touch" over 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) select and drag answers from one location to another.

If the student uses a tool other than the Pointer to indicate their answer, the Review dropdown will show that question as *Not Answered*. If a student informs the Examiner or Proctor that their Review dropdown shows a question as *Not Answered* and the student feels that he/she did answer the question, the Examiner or Proctor should instruct the student to go back to the test item to make sure that the Pointer was used to indicate the answer.

A Help menu for the TestNav tools is not available. During testing, if a student asks a question about a tool the Examiner/Proctor may use the Online Tools table provided here and read the tool description to the student.

Summer 2023 Test Implementation Manual

Table 15. Online Tools Available in TestNav on the Short-Paper Component of the *Writing* Test

Short-Paper Writing Tools	Tool Description
В	Bold—use to bold selected text.
I	Italics—use to italicize selected text.
ū	Underline—use to underline selected text.
! =	Bullets—use to format with bullets.
3=	Numbers—use to format with a numbered list.
•	Undo—use to undo the previous command that was completed.
*	Redo—use to redo the previous deleted command.
	Spell Check—use to check spelling in the short paper.
abc _y	NOTE: The Spell Check tool will identify (by a red underline) words that need to be reviewed for correct spelling. Some proper nouns, a misspelled word, or a word that is spelled correctly but is not recognized by this particular spell checker could be underlined. Students need to evaluate the results of the spell check carefully when deciding whether a word is misspelled. A student's score will not be adversely affected by the presence of the red underline on a word that is correctly spelled.
6000	Character Counter—indicates the number of characters remaining in the response area. The maximum number of characters a response can contain is 6,000. Characters include keyboard letters, numbers, punctuation, symbols, and spaces. Blank lines are not counted as characters.

NOTE: The online spell check is available to all students; therefore, <u>students may not use a dictionary</u> except when permitted as an accommodation. Refer to Table 18 for English and bilingual dictionary assistance.

■ A Help menu for the short-paper tools is not available. During testing, if a student asks a question about a short-paper writing tool, the Examiner/Proctor may use the Online Short-Paper Writing Tools table provided in the *Examiner's Manual* and read the tool description to the student.

Test Implementation Manual Summer 2023

Table 16. Hand-Held Materials Permitted on the Multiple-Choice/TEI and Short-Paper Components of the Online *Writing* Tests

Material	Multiple Choice/ TEI Component	Short-Paper Component
Scratch Paper		
Scratch paper must be of a <u>single</u> color and <u>blank</u> (must not contain any words, numbers, symbols, labels, or graphics). 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, Examiners must keep track of all scratch paper distributed to students and ensure that it is <u>all</u> collected and accounted for before students are dismissed from the testing session. The STC may distribute the scratch paper to Examiners prior to testing or on the day of testing, or may instruct Examiners to provide their own scratch paper for testing sessions. All used and unused scratch paper must be returned to the STC.	Yes	Yes
For online testing, the use of patty paper, dry-erase markers, and transparencies is not permitted. Students may <u>not</u> trace images directly from the testing device's screen.		
Examples of acceptable grid/graph paper are posted on the VDOE Web site at:		
www.doe.virginia.gov/testing/test_administration/ ancillary materials/index.shtml		
Writing Implements		
Each student may receive one pencil \boldsymbol{or} one pen to use on the scratch paper.		
In addition to the pencil or pen, students may be provided <u>two</u> additional writing implements such as highlighters, colored pencils, or colored pens.	Yes	Yes
The student may use the writing implements on the scratch paper.		
Dictionary		
The online spell check is available to all students; therefore, students may not use a dictionary (except as noted in Table 18).	No	No
Refer to Table 18 for details regarding the use of English and bilingual dictionaries.		

NOTE: Students may not hold anything up to or over the testing computer's/device's screen. STCs may distribute the hand-held manipulatives to Examiners/Proctors prior to testing or on the day of testing.

Summer 2023 Test Implementation Manual

9.3.1 Materials needed for paper testing

Refer to the following table for the list of hand-held materials permitted on the multiple-choice and short-paper components of the <u>paper</u> *Writing* test.

Table 17. Materials Permitted on the Multiple-Choice and Short-Paper Components of the Paper *Writing* Tests

Material	Permitted on the Multiple- Choice Component	Permitted on the Short- Paper Component
Pencil		
Students must use only No. 2 pencils when completing the answer document for both the multiple-choice and short-paper components. Have an extra supply of No. 2 pencils with erasers available for students to use. Mechanical pencils may be used as long as they have No. 2 lead.	Yes	Yes
Scratch Paper		
Scratch paper must be of a single color and blank (must not contain any words, numbers, symbols, labels, or graphics). Acceptable scratch paper includes plain paper (no lines), lined paper, grid 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, Examiners must keep track of all scratch paper distributed to students and ensure that it is all collected and accounted for before students are dismissed from the testing session. The STC may distribute the scratch paper to Examiners prior to testing or on the day of testing, or may instruct Examiners to provide their own scratch paper for testing sessions. All used and unused scratch paper must be returned to the STC.	Yes	Yes
Examples of acceptable grid/graph paper are posted on the VDOE Web site at:		
https://www.doe.virginia.gov/teaching-learning-assessment/ student-assessment/virginia-sol-assessment-program/sol-test- administration-development		
Dictionary		
The dictionary must be a paper, general dictionary without a thesaurus section, and may be either school-owned or student-owned. The student should be familiar with the dictionary. The Writing Test should not be the first time a student uses the dictionary. Electronic dictionaries are not allowed. The dictionary must not be altered with hand-written notes in the margins nor include additional materials, such as class notes.	No	Yes

Test Implementation Manual Summer 2023

Table 17. Materials Permitted on the Multiple-Choice and Short-Paper Components of the Paper *Writing* Tests, continued

Material	Permitted on the Multiple- Choice Component	Permitted on the Short- Paper Component
OPTIONAL: Highlighter, Colored Pencil, or Pen		
In addition to the No. 2 pencil, as previously described, students may be provided two additional writing implements such as highlighters, colored pencils, or colored pens. The student may use the writing implements in the test booklet and on the scratch paper.	Yes	Yes
The highlighters, colored pencils, or pens must not be used anywhere on the student's answer document. Answer documents submitted with highlighter, colored pencil, or pen marks will not scan properly and therefore cannot be scored. The student's answer document must only be completed with the No. 2 pencil.	-30	.50

Summer 2023 Test Implementation Manual

9.3.2 Guidelines for use of the English and bilingual dictionaries

Refer to the following table when determining whether an English or bilingual dictionary is permitted on the multiple-choice and short-paper components of the *Writing* test. Guidelines for English and bilingual dictionary use by students with disabilities and ELs are located in Appendix B.

Table 18. Use of the English Dictionary and Bilingual Dictionary on the 2010 Standards of Learning (SOL) *Writing* Test Components

EOC *Writing* Test (Online Mode)

	Multiple Choice		Short Paper	
	English Dictionary	Bilingual Dictionary	English Dictionary	Bilingual Dictionary
English Learners	NO	YES¹ Accommodation only	YES¹ Accommodation only	YES¹ Accommodation only
Students with Disabilities	NO	Not applicable	YES ² Accommodation only	Not applicable
General Education Students	NO	Not applicable	NO	Not applicable

EOC *Writing* Test (Paper Mode)

	Multiple Choice		Short	Paper
	English Dictionary	Bilingual Dictionary	English Dictionary	Bilingual Dictionary
English Learners	NO	YES¹ Accommodation only	YES ³	YES¹ Accommodation only
Students with Disabilities	NO	Not applicable	YES ³	Not applicable
General Education Students	NO	Not applicable	YES ³	Not applicable

Notes

98

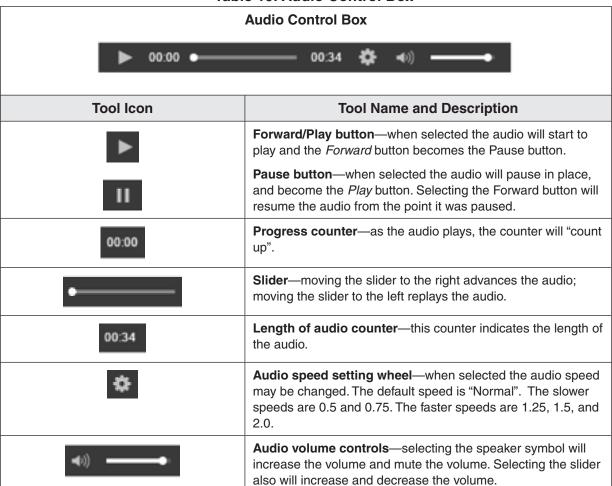
¹Refer to the *Testing Accommodations for English Learners* in Appendix B for guidance. This accommodation must be documented in the student's EL Assessment Participation Plan.

²Refer to the *Testing Accommodations for Students with Disabilities* in Appendix B for guidance. This accommodation must be documented in the student's IEP or 504 Plan.

³An English dictionary is an allowable test manipulative for all students taking the *Writing* test in a paper format. Do not enter an accommodation code.

The Audio Control Box is available on the online EOC *Writing* audio tests. Students who are assigned an audio test for these tests will see the audio control box on the first test question. The audio control box does <u>not</u> appear on the samples. During testing, if a student asks a question about the audio control box or any of its components, the Examiner/Proctor may use Table 19 to read the tool name and description to the student.

Table 19. Audio Control Box



Summer 2023 Test Implementation Manual

9.3.3 Materials needed for accommodations

- As appropriate, provide students any needed materials or equipment required for accommodations. Refer to Appendix B for guidelines.
- For paper AUDIO test administrations, students should be familiar with operating the audio equipment prior to testing.
 - The prompt for a <u>paper</u> test is not available in audio format. The Examiner must personally read the Checklist for Writers and the student's prompt to the student from the student's prompt sheet when directed to do so in the test directions. This read-aloud session for the short-paper component will not need to be proctored or recorded.
 - When testing has been completed, apply the Special Test Accommodation code for Audio (code 11) to the student's test in PearsonAccess^{Next}. If the special test accommodation is coded on the student's answer document, fill in the circle for accommodation code 11.
- For online AUDIO test administration, students should have had practice using the audio control box by practicing on an audio practice test. (Refer to Section 4.4).
- Refer to Section 4.14 and Appendix B for additional information regarding accommodations.

9.4 Preparing for Paper Testing

Refer to the *Supplement to the Virginia Assessment Program Test Implementation Manuals* for the specific information regarding:

- Ordering of paper material
- Deliveries of non-secure materials
- Deliveries of secure materials
- Registering students for testing
- Answer document management

100

THANK YOU

We appreciate your time and effort in administering the Summer 2023 *Non-Writing* and *Writing* tests.

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

Appendix A

Test Security

Virginia Assessment Program Summer 2023 School Division Personnel Test Security Agreement
General Assembly Legislation
Virginia Assessment Program 2022–2023 School Division Test Security Agreement For Non-Writing and Writing Administrations 107
Virginia Assessment Program Summer 2023 School Affidavit
Virginia Assessment Program Summer 2023 <i>School Division Affidavit</i>

Summer 2023 Test Implementation Manual

Test Implementation Manual Summer 2023

103

APPENDIX A

Virginia Assessment Program Summer 2023 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 materials² (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 security³. 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 items⁴.
- 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.

'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.

Summer 2023 Test Implementation Manual

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

³Examiner'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*.

⁴Examiner'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:

Summer 2023 Test Administrations (check all that apply):

☐ Summer 2023 Non-Writing ☐ Summer 2023 Writing

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.

Test Implementation Manual Summer 2023

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;
- 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;
- 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;
- Divulging the contents of any portion of a secure test;

Summer 2023 Test Implementation Manual

- 4. Coaching or assisting examinees during testing or altering test materials or examinees' responses in any way;
- 5. Making available any answer keys;
- 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.

Virginia Assessment Program 2022–2023 School Division Test Security Agreement For Non-Writing and Writing Administrations

Directions: School divisions are required to submit the *School Division Test Security Agreement* one time annually agreeing to maintain security for all Virginia Assessment Program tests administered during the school year. Submit this form to Pearson only if the 2022–2023 *School Division Test Security Agreement* was not returned to Pearson during Fall 2022 or Spring 2023.

Chec	heck all test administrations that the division is participating in during the 2022–2023 school year.				
	☐ Writing Assessments				
	☐ Non-l	Writing Assessments			
		the Division Test Security Agreement no later esting windows.	than by the Friday b	efore the first week of the	
TO:	_	Assessment Program			
ackno	•	school divisionat the 2022–2023 Virginia Assessment Program to rity:	ests are secure tests ar	(School Division Name) add agrees to the following to	
1.		I division will take all necessary precautions to safe within the school division with a responsible, profe	•	, ,	
2.	All persons read the le mandatory Division Pet the Test In by the Virg	s having access to secure test materials (other than egislation passed by the Virginia General Assembly tests and § 22.1–292.1 Violations related to secure tersonnel Test Security Agreement, complete and simplementation Manual, and will observe all other se inia Department of Education. Copies of all complete affidavits will be kept on file by the Division Director.	students to whom the (§ 22.1–19.1 Action for a mandatory tests), will gn affidavits and transmourity-related procedure ted and signed security	test is administered) will violations related to secure read and sign the <i>School</i> nittal forms as directed in es established and required	
3.	hours (4 so and audio/	sting Tickets, Proctor Testing Tickets and Student F chool days) prior to the test session start date. Seci special forms kits, will be delivered to schools no e ting. School Test Coordinators will deliver the secur	ure paper test materials arlier than 96 hours (4 s	s, including test booklets school days) prior to the	
4.	Under no	circumstances will students be permitted to remove	test materials from the	testing location.	
5.	The schoo way.	I division will take all necessary precautions to ens	ure that students' respo	nses are not altered in any	
6.	. Upon completion of testing, the school division will ensure proper disposition of all test materials as directed in the <i>Test Implementation Manual</i> .				
-		document, I am assuring the Virginia Departme to the Virginia Assessment Program test materia		_	
Sign	nature:				
Title) :	Division Director of Testing	Division S	Superintendent	
Date	e:				

This page may be photocopied.

Summer 2023 Test Implementation Manual 107

Virginia Assessment Program Summer 2023 *School Affidavit*

Division Name:		
School Name:		
A separate School Affidavit must be completed at the test coordinator (STC) and the building principal and must keep the signed school affidavits on file.	<u> </u>	-
Check the Summer 2023 Test Administration (cho	oose one):	
☐ Summer 2023 Non-Writing Assessments		
☐ Summer 2023 Writing Assessments		
Comple	te all Sections:	
Section I. Violations of the School Division Perso	nnel Test Security Agreement. Select one	only:
☐ I certify that, to my knowledge, no one in the scheduler security Agreement.	nool building has violated the School Division	n Personnel Test
☐ I certify that I am aware of a violation(s) of the school building. The violation(s) has been report		greement in this
Section II. Test Monitoring. Select if applicable:		
☐ Our school was selected for monitoring for the required documentation was submitted to the □	_	npleted and the
Our school was selected for monitoring for this competed. Please explain:	test administration, but all monitoring require	ements were not
Section III. Return of secure testing materials for	paper tests. Select one only:	
☐ Our School did not receive or administer any pa	aper tests for this test administration.	
☐ All secure testing materials for paper tests for Director of Testing as directed.	this test administration have been returned	I to the Division
□ A testing irregularity has been filed with the Div materials that were lost or destroyed during this received from the Division Director of Testing, h	s test administration. All other secure testing	
STC Name (printed or typed):	STC Signature:	Date:
Building Principal's Name (printed or typed):	Building Principal's Signature:	Date:

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

This page may be photocopied.

Virginia Assessment Program Summer 2023 School Division Affidavit

A separate *School Division Affidavi*t must be completed at the end of each test administration and signed by the Division Director of Testing (DDOT) and Division Superintendent and submitted to the Office of Student Assessment no later than four weeks after the end of the division testing window.

Student_Assessment@doe.virginia.gov	Education Office of Student Assessment,				
School Division Name:					
A separate <i>School Division Affidavit</i> must be submitted at Office of Student Assessment.	the end of each test administration and returned	I to the VDOE			
Check the Summer 2023 Test Administration (choo	ose one):				
☐ Summer 2023 Non-Writing Assessments					
☐ Summer 2023 Writing Assessments					
Complete	e all Sections:				
Section I. Violations of the School Division Personnel	Test Security Agreement. Select one only:				
☐ I certify that, to my knowledge, no one in the sch Security Agreement for this test administration.	ool division has violated the School Division P	ersonnel Test			
	☐ I certify that I am aware of a violation(s) of the School Division Personnel Test Security Agreement. The violation(s has been reported to the Virginia Department of Education Office of Student Assessment.				
Section II. Test Monitoring. Select if applicable:	Section II. Test Monitoring. Select if applicable:				
Our division completed monitoring of the ident documentation is maintained in the office of the DD		the required			
☐ Our division did not complete the monitoring require	ements for this test administration. Please explain	n:			
Section III. Return of secure testing materials for p	aper tests. Select one only:				
☐ Our division did not receive or administer any pa	per tests for this test administration.				
☐ All secure testing materials for paper tests for t Director of Testing as directed.	his test administration have been returned to	the Division			
☐ A testing irregularity has been filed with the Divis materials that were lost or destroyed during this received from the Division Director of Testing, ha	test administration. All other secure testing ma	•			
DDOT Name (printed or typed):	DDOT's Signature:	Date:			
Division Superintendent Name (printed or typed):	Division Superintendent's Signature:	Date:			

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

Test Implementation Manual Summer 2023

Appendix B

Special Testing Accommodations

Special Testing Accommodations: Resources and General Guidance	113
Testing Accommodations for Students with Disabilities	115
Testing Accommodations for English Learners (ELs)	140
Table of Testing Accommodations Available for the SOL <i>Non-Writing</i> Tests	150
Table of Testing Accommodations Available for the SOL <i>Writing</i> Tests	154

Summer 2023 Test Implementation Manual

Test Implementation Manual Summer 2023

Special Testing Accommodations: Resources and General Guidance

VIRGINIA ASSESSMENT PROGRAM

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

- Participation in the Virginia Assessment Program: A Resource for Educators and Parents of Students with Disabilities
- Testing Accommodations for Students with Disabilities: Growth Assessments and Standards of Learning Tests
- Procedures for Determining English Learner Participation in the Virginia Assessment Program
- Procedures for the Read-Aloud Accommodation: Growth Assessments and Standards of Learning Tests
- Explanation of Testing Accommodations for Students with Disabilities—Math Aids—Accommodation
 Code 19
- Explanation of Testing Accommodations for Students with Disabilities—Assistive Technology Accommodations
- Calculator Accommodation Criteria Form

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

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

Paper Test Format

All students are required to take the <u>online</u> version of the tests with the exception of students who meet one of the criteria for paper testing listed below:

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

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

Summer 2023 Test Implementation Manual

Additional materials required for testing accommodations

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

Test Implementation Manual Summer 2023

Testing Accommodations for Students with Disabilities

VIRGINIA ASSESSMENT PROGRAM

The accommodations listed in this section and explained on the following pages are available to eligible students with disabilities and must be documented in the student's IEP or 504 Plan. Staff administering assessments with accommodations must be familiar with the information in this section.

Students may be provided with appropriate special test accommodations needed to access the Virginia Assessment Program tests if they have a documented temporary condition such as a broken arm or injured hand. Documentation of the temporary condition and necessary accommodations must be maintained in the student's school/division file. For additional information regarding temporary conditions, refer to the *Test Implementation Manual*.

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

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

Summer 2023 Test Implementation Manual 115

Timing/Scheduling Accommodations

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

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

■ Multiple Test Sessions Use accommodation code 1.

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

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

■ Flexible Schedule

Use accommodation code 31.

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

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

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

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

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

Setting Accommodations

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

Setting

Test Implementation Manual

116

Use accommodation code 32.

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

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

Summer 2023

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

- Special Lighting: The lighting in the testing room may be modified based on what is most appropriate for the student.
- Fidget/Sensory Items: Fidget/Sensory items permit the student to move during testing without disrupting
 others, help maintain focus, provide a reinforcement system, help manage anxiety or impulsivity.

The following conditions must be implemented:

- 1. The fidget items must not contain text of any type. If manufacturer information is printed on the fidget items that may impact student performance, it must be covered or removed.
- 2. The Examiner must be careful to verify that the fidget items do not have marks of any kind added both before and after the test session.
- 3. The student must not be prompted to use the fidget items during the test session. The student must initiate using the fidget items independently during the testing session.
- 4. The student must be tested individually so that other test-takers are not distracted.
- 5. The Examiner (and Proctor, when a proctor is present during the test session) must sign written statements indicating that the test was administered under the conditions listed by VDOE in this section and under secure testing conditions. These written statements must be kept on file in the office of the Division Director of Testing until the student's score reports are verified and Authorization to Report (ATR) is approved for this test administration.

Presentation Accommodations

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

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

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

■ Specific Verbal Prompts Use accommodation code 20.

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

"Please continue with your test."

"Keep working."

"Keep going."

"Focus."

"Stay focused."

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

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

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

Summer 2023 Test Implementation Manual

■ Visual Aids Use accommodation code 4.

Visual aids may include:

118

- Color overlays or tinted screens. A student may use only one blank color overlay. Prior to the
 assessment session, the Examiner and student must use practice tests to verify that the color overlay or
 the tinted screen does not obscure any shaded areas of online test items.
- Graphic organizers. A student may use a graphic organizer to organize content in response to a test item or in response to the prompt for the short-paper component of the Writing SOL test. The structure of the graphic organizer may not clue or guide the student in any manner. Graphic organizers must be blank and must not contain directions, words, letters, numbers, symbols, color coding, or text of any kind. Graphic organizer software must produce only blank templates that may be used electronically or in print and that must not contain directions, words, letters, numbers, symbols, color coding, or text of any kind. Template libraries, hyperlink functions, and access to the Internet must be disabled and the software must be used on a separate device from the online testing device. Testing staff must ensure the graphic organizer is not visible to other students. Individual testing or physical barriers between students may be used.
- Magnification. Testing staff must ensure that assessment items are not visible to others. This may require windows to be covered and/or individualized testing.
 - Physical magnification devices, such as a magnifying glass or screen magnifier, which are placed over the display for visually impaired students may be used.
 - Electronic magnification devices, such as a closed-circuit television (CCTV), a large monitor, an interactive or electronic whiteboard, or a LCD projector which projects the assessment onto a large screen or board may be used by visually impaired students for magnification purposes only. These magnification devices must not save or capture any portion of the test or use software running concurrently with TestNav.
- Periodic Table of the Elements. Eligible students may use a paper copy of the Periodic Table of the
 Elements with the <u>online</u> Grade 8 or the EOC <u>Chemistry</u> SOL tests. The Periodic Table of the Elements
 must be downloaded from the Ancillary Test Materials webpage of the Virginia Department of Education
 website at:
 - https://www.doe.virginia.gov/teaching-learning-assessment/student-assessment/virginia-sol-assessment-program/sol-test-administration-development/ancillary-test-materials
 - Testing staff must ensure the Periodic Table of the Elements is not visible to other students. Individual testing or physical barriers between students may be used. After the test has been completed, the paper Periodic Table of the Elements must be collected with all other secure testing materials (Student Testing Tickets, scratch paper, etc.) and returned to the DDOT or securely destroyed per local instructions.
- Middle School Mathematics Formula Sheet. Eligible students may use a paper copy of the Middle School Mathematics Formula Sheet on the online Grades 6, 7, or 8 Mathematics Growth and/or SOL tests as a visual aid when documented in the student's IEP or 504 Plan. The Middle School Mathematics Formula Sheet must be downloaded from the Ancillary Test Materials webpage of the Virginia Department of Education website at:
 - https://www.doe.virginia.gov/teaching-learning-assessment/student-assessment/virginia-sol-assessment-program/sol-test-administration-development/ancillary-test-materials
 - Testing staff must ensure the paper Middle School Mathematics Formula Sheet is not visible to other students. After the test has been completed, the paper Middle School Mathematics Formula Sheet must be collected with all other secure testing materials (Student Testing Tickets, scratch paper, etc.) and returned to the DDOT or securely destroyed per local instructions.
- Templates. A student may use a template (or mask) that is blank that allows a student to see one word, sentence, or line of print at a time. Markers may be used to allow the student to maintain their place.
 Use accommodation code 4 for a student who requires a paper test and the use of a mask or template.
 - Use of accommodation code 4 is not required for students taking an online test. The Line Reader Mask, Answer Mask, and Highlighter tools are available to all students taking an online test and are not considered accommodations.
 - Students may not hold a template or mask up to or over the testing device's screen.
 - Students taking online tests must receive prior practice using the Line Reader Mask, Answer Mask, and Highlighters tools on practice items using TestNav.

Auditory Aids

Use accommodation code 5.

- Amplification Equipment. Students may use amplification equipment, such as an auditory trainer, FM system, or other devices, that will amplify the examiner's voice for students with a hearing disability or difficulty maintaining focus. For additional guidance, refer to Guidelines for Working with Students Who are Deaf and Hard of Hearing in Virginia Public Schools, available on the VDOE website at:
 - https://www.doe.virginia.gov/programs-services/special-education/specific-disabilities/sensory-disabilities/deaf-hard-of-hearing
- Whisper Phone. A student may use a whisper phone as auditory support to amplify the sounds and words they are reading. This accommodation must be administered in an individual session to ensure that other test takers are not distracted.
- Noise Dampening Equipment. A student may wear noise dampening headphones, ear muffs, or ear
 plugs to reduce distractions while taking an assessment. The headphones, earmuffs, or ear plugs must
 be worn only after all Examiner instructions are completed and may not be connected (wired or
 wireless) to any music, phone, or other electronic device during the test session. The student will be
 provided the headphones, earmuffs, or ear plugs, but must put them on independently.

Guidance for Hearing Aids with Internet-Connected Devices

The Hearing Aids with Internet-Connected Device Form must be submitted to VDOE for students with disabilities who require hearing aids that allow a connection to an Internet-enabled device, such as a smart phone, during the administration of an assessment. The Hearing Aids with Internet-Connected Device Form does not need to be submitted for students with hearing aids that cannot be connected to an Internet-enabled device.

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

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

■ Braille Test

Use accommodation code 9. Available with paper tests only

Braille tests are available only to students who have a documented visual impairment. A copy of the braille test is provided in regular print to the Examiner/Proctor administering the braille test. The current braille formats available for Virginia Assessment Program tests are listed in the following table:

Content Area Test	English Braille American Edition (EBAE) with Nemeth	Unified English Braille (UEB)	Unified English Braille (UEB) with Nemeth
Grades 3–8 and EOC <i>Reading</i> (2017 SOL)		X	
EOC Reading (2010 SOL)	X		
Grades 3–8 and EOC Mathematics (2016 SOL)		Х	х
History/Social Science (2015 SOL)		Х	
EOC History/Social Science (2008 SOL)	х		

Summer 2023 Test Implementation Manual 119

Content Area Test	English Braille American Edition (EBAE) with Nemeth	Unified English Braille (UEB)	Unified English Braille (UEB) with Nemeth
Grades 5 and 8 <i>Science</i> and EOC <i>Biology</i> (2018 SOL)		X	X
EOC Science (2010 SOL)	X		
Grade 8 and EOC Writing (2010 SOL)	Х		
VAAP Grades 3–8 and High School <i>Reading</i>		X	
VAAP Grades 3–8 and High School <i>Mathematics</i> and Grades 5, 8, and High School <i>Science</i>		Х	X

Guidance for Reading Tests Aloud—Information for all Assessments

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

- Unless otherwise specified in the student's IEP/504 Plan, the student will maintain control of the testing device.
 The student will respond to each test question and be responsible for all navigation and final submission of the test for scoring.
- When reading the test aloud, the Examiner must be careful not to lead the student to the correct answer by intonation or to repeat any part of the test that is not specifically requested by the student.
- The Examiner must only read the text contained within a graphic (diagram, chart, table, picture, map, or other
 art) exactly as written using a natural tone. It is not permissible to describe or interpret information contained
 in a graphic.
- The Examiner should be familiar with how to read test items to students. Examiners may use the PearsonAccess^{next} audio Practice Items to hear how tests should be read aloud and to practice reading types of test items.
- In order to provide the student multi-sensory stimulation, the student must be provided the regular print, large-print, braille, or online version of the test to follow along as the Examiner reads.
- Test items must be read in English.
- All read-aloud administrations must be recorded or proctored throughout the entire read-aloud test administration.

Follow the Guidelines for Proctoring and/or Recording a Test Session located in Appendix C of the Test Implementation Manual.

• For more detailed information, refer to *Procedures for the Read-Aloud Accommodation: Growth Assessments and Standards of Learning Tests* at:

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

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

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

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

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

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

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

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

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

Summer 2023 Test Implementation Manual

Guidance for Creating an Online Read-Aloud Test Session

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

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

- When creating the new test session, check the box for Proctor Reads Aloud. Select the appropriate Form Group Type Context (Regular, Expedited Retake, Term Grad), then select the appropriate Main Form Group Type.
- Select the Authorizations button to view the Proctor Testing Ticket. Selecting this button will display the Proctor Testing Ticket. This ticket should be printed on colored paper to differentiate it from the students' test tickets and kept secure until the day of testing. The Proctor Testing Ticket should be printed no more than 4 days prior to the start of a test session.
- The Proctor Testing Ticket is not valid until the test session is started, and will remain active until the test session is stopped. Unlike the students' online tests, the Examiner may exit the test and log back into the test using the login information on the ticket without resuming the test. Because of this, Proctor Testing Tickets are highly secure materials and must be kept secure until the test session is in STOPPED status. It is imperative that read-aloud test sessions are stopped immediately after the test session is complete. All read-aloud administrations must be audio recorded or proctored.
- Student and Proctor Testing Tickets are generated based on the form group type designated when the session
 is created. ALL students in the session will receive the same form. Any student needing a form different from
 the rest of the session must be removed from the session and placed in a new test session set up with that
 form group type.
- Before or after the test is submitted, the Read-aloud Accommodation code must be applied to the student's test on the Test Details screen. If the accommodation code is not applied, the test will be alerted.
- Refer to the information box in this section on the *Guidance for Reading Tests Aloud—Information for all Assessments* for additional guidance for the read-aloud accommodation.

Guidance for Creating an Online Session for the Read-Aloud Accommodation for Computer Adaptive Tests (CAT)

Test questions presented to students on a Computer Adaptive Test are selected by the computer based on the student's response to each question. Because the selection of items is customized for each student, an Examiner/Proctor test cannot be displayed on a separate testing device that would match the student's test. If the student requires a read-aloud administration of a Computer Adaptive Test, follow the guidance below for creating the student's session:

· The test must be administered individually.

122

- When creating the new test session, do NOT check the box for *Proctor Reads Aloud*. Select the appropriate *Form Group Type Context* (Regular or Expedited), then select the appropriate Main *Form Group Type*.
- A Computer Adaptive Test cannot be reviewed by the Examiner prior to the test administration. Examiners may use the Practice Items in audio format to hear how test items should be read aloud.
- Before or after the test is submitted, the Read-aloud Accommodation code must be applied to the student's test on the Test Details screen. If the accommodation code is not applied, the test will not be alerted.
- Refer to the information box in this section on the *Guidance for Reading Tests Aloud—Information for all Assessments* for additional guidance for the read-aloud accommodation.

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

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

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

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

Refer to the Guidance for Choosing the Online Audio Test Accommodation for Students with Disabilities Who Typically use the Read-aloud Accommodation in the Classroom, located above. Audio format is not available for some paper tests. Refer to the forms matrix for availability.

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

Audio Accommodation on the Reading Assessment Use accommodation code 15.

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

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

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

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

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

Summer 2023 Test Implementation Manual

Guidance for Online Audio Test Sessions

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

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

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

- must participate in Examiner/Proctor training offered at the division or school;
- must fill out and sign the Interpreter's Affidavit for each student receiving interpreting/transliterating services. The affidavit is located in Appendix C of the *Test Implementation Manual*;
- must read, understand, and agree to adhere to the School Division Personnel Test Security Agreement;
- may help prepare students for testing by interpreting practice items, released tests, or other materials designed for test preparation;
- may have access to the tests for review purposes 24 hours prior to the test administration as authorized by the DDOT. If the Interpreter/Transliterator requires access to an online test for review purposes, the DDOT must contact the Office of Student Assessment for assistance. The pre-testing review must be conducted under supervision. NOTE: A Computer Adaptive Test cannot be reviewed prior to the test administration.

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

Test Implementation Manual Summer 2023

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

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

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

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

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

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

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

Guidance for Creating an Interpreting/Transliterating Online Test Session

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

Summer 2023 Test Implementation Manual

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

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

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

Test Implementation Manual Summer 2023

Response Accommodations

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

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

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

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

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

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

Examiner Records Responses Use accommodation code 18.

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

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

The student may give the Examiner directions on how to respond to online TEI items by responding verbally, pointing, or otherwise indicating their answers. The student may ask the school official to perform tasks that may include:

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

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

Summer 2023 Test Implementation Manual

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

■ Brailler

128

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

Blind and vision impaired students may use a braille writer as scratch paper to take notes or complete calculations, respond to the writing prompt of the short-paper component of the *Writing* test, or record responses to multiple-choice questions on the tests. The braille writing device must not be connected to the Internet or the device's Internet access must be disabled during the test session. Some braille writing devices have features or capabilities beyond those which allow the student to produce written material in braille. Those additional features must be disabled during the test session. If the student requires the use of one of those features, and that feature is not equivalent to a tool that is allowed for all students (e.g. scratch paper), or does not meet the conditions of a specific accommodation provided in this section (e.g. graphic organizer), a *Special Assessment Accommodation Request* must be submitted to VDOE. For calculator software or a calculator app, a *Calculator Accommodation Criteria Form* must be completed and submitted with a *Special Assessment Accommodation Request* to VDOE.

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

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

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

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

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

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

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

If transcription of the student responses is required, refer to the information box, **Guidance for Transcribing Students' Answers—Information for all Assessments**, located at the end of this section.

Guidance for Augmentative Communication Devices with Additional Features

Some augmentative communication devices have features or capabilities beyond those which allow the student to respond. Those additional features must be disabled during the test session. If the student requires the use of any of those features, and that feature is not equivalent to a tool that is allowed for all students (e.g. scratch paper), or does not meet the conditions of a specific accommodation provided in this section (e.g. graphic organizer), a *Special Assessment Accommodation Request* must be submitted to VDOE. For calculator software or a calculator app, a *Calculator Accommodation Criteria Form* must be completed and submitted with a *Special Assessment Accommodation Request* to VDOE.

 Augmentative Communication Device Use accommodation code 22.

When using this accommodation on the Writing assessment, use the guidelines below as well as the guidelines provided under the Dictation to a Scribe accommodation (accommodation code 25).

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

- The student must be assessed individually to ensure that other test takers are not distracted.
- The test format used (paper or online) for the short-paper component of the *Writing* test must be the same format used for the multiple-choice component.
- The entire testing session must be video recorded or proctored. Follow the *Guidelines for Proctoring* and/or Recording a Test Session located in Appendix C of the Test Implementation Manual.
- When using the online test format, two separate devices must be made available to the student. One
 device will be the testing device where the student will use their Student Testing Ticket to log into
 TestNav to access the multiple-choice component or the short-paper component of the test. The other
 device will be the augmentative communication device. This device must not be connected to the
 Internet or the device's Internet access must be disabled during the test session.
- Multiple-choice/TEI component of the Writing test—prior to the assessment, the student and scribe should use the augmentative communication device to complete practice items which include TEI. Based on these practice sessions, staff may use the vocabulary software of the augmentative communication device to create preset word banks of 'direction' words which will allow the student to direct the scribe to complete TEI items. The word bank may include words such as 'select,' 'drag,' 'drop,' 'up,' 'down,' 'right,' 'left,' etc. Additionally, the student may use a preset template to select multiple-choice letter responses. The student may not have access to subject-linked vocabulary options within the augmentative communication device. The Examiner must record the student's responses on the student's testing device or paper answer document exactly as the student indicates. The student's responses must be verified by a second staff member to ensure that no errors in transcription occurred.
- Short-paper component of the *Writing* test—the student may use the augmentative communication device to type the short paper using the QWERTY keyboard. The student may not have access to subject-linked vocabulary options of the augmentative communication device. The spell checking capacity of the augmentative communication device may be used, but the student must not be prompted to use it. If a word prediction feature is used, it must provide only single words (not phrases) triggered by the letters chosen by the student. The word options may not be linked by subject. The student may not use any automatic correction, thesaurus, or grammar check features. The student's typed or printed response to the writing prompt must be transcribed into the response screen of the online test or onto the paper answer document by testing staff.
- Prior to submitting the test for scoring, the transcribed student's response must be verified by a second school official to ensure that no errors in the transcription occurred. A paper or an electronic copy (audio/video of the session, output from the device, flash drive, CD, etc) of the short paper must be made and securely stored. After making a copy of the student's short paper, it must be deleted from the device used to compose the short paper. After the scores are received and verified, and Authorization to Report (ATR) is approved for that test administration, the paper or electronic copy must then be securely destroyed.
- A document stating that the response to the writing prompt is entirely the student's work and that no
 "automatic correction, thesaurus, or grammar checker features" were used must be signed by the Test

Summer 2023 Test Implementation Manual 129

Examiner and Proctor (when present) and retained on file in the office of the Division Director of Testing until the scores are received and verified and Authorization to Report (ATR) is approved for that test administration.

Augmentative Communication Device Use accommodation code 22.

Use these guidelines when using this accommodation on Non-Writing assessments.

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

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

■ Word Prediction Software

130

Use accommodation code 21, Response Devices.

Available on the short-paper component of Writing Assessment only

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

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

The test format used (paper or online) for the short-paper component of the *Writing* test must be the same format used for the multiple-choice component. A paper or an electronic copy (audio/video of the session, output from the device, flash drive, CD, etc) of the short paper must be made and securely stored. After making a copy of the student's short paper, it must be deleted from the device used to compose the short paper. After the scores are received and verified, and Authorization to Report (ATR) is approved for that test administration, the paper or electronic copy must then be securely destroyed.

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

When using the online test format, two separate devices must be made available to the student. The student must first use one device to log into TestNav using their Student Testing Ticket to access the prompt and the Checklist for Writers. The other device will be used to compose the short paper using word prediction software. The device with the word prediction software must not be connected to the Internet or the device's Internet access must be disabled during the test session.

• The student's short paper is then typed into the response area in TestNav. As specified in the IEP/504 Plan, thestudent may transcribe their own paper into TestNav, or it may be transcribed and verified by

testing staff. Refer to the Guidance for Transcribing Student's Answers—Information for All Assessments, located in this document, for additional information.

Spelling Aids

Use accommodation code 23.

Available on the short-paper component of the Writing Assessment only

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

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

■ English Dictionary

Use accommodation code 29.

Available on the short-paper component of the online Writing Assessment only

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

- The English dictionary must be a general dictionary without a thesaurus section.
- The English dictionary must not be content specific or a specialized dictionary.
- The English dictionary may be either school-owned or student-owned.
- The English dictionary should be familiar to the student. The SOL *Writing* Test should not be the first time a student uses the dictionary.
- The English dictionary must not be altered with hand-written notes anywhere within the dictionary or include additional materials, such as class notes.
- The English dictionary must be a paper dictionary. An electronic dictionary is not allowed. If a student
 requires the use of an electronic dictionary to access the online short-paper component of the Writing
 test, a Special Assessment Accommodation Request must be submitted to VDOE for approval.

If transcription of the student responses is required, refer to the information box, **Guidance for Transcribing Students' Answers—Information for all Assessments**, located at the end of this section.

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

■ Dictation to a Recording Device

Use accommodation code 24.

Available for planning the short-paper component of the Writing Assessment only

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

- The student must be assessed individually to ensure that other test takers are not distracted.
- Only the recording and play-back capability of the device may be used for this accommodation.
- The student may dictate notes and ideas for the composition of their draft of the short paper.
- Only the student may use the recording to compose their short paper. The short paper may **not** be transcribed by any staff member from the student's recording when using this accommodation.
- The recording must be securely stored until scores are received and verified and Authorization to Report has been approved. The student's recording may then be securely destroyed.

Summer 2023 Test Implementation Manual

■ Dictation to a Scribe

Use accommodation code 25.

Use these guidelines when this accommodation is used on the short-paper component of the Writing Assessment.

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

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

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

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

- As the student dictates, the scribe may type directly into the response area of the student's short-paper component in TestNav. The student may revise/edit within the response area and submit the test when finished; or
- As the student dictates, the scribe may type the student's response on a word processor using a
 different device than the one running TestNav. The student may revise/edit the short paper on the word
 processor or a printed copy. This device must not be connected to the Internet or the device's Internet
 access must be disabled during the test session. A final paper copy is printed and used for transcription
 into the response area in TestNav; or
- As the student dictates, the scribe may hand-write the student's response. The student may revise/edit
 the short paper on the hand-written copy. The final short paper is then transcribed into the response
 area in TestNav.

Transcriptions into the response area of the student's short-paper component of the *Writing* test in TestNav must be completed on the same school day the test was taken. Transcriptions to a paper answer document must be completed as soon as possible after the test. Remember that all materials containing student responses to test items are designated as secure test materials and must be maintained in a secure location until scores are received and verified and Authorization to Report has been approved. The student's responses may then be securely destroyed.

If transcription of the student responses is required, refer to the information box, **Guidance for Transcribing Students' Answers—Information for all Assessments**, located at the end of this section.

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

■ Read Back Student Response

132

Use accommodation code 30.

Available on the short-paper component of the Writing Assessment only

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

Read-Back Accommodation Provided by the Test Examiner

- The student must be tested individually so other test takers are not distracted.
- The student may request any portion of the draft and/or final short paper to be read back as often as necessary. The student may continue to edit and request read-back until the final short paper is submitted for scoring.
- The Test Examiner must read the student's response back verbatim without providing any assistance.
 Examples of prohibited help include, but are not limited to: correcting or providing clues to spelling, grammar, and/or punctuation, rewording the response, providing hints and clues, giving reminders, and/or giving verbal indications or non-verbal clues about the correctness of the student's response. The Test

- Examiner must read only the student's response, not the writing prompt. If the student uses interpreter services, the Interpreter must sign the Test Examiner's oral reading of the student's short paper.
- All read-back sessions must be audio or video recorded or proctored. Video recording is required if an
 Interpreter is used to sign the Test Examiner's read back. Follow the Guidelines for Proctoring and/or
 Recording a Test Session located in Appendix C of the Test Implementation Manual.
- The final short paper must be written on the regular answer document or entered into the online test's response area in TestNav.

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

- The student must be tested individually or with headphones so other test takers are not distracted.
- When using the online format, two separate devices must be made available to the student. The student
 must first use one device to log into TestNav using their Student Testing Ticket to access the prompt and
 the Checklist for Writers, and the other device will be used to compose the short paper using a program
 with text-to-speech capabilities that reads the student's response verbatim. The student may use the
 text-to-speech function as often as necessary.
- If the text-to-speech program includes <u>automatic</u> correction, thesaurus, or grammar check, these
 features must be disabled. The student may use the manual spell-checking capacity of the text-tospeech program, but the student must not be prompted to use it.
- The speech-to-text device must not be connected to the Internet or the device's Internet access must be disabled during the test session.
- The Test Examiner must not provide any assistance. Examples of prohibited help include, but are not limited to: correcting spelling, grammar, and/or punctuation, rewording the response, providing hints and clues, giving reminders, and/or giving verbal indications or non-verbal clues about the correctness of the student's response.
- The student's short-paper response from the device with the text-to-speech capability must be printed.
 The short paper must be transcribed to the regular answer document or into the online test's response area in TestNav by testing staff. The transcribed student's response must be verified by a second school official to ensure that no errors in the transcription occurred.
- After the transcription is complete, the paper copy of the short paper must be securely stored. The
 student's short paper must be deleted from the device used to compose the short paper. After the
 scores are received and verified, and Authorization to Report (ATR) is approved for that test
 administration, the paper copy must then be securely destroyed.
- A document stating that the printed response to the writing prompt is entirely the student's work and that
 no "automatic correction, thesaurus, or grammar checker features" were used must be signed by the
 Test Examiner and Proctor (when present) and retained on file in the office of the Division Director of
 Testing until the scores are received and verified and ATR is approved for that test administration.

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

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

Summer 2023 Test Implementation Manual

Guidance Regarding Using Calculators Using a Calculator App and Using Calculator Software

If a student with a disability requires the use of a hand-held calculator, a *Calculator Accommodation Criteria* Form must be completed and, if applicable, submitted to the Office of Student Assessment.

If a student with a disability requires the use of either a calculator app* or calculator software*, a *Calculator Accommodation Criteria Form* must be completed and submitted with a *Special Assessment Accommodation Request* to the Office of Student Assessment.

*The calculator app or software may be included as a feature in a device with another primary purpose such as a brailler or an augmentative communication device.

Calculators and/or Arithmetic Tools Use accommodation code 26. Available on the SOL Grades 3–7 or the Grades 3–7 Mathematics Growth Assessments only

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

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

NOTE: For *Mathematics* SOL and Growth Assessments tests, follow the information in the following section, *Providing the Desmos Virginia Calculators or Hand-Held Calculators for Virginia Assessment Program Mathematics and Science Assessments* for providing students with disabilities access to the hand-held calculator and/or the Desmos Virginia online calculator.

Test Implementation Manual Summer 2023

Providing the Desmos Virginia Calculators or Hand-Held Calculators for Virginia Assessment Program *Mathematics* and *Science* Assessments

1. Online Tests.

For students taking online Grades 4–8 *Mathematics* Growth and/or Standards of Learning (SOL) tests, End-of-Course (EOC) *Mathematics* SOL tests, Grades 5, 8, and EOC *Science* SOL tests, the appropriate Desmos Virginia calculator will be available on the test's tool bar for items that are assessed with the use of a calculator. Students taking the online tests are not to be issued a handheld calculator unless the student requires a hand-held calculator as part of an accommodation as documented in the student's IEP or 504 Plan (refer to #5).

Students taking <u>online</u> Grades 4–7 *Mathematics* Growth and/or SOL tests and who require a handheld calculator, as documented in the student's IEP or 504 Plan (refer to #5), will be tested in a 1:1 environment where the Examiner manages when the student can access their hand-held calculator. The calculator may be used only with items where the online calculator appears on the toolbar in TestNav.

2. Paper Tests.

Students with a documented need for <u>paper</u> Grades 4–7 *Mathematics* Growth and/or SOL tests are to be issued a state-approved hand-held calculator or provided access to the Desmos Virginia Calculator in the PearsonAccess^{next} Training Center by the Examiner following the *Examiner's Manual* directions for the portion of the test where a calculator is permitted.

Students with a documented need for <u>paper</u> Grade 8 Growth and/or SOL *Mathematics* tests, EOC SOL *Mathematics* tests, and Grades 5, 8, and EOC Science SOL tests, may use a state-approved hand-held calculator or have access to the appropriate Desmos Virginia calculator using the Desmos Virginia Calculator tests available in the PearsonAccess^{next} Training Center using a separate device.

3. Online Test and Requires the Use of a Calculator on the Non-Calculator Items.

For students with disabilities whose IEP/504 Plan determined eligibility to use calculators on sections of the <u>online</u> Grades 3–7 *Mathematics* Growth and/or SOL tests in which a calculator is not allowed (refer to #5), the student is to be assigned the Personal Needs Profile (PNP) calculator in PearsonAccess^{next} and marked with accommodation code 26, Calculator/Arithmetic Tables, prior to signing into the test. The appropriate Desmos Virginia calculator will be available on the student's tool bar during the entire test. Students taking the online tests are not to 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 (refer to #5).

4. Paper Test and Requires the Use of a Calculator on the Non-Calculator Items.

Students with a documented need for a <u>paper</u> test and whose IEP/504 Plan determined eligibility to use calculators on sections of the <u>paper</u> Grades 3–7 *Mathematics* Growth and/or SOL tests in which a calculator is not allowed (refer to #5), may use a state-approved hand-held calculator or have access to the appropriate Desmos Virginia calculator using the Desmos Virginia Calculator tests available in the PearsonAccess^{next} Training Center using a separate device.

5. IEP/504 Plan Requirements

Students may take a paper test only if the student meets the criteria for a paper test as determined by the *Documentation of Need for Paper Assessment* (Appendix C).

In order to provide a calculator accommodation for either <u>online or paper</u> tests, the IEP team/504 Committee is to use the *Calculator Accommodation Criteria* Form to determine the need for a handheld calculator, a calculator with accessibility features, or a calculator with additional mathematical functions to access the assessment based on:

- the impact of the student's disability as it relates to mathematics and science;
- the specific characteristics of the student's disability and how the features and capabilities of the hand-held calculator address the student's needs and access beyond what the Desmos Virginia calculator provides.

Guidance Continues on the Next Page

Summer 2023 Test Implementation Manual 135

Desmos Virginia Calculators Permitted on Virginia Assessment Program Mathematics and Science Tests

Content Area Test	PearsonAccessnext Training Center Test to Use to Access Appropriate Desmos Calculator	Corresponding Desmos Virginia Calculator Provided in the Online Test
Grade 3 <i>Mathematics</i> Growth and SOL tests	Desmos Virginia Four Function Calculator (D4FUN)	Desmos Virginia Four-Function Calculator*
only permitted for students whose IEP/504 Plan determined eligibility to use a calculator on this test.		
Grades 4 and 5 <i>Mathematics</i> Growth and SOL tests	Desmos Virginia Four Function Calculator (D4FUN)	Desmos Virginia Four-Function Calculator*
Grades 6–8 <i>Mathematics</i> Growth and SOL tests	Desmos Virginia Scientific Calculator (DSCI)	Desmos Virginia Scientific Calculator*
EOC Mathematics SOL tests	Desmos Virginia Graphing Calculator (DGRPH)	Desmos Virginia Graphing Calculator
Grade 5 Science tests	Desmos Virginia Four Function Calculator (D4FUN)	Desmos Virginia Four-Function Calculator
Grade 8 Science tests	Desmos Virginia Scientific Calculator (DSCI)	Desmos Virginia Scientific Calculator
EOC Science tests	Desmos Virginia Graphing Calculator (DGRPH)	Desmos Virginia Graphing Calculator

*NOTE: The Personal Needs Profile (PNP) calculator is available to be assigned to eligible students taking Grades 3, 4, 5, 6, or 7 online *Mathematics* Growth Assessments and SOL tests enabling the designated Desmos Virginia Calculator to be available for the entire test.

Calculator with Additional Capabilities Use accommodation code 28.

136

Calculators with additional capabilities beyond the features available on the corresponding Desmos Virginia Calculator includes calculators with accessibility features and calculators with additional mathematical functions. Refer to the sections below for guidance for each type of calculator.

Calculator with Accessibility Features: Available for all Mathematics and Science assessments

Students with disabilities may use a calculator with accessibility features that enable the student access to a calculator. These features include a large display, large buttons, and/or audio capabilities. The calculator must have the same mathematical capabilities as those available on the corresponding Desmos Virginia calculator.

NOTE: Follow the information in the section, *Providing the Desmos Virginia Calculators or Hand-Held Calculators for Virginia Assessment Program Mathematics and Science Assessments*, for providing students with disabilities access to a hand-held calculator and/or the Desmos Virginia online calculator.

Calculator with Additional Mathematical Capabilities: Available for all Mathematics and Science assessments

A calculator with additional mathematical capabilities is a calculator with mathematical capabilities designed to address a student's disability. Calculators with additional mathematical capabilities provide functions beyond those found on the corresponding Desmos Virginia Calculator.

Additional Mathematical Capabilities that Exceed those Required to Accommodate the Student's Disability

To prevent the use of calculators with additional mathematical capabilities that exceed those used to accommodate a student's disability, the following guidance must be used when selecting calculators with additional mathematical capabilities and/or accessibility features for eligible students with disabilities.

ALLOWED

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

If a student requires a calculator with a capability <u>beyond</u> the approve capabilities, the DDOT must submit a *Special Assessment Accommodation Request Form* and include the *Calculator Accommodation Criteria Form* when sending the request to VDOE.

Both the Special Assessment Accommodation Request Form and the Calculator Accommodation Criteria Form are available for download from the Virginia Department of Education Participation and Inclusion website at:

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

NOT ALLOWED

A calculator with additional mathematical capabilities is $\underline{\mathsf{NOT}}$ allowed if the additional mathematical capabilities:

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

NOTE: Follow the information in the section, *Providing the Desmos Virginia Calculators or Hand-Held Calculators for Virginia Assessment Program Mathematics and Science Assessments*, for providing students with disabilities access to a hand-held calculator and/or the Desmos Virginia online calculator.

Math Aids

Use accommodation code 19.

Available on Mathematics assessments only

Students with disabilities may use approved math aids on *Mathematics* assessments. Math aids may be used with a "sheet protector" or other clear overlay to permit the student to use a marker with the math aid. Testing staff must ensure the student's math aids are not visible to others. Individual testing or physical barriers between students must be used. Examples of approved math aids include: number lines, colored shapes, and fraction circles. For a complete list of both approved and not approved math aids, refer to the document *Explanation of Testing Accommodations for Students with Disabilities—Math Aids Accommodation Code 19*, available on the Virginia Department of Education website at:

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

■ Dry Erase Board *Use accommodation code 2.*

In place of scratch paper, a student may use a dry erase board. If using a <u>large</u> wall-mounted board, the student must be tested individually and testing staff must ensure the student's dry erase board is not visible to others. This may require windows to be covered. If using a <u>small</u> dry erase board, testing staff must ensure the student's dry erase board is not visible to others. Individual <u>testing</u> or physical barriers between students must be used. The Test Examiner must ensure that the dry erase board is completely erased prior to the beginning of the testing session, and at the completion of the test session. The student must use the dry erase board independently without assistance from the Examiner. Prohibited help includes, but is not limited to, reminders to

Summer 2023 Test Implementation Manual 137

use the board, discussing test items, providing hints or clues, giving verbal indications or non-verbal cues about the correctness of a student's answer. The test session must be video recorded or proctored. Follow the *Guidelines for Proctoring and/or Recording a Test Session* in Appendix C of the *Test Implementation Manual*.

Additional Writing Implements Use accommodation code 3.

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

Guidance for Transcribing Students' Answers—Information for all Assessments

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

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

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

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

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

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

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

Procedures for Requesting a Special Assessment Accommodation

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

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

The Special Assessment Accommodation Request form must be submitted to the Office of Student Assessment following the directions and deadlines provided on the Special Assessment Accommodation Request Deadlines and Directions document.

Each request for a special assessment accommodation will be reviewed based upon the need to provide equal access to the test for the student and the need to maintain standardized procedures and test security. Accommodations may be "approved," "approved with conditions," or "not approved." Some accommodations that are approved or approved with conditions may be designated as non-standard accommodations. The Division Director of Testing or designee will be notified as soon as the decision concerning the special assessment accommodation has been made.

If a request for a special assessment accommodation receives an "approved" or "approved with conditions" response, the approval for that same* accommodation will remain in effect for subsequent administrations for that same student only, if:

- the subsequent assessment is in the same content area(s) as the original approval;
- · the student's continuing need for the same accommodation is documented in the IEP; and
- the conditions specified in the original response will be met.

*If a previously approved accommodation is for an app, device, or software that is subsequently updated, a revised *Special Assessment Accommodation Request* must be submitted for VDOE review.

Summer 2023 Test Implementation Manual

VIRGINIA ASSESSMENT PROGRAM

All accommodations for eligible English Learners (ELs) must be documented in the EL Assessment Participation Plan. For detailed information regarding EL participation in the assessments, refer to *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

■ Exempting ELs from the Virginia Assessments

- Reading Exemption (Testing Status Code 11)—ELs who have attended school in the United States for less than 12 months may receive a one-time exemption for the SOL Reading test in grades 3–8. This guideline also applies to students arriving from Puerto Rico. No exemption is available for End-of-Course Reading.
- History/Social Science Exemption (Testing Status Code 3)—ELs in grades 3–8 may exercise a one-time exemption for the Virginia Studies or Civics & Economics SOL test.
- *Mathematics*—ELs may NOT be exempted from the *Mathematics* tests.
- Science—ELs may NOT be exempted from the SOL Science tests.
- Writing (Testing Status Code 3)—ELs may exercise a one-time exemption from the Grade 8 SOL Writing test. No exemption is available for the EOC Writing test.

The reason(s) for exemptions and the ramification(s) of exemptions should be documented in the EL Assessment Participation Plan and conveyed to the EL's parent(s) or guardian(s).

Former ELs, Years 1, 2, 3, and 4, are not eligible for any exemptions.

■ Former EL

Former EL- Monitor Status Year 1

A student is considered Former EL-Year 1 when the student in spring 2022:

- earned an Overall Proficiency Level of 4.4 or greater on the WIDA ACCESS for ELLs test; or
- was assessed with the *Proficiency Level 5 Virginia English Language Proficiency (ELP) Checklist* for English Learner (EL) Students in Kindergarten through Grade 12 with Hearing and Visual Impairments.

Former EL- Monitor Status Year 2

A student is considered Former EL-Year 2 when the student in spring 2021:

- earned an Overall Proficiency Level of 4.4 or greater on the WIDA ACCESS for ELLs test; or
- was assessed with the Proficiency Level 5 Virginia English Language Proficiency (ELP) Checklist for English Learner (EL) Students in Kindergarten through Grade 12 with Hearing and Visual Impairments.

Former EL- Monitor Status Year 3

A student is considered Former EL-Year 3 when the student in spring 2020:

- earned an Overall Proficiency Level of 4.4 or greater on the WIDA ACCESS for ELLs test; or
- was assessed with the *Proficiency Level 5 Virginia English Language Proficiency (ELP) Checklist* for English Learner (EL) Students in Kindergarten through Grade 12 with Hearing and Visual Impairments.

Former EL- Monitor Status Year 4

A student is considered Former EL-Year 4 when the student in spring 2019:

- earned an Overall Proficiency Level of 4.4 or greater on the WIDA ACCESS for ELLs test; or
- was assessed with the Proficiency Level 5 Virginia English Language Proficiency (ELP) Checklist for English Learner (EL) Students in Kindergarten through Grade 12 with Hearing and Visual Impairments.

Former EL Testing Accommodations

Former EL Years 1 and 2 are eligible for direct and indirect testing accommodations on assessments described in this section. The accommodations must first be documented in EL Assessment Participation Plans. Former EL Years 3 and 4 are not eligible for direct and indirect testing accommodations on assessments. However, if a Former EL is also a student with a disability, the student may receive testing accommodations based upon their IEP/504 Plan.

■ Direct and Indirect Linguistic Testing Accommodations for Virginia Assessment Program Tests

Testing accommodations for the assessments provide ELs the opportunity to be assessed on content knowledge rather than English language proficiency. Testing accommodations may involve changes to testing procedures, testing materials, or the testing situation to allow students meaningful participation in an assessment. Direct linguistic testing accommodations involve adjustments to the language of the test, such as the use of a bilingual dictionary. Indirect linguistic testing accommodations involve adjustments to the conditions under which ELs take the test, such as a flexible schedule that may include breaks. Additionally, testing accommodations should not provide an unfair advantage during testing, should be determined prior to testing, and documented in the EL Assessment Participation Plan.

While all direct and indirect testing accommodations are available to all ELs as deemed appropriate, certain testing accommodations may be more appropriate for students at particular English language proficiency levels.

NOTE: All references for accommodations for ELs also include Former EL year 1 and Former EL year 2.

The following Key applies to Table on the next page.

Key

н	The testing accommodation is available for the History/Social Studies SOL test.
M	The testing accommodation is available for the <i>Mathematics</i> test.
R	The testing accommodation is available for the <i>Reading</i> test.
s	The testing accommodation is available for the Science SOL test.
w	The testing accommodation is available for both the multiple-choice and short-paper components of the <i>Writing</i> SOL test.
W-SP	The testing accommodation is available for the short-paper (SP) component of the <i>Writing</i> SOL test but is not available for the multiple-choice component.
	The testing accommodation is <u>not</u> available for the content area.

Summer 2023 Test Implementation Manual

Direct and Indirect Linguistic Testing Accommodations for English Learners (ELs)

Eligiisti Leattiers (ELS)											
					Testing Accommodation and Description						
Content Area Code				Code	Refer to Selection of Testing Accommodations for English Learners (ELs) for additional details regarding these accommodations.						
	Direct Linguistic Testing Accommodations										
Н	М	R	S	W	7	Test Directions Delivery Written directions (in English only) to accompany oral test directions.					
Н	М		S	W	10	Read-Aloud Test Tests are read (in English only) to the student. Must be recorded or proctored.					
Н	М		S	W	11	Audio Test A pre-recorded (in English only) version of the test items.					
		R			14	Read-Aloud Reading Test Reading test is read (in English only) to the student. Must be recorded or proctored. Student must meet specific criteria.					
		R			15	Audio Reading Test ■ A pre-recorded (in English only) version of the Reading test items. Student must meet specific criteria.					
Н	М	R	S	W	17	Bilingual Dictionary ELs may use a word-to-word bilingual dictionary.					
				W-SP	25	Dictation to a Scribe ■ Dictation (in English only) to a scribe (short-paper component only). Must be recorded or proctored. Requires transcription.					
Н	М	R	S	W-SP	29	English Dictionary ■ Non-Writing Tests: ELs may use a general English dictionary. ■ Writing Tests: • Only permitted on short-paper component for Grade 8 and EOC Writing test (2010 SOL).					
					Inc	direct Linguistic Testing Accommodations					
Н	М	R	S	W	1	Multiple Test Sessions Testing over two or more school days. Requires a paper test; refer to accommodation guidelines. Multiple test sessions are not permitted on the short-paper component of the Writing test.					
Н	М	R	S	W	4	Visual Aids ■ Visual templates showing one word, sentence, line, or test item at a time. Code test accommodation 4 only when used on a paper test.					
Н	М	R	S	W	18	Examiner Records Responses Student marks in test booklet, responds verbally, points, or otherwise indicates a response. May need to be recorded or proctored. Requires transcription.					
Н	М	R	S	W	31	Flexible Schedule Testing with breaks requires the test to be completed within one school day.					

Test Implementation Manual Summer 2023

Direct Linguistic Testing Accommodations

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

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

Guidance for Reading Tests Aloud—Information for all Assessments

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

- Unless otherwise specified in the student's IEP/504 Plan, the student will maintain control of the testing device.
 The student will respond to each test question and be responsible for all navigation and final submission of the test for scoring.
- When reading the test aloud, the Examiner must be careful not to lead the student to the correct answer by intonation or to repeat any part of the test that is not specifically requested by the student.
- The Examiner must only read the text contained within a graphic (diagram, chart, table, picture, map, or other art) exactly as written using a natural tone. It is not permissible to describe or interpret information contained in a graphic.
- The Examiner should be familiar with how to read test items to students. Examiners may use the PearsonAccess^{next} audio Practice Items to hear how tests should be read aloud and to practice reading types of test items.
- In order to provide the student multi-sensory stimulation, the student must be provided the regular print, largeprint, braille, or online version of the test to follow along as the Examiner reads.
- Test items and directions must be read in English.
- All read-aloud administrations must be recorded or proctored throughout the entire read-aloud test administration.

Follow the Guidelines for Proctoring and/or Recording a Test Session located in Appendix C of the Test Implementation Manual.

• For more detailed information, refer to *Procedures for the Read-Aloud Accommodation: Growth Assessments and Standards of Learning Tests* at:

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

 Read-Aloud (Use accommodation code 10.) or Audio (Use accommodation code 11.) on the Mathematics, Science, History/Social Science, and Writing Assessments

The read-aloud or audio accommodation on *Mathematics, Science, History/Social Science*, and *Writing* assessments is allowed for ELs as specified in the EL Assessment Participation Plan.

 Read-Aloud Reading Assessment (Use accommodation code 14.) or Audio Reading Assessment (Use accommodation code 15.)

The read-aloud or audio accommodation is available to ELs for the *Reading* assessment if the EL also has an eligible disability and the accommodation is documented in the student's IEP or 504 Plan. See *Participation in the Virginia Assessment Program: A Resource for Educators and Parents of Students with Disabilities* located at:

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

Summer 2023 Test Implementation Manual 143

ELs may receive the read-aloud or audio testing accommodation on the EOC *Reading* test under the following circumstances:

The EL meets all of the following criteria:

- the student is <u>retaking</u> the EOC Reading test, having failed the previous attempt(s) without using the read-aloud or audio testing accommodation; and
- the student's EL Assessment Participation Plan lists the read-aloud or audio testing accommodation for other tests; and
- the student receives the read-aloud or audio testing accommodation in the classroom.

For ELs retaking the EOC *Reading* test, the read-aloud or audio testing accommodation will be considered a non-standard testing accommodation (accommodation code B). In addition to marking the student's test with accommodation codes 14 or 15 and B, the EOC *Reading* test must be marked as retest on the Student Test Details screen in PearsonAccess^{next}.

NOTE: Providing the read-aloud or audio testing accommodation to an EL on the EOC *Reading* retest will generate a test alert. Only the Office of Student Assessment staff can clear this test alert. Before the test alert can be cleared, the Division Director of Testing or designee must submit a request to VDOE to clear the test alert. The request must include the following:

- the student's name and State Testing Identifier (STI); and
- a statement verifying that the student is EL, Former EL-Year 1 or 2, or dually identified and meets all
 eligibility criteria for the read-aloud or audio testing accommodation on the EOC Reading retest.

Requests to clear the test alert must <u>not</u> be sent via email. These requests must be sent via the dropbox in the Single Sign-on for Web Systems (SSWS) to LaShel Bradley and copied to Kevin McClintock.

Guidance for Creating an Online Read-Aloud Test Session

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

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

- When creating the new test session, check the box for Proctor Reads Aloud. Select the appropriate Form
 Group Type Context (Regular, Expedited retake, Term Grad), then select the appropriate Main Form Group
 Type.
- Select the *Authorizations* button to view the Proctor Testing Ticket. Selecting this button will display the Examiner's test ticket. This ticket should be printed on colored paper to differentiate it from the students' test tickets and kept secure until the day of testing. The Proctor Testing Ticket should be printed no more than 4 days prior to the start of a test session.
- The Proctor Testing Ticket is not valid until the test session is started, and it will remain active until the test session is stopped. Unlike the students' online tests, the Examiner may exit the test and log back into the test using the login information on the ticket without resuming the test. Because of this, Proctor Testing Tickets are highly secure materials and must be kept secure until the test session is in STOPPED status. It is imperative that read-aloud test sessions are stopped immediately after the test session is complete. All read-aloud administrations must be audio recorded or proctored.
- Student and Proctor Testing Tickets are generated based on the form group type designated when the session
 is created. ALL students in the session will receive the same form. Any student needing a form different from
 the rest of the session must be removed from the session and placed in a new test session set up with that
 form group type.
- Before or after the test is submitted, the Read-aloud Accommodation code must be applied to the student's test on the Test Details screen. If the accommodation code is not applied, the test will be alerted.
- Refer to the information box in this section on the *Guidance for Reading Tests Aloud—Information for all Assessments* for additional guidance for the read-aloud accommodation.

Guidance for Creating an Online Session for the Read-Aloud Accommodation for Computer Adaptive Tests (CAT)

Test questions presented to students on a Computer Adaptive Test are selected by the computer based on the student's response to each question. Because the selection of items is customized for each student, an Examiner/Proctor test cannot be displayed on a separate testing device that would match the student's test. If the student requires a read-aloud administration of a Computer Adaptive Test, follow the guidance below for creating the student's session.

- · The test must be administered individually.
- When creating the new test session, do NOT check the box for Proctor Reads Aloud. Select the appropriate Form Group Type Context (Regular or Expedited Retake), then select the appropriate Main Form Group Type.
- A Computer Adaptive Test cannot be reviewed by the Examiner prior to the test administration. Examiners
 may use the Practice Items in audio format to hear how test items should be read aloud.
- Before or after the test is submitted, the Read-aloud Accommodation code must be applied to the student's test on the Test Details screen. If the accommodation code is not applied, the test will not be alerted.
- Refer to the information box in this section on the *Guidance for Reading Tests Aloud—Information for all Assessments* for additional guidance for the read-aloud accommodation.

Guidance for Online Audio Test Sessions

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

Summer 2023 Test Implementation Manual

Guidance for Choosing the Online Audio Test Accommodation for ELs Who Typically use the Read-Aloud Accommodation in the Classroom

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

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

■ Bilingual Dictionary

Use accommodation code 17.

ELs may use a bilingual dictionary on tests following these guidelines:

- The bilingual dictionary must be individually offered to each EL documented to have this
 accommodation for testing.
- The bilingual dictionary must be a general, word-to-word bilingual dictionary.
- The bilingual dictionary must not be a specialized dictionary, such as a subject specific dictionary, rhyming dictionary, picture dictionary, etc.
- The bilingual dictionary must be a paper dictionary. Electronic bilingual dictionaries or translators are not allowed.
- The bilingual dictionary may be either school-owned or student-owned.
- The bilingual dictionary should be familiar to the EL. Testing should not be the first time an EL uses a bilingual dictionary.
- The bilingual dictionary must not be altered with hand-written notes in the margins nor include additional materials, such as class notes.
- The bilingual dictionary may be used alone or with the English dictionary.

■ English Dictionary

146

Use accommodation code 29.

Because an English dictionary may provide definitions of subject-specific vocabulary that ELs are expected to know (e.g., median, simile) for the tests, the use of this testing accommodation should be carefully considered. ELs may use an English dictionary on tests following these guidelines:

- The English dictionary must be a general dictionary without a thesaurus section.
- The English dictionary must not be a specialized dictionary, such as a subject-specific dictionary, rhyming dictionary, picture dictionary, etc.
- The English dictionary must be a paper dictionary. An electronic dictionary is not allowed.
- The English dictionary may be either school-owned or student-owned.
- The English dictionary should be familiar to the EL. Testing should not be the first time an EL uses the English dictionary.
- The English dictionary must not be altered with hand-written notes in the margins nor include additional materials, such as class notes.
- The English dictionary may be used alone or with the bilingual dictionary on *Non-Writing* SOL tests and the short-paper component of the *Writing* test.
- The English dictionary is <u>not</u> permitted on the multiple-choice component of the Grade 8 or EOC Writing test.

NOTE: For any <u>paper</u> short-paper component of the *Writing* test, the English dictionary is available to all students and should not be designated as a testing accommodation.

■ Dictation to a Scribe

Use accommodation code 25.

Use these guidelines when this accommodation is used on the short-paper component of the Writing Assessment.

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

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

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

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

- As the student dictates in English, the scribe will type directly into the response area of the student's short-paper component in TestNav. The student will revise/edit within the response area of TestNav and submit the test when finished; or
- As the student dictates in English, the scribe will type directly into a word processor using a different
 computer. The student will revise/edit on the word processor or a printed copy. This device must not be
 connected to the Internet or the device's Internet access must be disabled during the test session. A
 final paper copy will be printed to be used for transcription into the response area of the student's shortpaper component in TestNav. The student will submit the test when finished; or
- As the student dictates in English, the scribe will hand-write the student's response. The student will
 revise/edit on the paper copy. The response is then transcribed by typing into the response area of the
 student's short-paper component in TestNav. The student will submit the test when finished.

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

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

Transcriptions into the response area of the student's short-paper component of the *Writing* test in TestNav must be completed on the same school day the test was taken. Transcriptions to a paper answer document must be completed as soon as possible after the test. All materials containing student responses to test items are designated as secure test materials and must be maintained in a secure location until scores are received and verified and Authorization to Report has been approved. The student's responses may then be securely destroyed.

If transcription of the student responses is required, refer to the information box, **Guidance for Transcribing Students' Answers—Information for all Assessments**, located at the end of the section, Testing Accommodations for Students with Disabilities.

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

Summer 2023 Test Implementation Manual

Indirect Linguistic Testing Accommodations

The VAP tests are untimed, but ample time should be allotted for all students to complete the test prior to the end of the scheduled school day. Based on their English language proficiency and/or the language demands of the assessment, some ELs may require breaks or multiple test sessions.

■ Multiple Test Sessions Use accommodation code 1.

ELs who require multiple test sessions, when the test will be completed in two or more school days, must be administered a paper test. When administering a paper test, care must be taken to ensure that the student is exposed only to those test items in the portion of the paper test that the student is attempting that day. Previously completed items and items not yet accessed must be sealed to prevent accidental exposure to the student. Students who require multiple test sessions for any Growth Assessment must take the paper version.

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

■ Flexible Schedule

Use accommodation code 31.

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

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

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

Visual Aid (Masking templates)

Use accommodation code 4 when this accommodation is used on paper tests.

Templates (or masks) that are blank allow a student to see one word, sentence, line, or test item at a time.

- Use accommodation code 4 with the paper tests of ELs who require a paper test and the use of a mask
 or template.
- Use of accommodation code 4 is not required for students taking an online test. The Line Reader Mask, Answer Mask, and Highlighter tools are available to all students taking an online test and are not considered accommodations. Students may not hold a template or mask up to or over the testing device's screen.
- Students taking online tests must receive prior practice using the Line Reader Mask, Answer Mask, and Highlighters tools on practice items using TestNav.

■ Examiner Records Responses Use accommodation code 18.

148

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

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

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

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

The student's answer choices for paper or online assessments must be verified by a second school official to ensure that no errors in transcription occurred.

Summer 2023 Test Implementation Manual

APPENDIX B

150

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

VIRGINIA ASSESSMENT PROGRAM

The testing accommodations listed in the table on the following pages are intended for students with disabilities and English learners (ELs) as noted. In order to receive an accommodation, the student must meet the criteria established for that accommodation. The table is a summary only and does not contain all the criteria or details associated with the accommodation. The conditions on how the accommodations listed in the table should be administered during testing are explained in greater detail in the Testing Accommodations for Students with Disabilities or Testing Accommodations for English Learners (ELs) in this Guide. The **Description** column on the table contains a brief description of the accommodation and any notations or restrictions for its use.

School staff are reminded that accommodations must only be used to provide equal access to the Virginia Assessment Program tests and may not provide an unfair advantage or be selected to enhance performance. All accommodation determinations must be documented in the student's IEP, 504 Plan, and/or EL Assessment Participation Plan.

Dually Identified Students. ELs who are also students with disabilities are referred to as "dually identified." IEP/504 Teams **and** EL Committees must work collaboratively to determine the assessment participation for dually identified students.

- The IEP/504 Team and EL Committee jointly determine the statewide assessment participation based on the dually identified student's disability and EL status.
- The IEP/504 Team and EL Committee jointly determine special test accommodations based on the student's disability and EL status.
- Statewide assessment participation and special test accommodations must be documented in the student's IEP/504 Plan and EL Student Assessment Participation Plan.

Students with Temporary Conditions. Students may be provided with appropriate special test accommodations needed to access the Virginia Assessment Program tests if they have a documented temporary condition, such as a broken arm or injured hand. Documentation of the temporary condition and necessary accommodations must be maintained in the student's school/division file and appropriately coded in PearsonAccess^{next}.

Refer to the Key below for an explanation of abbreviations or symbols encountered on the Table.

Key

Abbreviation Symbol	Explanation
SWD	This accommodation may be considered for students with disabilities and dually identified students.
ELs	This accommodation may be considered for English learners, Former EL-Year 1 or 2, and dually identified students.
SWD EL	If SWD and EL appear together in a cell, this indicates that the accommodation may be considered for students with disabilities, ELs, Former EL-Year 1 or 2, and dually identified students.
Н	The accommodation is available on the History/Social Science test.
М	The accommodation is available on the <i>Mathematics</i> test.
R	The accommodation is available on the <i>Reading</i> test.
S	The accommodation is available on the Science test.
#	Under certain circumstances, an SWD and/or EL who is <u>retesting</u> on the EOC <i>Reading</i> test may receive the accommodation even though the student has not been determined as eligible by the school division according to the criteria required for the read-aloud/audio accommodation on the <i>Reading</i> test. Refer to the SWD or EL guidelines for criteria.
	The accommodation is not available for this test administration or on the content area indicated.

Summer 2023 Test Implementation Manual

Table of Testing Accommodations Available for the SOL Non-Writing Tests

Refer to the Testing Accommodations for Students with Disabilities or Testing Accommodations for ELs for additional details regarding these accommodations.

Code	Accommodation	Student	Co	onten	t Are	а	Description
В	Non-Standard	SWD EL	Н	М	R	S	■ Contact VDOE for assistance.
1	Multiple Test Sessions	SWD EL	Н	М	R	S	Testing over two or more school days. Requires a paper test, refer to accommodation guidelines.
2	Dry Erase Board	SWD	Н	М	R	S	Use dry erase board as scratch paper. Must be video recorded or proctored.
3	Additional Writing Implements	SWD	Н	М	R	s	■ The student may be provided additional (3 or more) writing implements such as highlighters, markers, colored pens, colored pencils, etc.
4	Visual Aids	SWD EL	Н	М	R	S	Magnification, color overlays, templates/masks, blank graphic organizers, template software.
5	Auditory Aids	SWD	Н	М	R	S	Amplification equipmentWhisper phoneNoise-dampening equipment
6	Large-Print Test	SWD	Н	М	R	S	Available as a paper test only.
7	Test Directions Delivery	SWD EL	Н	М	R	S	 Written directions to accompany oral test directions. Interpret/transliterate testing directions. Available for SWD only.
8	Enlarged Answer Document	SWD	Н	М	R	s	Available with paper tests only. Transcription to a standard answer document required.
9	Braille Test	SWD	Н	М	R	S	Available as a paper test only.
10	Read-Aloud Test	SWD EL	Н	М		S	■ Test items are read (in English only) to the student. Must be recorded or proctored.
11	Audio Test	SWD EL	Н	М		S	A pre-recorded version of the test items. Audio format is not available for some paper tests. Refer to the forms matrix for availability.
12	Interpret/Transliterate the Test	SWD	Н	М		S	■ Interpret/transliterate test items. Must be video recorded or proctored.
13	Communication Board/Choice Cards	SWD	Н	М	R	s	 Communication board, choice cards. Must be video recorded or proctored. Requires transcription.
14	Read-Aloud <i>Reading</i> Test	SWD EL			R		 Reading test is read (in English only) to the student. Student must meet eligibility criteria. Must be recorded or proctored.
							■ For SWD & EL high school retesters, see # in Key.
15	Audio <i>Reading</i> Test	SWD EL			R		■ A pre-recorded version of the <i>Reading</i> test items. Student must meet eligibility criteria.
							For SWD & EL retesters, see # in Key.
16	Interpret/Transliterate the Reading Test	SWD			R		 Interpret/transliterate the Reading test. Must be video recorded or proctored. Student must meet eligibility criteria.
17	Bilingual Dictionary	EL	Н	М	R	S	■ ELs may use a bilingual dictionary. Refer to EL accommodation guidelines.

Test Implementation Manual Summer 2023

Table of Testing Accommodations Available for the SOL Non-Writing Tests, continued

Code	Accommodation	Student	Co	ontent	t Are	а	Description
18	Examiner Records Responses	SWD EL	Н	М	R	S	Student marks in test booklet, responds verbally, points, or otherwise indicates a response. May need to be recorded or proctored. Requires transcription.
19	Math Aids	SWD		М			 Use approved math aids, examples: abacus, number line, colored shapes. Refer to SWD accommodation guidelines for assistance.
20	Specific Verbal Prompts	SWD	Н	М	R	s	 Examiner uses specific verbal prompts to keep student focused. Must be recorded or proctored.
21	Response Devices	SWD	Н	М	R	s	Student records responses to MC items using braille writer. Requires a paper test. Requires transcription.
22	Augmentative Communication Device	SWD	Н	М	R	s	Student responds by augmentative communication device. Must be video recorded or proctored. Requires transcription.
23	Spelling Aids						
24	Dictation to a Recording Device						
25	Dictation to a Scribe						
26	Calculator/Arithmetic Tools	SWD		М			 Available only for Grades 3–7 Math Growth Assessments and SOL Math tests. Students must meet eligibility requirements. Not applicable for Grade 8 Growth and SOL Math tests, or EOC SOL Math tests.
27	VDOE Approved Special Accommodation Request	SWD	Н	М	R	S	 Prior approval from VDOE required. DDOT must submit the Special Assessment Accommodation Request form by the published deadline.
28	Calculator with Additional Capabilities	SWD		М		S	 Use calculator with accessibility features; or additional Mathematical capabilities. Students must meet eligibility requirements. Available for all Math and Science assessments.
29	English Dictionary	ELs	Н	М	R	S	■ ELs only may use a general English dictionary. Refer to EL accommodation guidelines.
30	Read Back Student Response						
31	Flexible Schedule	SWD EL	Н	М	R	S	Time of day, order of tests, and scheduled breaks.
32	Setting	SWD	Н	М	R	S	Location, adaptive or special furniture, special lighting.

Summer 2023 Test Implementation Manual

Table of Testing Accommodations Available for the SOL *Writing* Tests

VIRGINIA ASSESSMENT PROGRAM

The testing accommodations listed in the table on the following pages are intended for students with disabilities and English learners (ELs) as noted. In order to receive an accommodation, the student must meet the criteria established for that accommodation. The table is a summary only and does not contain all the criteria or details associated with the accommodation. The conditions on how the accommodations listed in the table should be administered during testing are explained in greater detail in the Testing Accommodations for Students with Disabilities or Testing Accommodations for English Learners (ELs) in this Guide. The **Description** column on the table contains a brief description of the accommodation and any notations or restrictions for its use.

School staff are reminded that accommodations must only be used to provide equal access to the Virginia Assessment Program tests and may not provide an unfair advantage or be selected to enhance performance. All accommodation determinations must be documented in the student's IEP, 504 Plan, and/or EL Assessment Participation Plan.

Dually Identified Students. ELs who are also students with disabilities are referred to as "dually identified." IEP/504 Teams **and** EL Committees must work collaboratively to determine the assessment participation for dually identified students.

- The IEP/504 Team and EL Committee jointly determine the statewide assessment participation based on the dually identified student's disability and EL status.
- The IEP/504 Team and EL Committee jointly determine special test accommodations based on the student's disability and EL status.
- Statewide assessment participation and special test accommodations must be documented in the student's IEP/504 Plan and EL Student Assessment Participation Plan.

Students with Temporary Conditions. Students may be provided with appropriate special test accommodations needed to access the Virginia Assessment Program tests if they have a documented temporary condition, such as a broken arm or injured hand. Documentation of the temporary condition and necessary accommodations must be maintained in the student's school/division file and appropriately coded in PearsonAccess^{next}.

Refer to the Key below for an explanation of abbreviations or symbols encountered on the Table.

Key

Abbreviation Symbol	Explanation
SWD	This accommodation may be considered for students with disabilities and dually identified students.
ELs	This accommodation may be considered for English learners, Former EL-Year 1 or 2, and dually identified students.
SWD EL	If SWD and EL appear together in a cell, this indicates that the accommodation may be considered for students with disabilities, ELs, Former EL-Year 1 or 2, and dually identified students.
MC/TEI	The accommodation is available on the multiple-choice/technology enhanced item (TEI) component of the <i>Writing</i> test. NOTE: Paper <i>Writing</i> tests do not include TEI.
SP	The accommodation is available on the short-paper component of the Writing test.
	The accommodation is not available for this test administration or on the component indicated.

Table of Testing Accommodations Available for the SOL Writing Tests
Refer to the Testing Accommodations for Students with Disabilities or Testing Accommodations for ELs for additional details regarding these accommodations.

	details regarding these accommodations.									
Code	Accommodation	Student	Writing Compo		Description					
В	Non-Standard	SWD ELs	MC/TEI	SP	■ Contact VDOE for assistance.					
1	Multiple Test Sessions	SWD ELs	MC/TEI		■ Testing over two or more school days; requires a paper test. Not permitted on the short-paper component of the <i>Writing</i> test.					
2	Dry Erase Board	SWD	MC/TEI	SP	Use dry erase board as scratch paper. Must be video recorded or proctored.					
3	Additional Writing Implements	SWD	MC/TEI	SP	■ The student may be provided additional (3 or more) writing implements such as highlighters, markers, colored pens, colored pencils, etc.					
4	Visual Aids	SWD ELs	MC/TEI	SP	 Magnification, color overlays, templates/masks, blank graphic organizers, template software. 					
5	Auditory Aids	SWD	MC/TEI	SP	Amplification equipmentWhisper phoneNoise-dampening equipment					
	Lorgo Drint Toot	SWD	MC/TEI	SP	Available as a paper test only.					
6	Large-Print Test	2000	IVIC/TEI	55	'''					
7	Test Directions Delivery	SWD	MC/TEI	SP	Written directions to accompany oral test directions.					
	,	ELs			Interpret/transliterate testing directions. Available for SWD only.					
8	Enlarged Answer Document	SWD	MC/TEI	SP	Available with paper tests only. Transcription to a standard answer document required.					
9	Braille Test	SWD	MC/TEI	SP	Available as a paper test only.					
10	Read-Aloud Test	SWD ELs	MC/TEI	SP	Test items and prompt are read (in English only) to the student. Must be recorded or proctored.					
11	Audio Test	SWD ELs	MC/TEI	SP	A pre-recorded version of the test items. Audio format is not available for the prompts of the paper tests.					
12	Interpret/Transliterate the Test	SWD	MC/TEI	SP	■ Interpret/transliterate test items. Must be video recorded or proctored.					
13	Communication Board/Choice Cards	SWD	MC/TEI	SP	■ Communication board, choice cards. Must be video recorded or proctored. Requires transcription.					
14	Read-Aloud Reading Test									
15	Audio Reading Test									
16	Interpret/Transliterate the <i>Reading</i> Test									
17	Bilingual Dictionary	ELs	MC/TEI	SP	■ ELs may use a bilingual dictionary. Refer to EL accommodation guidelines.					
18	Examiner Records Responses	SWD ELs	MC/TEI	SP	Student marks in test booklet, responds verbally, points, or otherwise indicates a response. May need to be recorded or proctored. Requires transcription.					
19	Math Aids									
20	Specific Verbal Prompts	SWD	MC/TEI	SP	 Examiner uses specific verbal prompts to keep student focused. Must be recorded or proctored. 					
21	Response Devices	SWD	MC/TEI	SP	■ Student responds by word processor, word processor with speech-to-text, brailler (requires a paper test), word prediction software, etc. May need to be recorded or proctored. May require transcription.					

Summer 2023 Test Implementation Manual

Table of Testing Accommodations Available for the SOL Writing Tests, continued

Table of Testing Accommodations Available for the SOL Writing Tests, continued									
Code	Accommodation	Student	Writing Compo		Description				
22	Augmentative Communication Device	SWD	MC/TEI	SP	Student responds by augmentative communication device. Must be video recorded or proctored. Requires transcription.				
23	Spelling Aids	SWD		SP	■ Use of spellchecker, spelling dictionary.				
24	Dictation to a Recording Device	SWD		SP	■ For student use only for pre-writing/draft composition. Final SP may not be transcribed from a recording device by testing staff.				
25	Dictation to a Scribe	SWD ELs		SP	 Dictation (in English only) to a scribe. Allowed only on SP component. Must be recorded or proctored. Requires transcription. 				
26	Calculator/Arithmetic Tools								
27	VDOE Approved Special Accommodation Request	SWD	MC/TEI	SP	 Prior approval from VDOE required. DDOT must submit the Special Assessment Accommodation Request form by the published deadline. 				
28	Calculator with Additional Capabilities								
29	English Dictionary	SWD ELs		SP	 ELs refer to EL accommodation guidelines. Permitted only on the short-paper component. SWD refer to SWD accommodation guidelines. 				
30	Read Back Student Response	SWD		SP	■ The student's short paper is read back to the student by the Examiner or from a workstation equipped with text-to-speech capabilities. Must be audio or video recorded or proctored. May require transcription.				
31	Flexible Schedule	SWD ELs	MC/TEI	SP	Time of day, order of tests, and scheduled breaks.				
32	Setting	SWD	MC/TEI	SP	Location, adaptive or special furniture, special lighting.				

Test Implementation Manual Summer 2023

Summer 2023 Test Implementation Manual

Appendix C

Guidance and Forms

Guidelines for Proctoring and/or Recording a Test Session
Examiner's/Proctor's Transmittal Form and Affidavit for Recorded/Proctored Test Sessions
SOL Testing Ticket Transmittal Form and Affidavit for Examiners/Proctors
Interpreter's Affidavit
Documentation of Need for Paper Assessment
NOTE: All the forms may be photocopied.

Test Implementation Manual Summer 2023

Guidelines for Proctoring and/or Recording a Test Session

VIRGINIA ASSESSMENT PROGRAM

Some special test accommodations require that the test administration be audio/video recorded or proctored. These accommodations include but are not limited to:

- read back response
- · dry erase board
- specific verbal prompts
- interpreting/transliterating
- Examiner records responses
- · dictation to a scribe
- · augmentative communication device
- communication board, choice cards
- · read-aloud test administration

For more information on which test sessions must be recorded or proctored, please refer to the Special Test Accommodations section found in the appendices of the *Test Implementation Manuals* (TIM) and the *Examiner's Manuals*.

Using a Proctor

VDOE recommends that a proctor be present with the Examiner during all recorded sessions to avoid possible retesting in the event of technological failure. If the session is proctored, the Proctor must sign the affidavit that the test administration was conducted according to the *School Division Personnel Test Security Agreement*. This written verification must be retained on file and secure in the office of the DDOT until after scores have been received and verified, and Authorization to Report (ATR) is approved for that test administration. The Proctor's Affidavit is on the *Examiner's/Proctor's Transmittal Form and Affidavit for Recorded/Proctored Test Sessions*, which is available on the next page.

Recording Devices

Test sessions may be audio/video recorded using the following types of devices:

Tape recorder; handheld digital recorder; micro-cassette recorder; or a PC, laptop, or netbook with recording capabilities. A device or application that saves the recording to the cloud must not be used.

Storing Devices

All recorded test sessions must be <u>securely</u> stored on one of the following types of devices/media: CD, DVD, encrypted flash drive, audiotape, videotape, or floppy disk. When saving the audio/video file, VDOE recommends the use of a naming convention that allows easy identification of the specific student, test, and form number. Recorded test sessions may not be saved to the cloud.

Maintain Security

All recordings of test sessions are considered secure test materials and must be stored by the DDOT in a secure, locked location until scores are received and verified, and Authorization to Report (ATR) is approved for that test administration. If a digital recording is created, the digital file must not remain on any device or media that is readily accessible to the general school population and/or public, including, but not limited to, teachers, students, paraprofessionals, custodial staff, library/media staff, building administrators, and parents. Once the scores are received and verified, the recordings of test sessions should be securely destroyed following your division's policy as directed by the DDOT.

Recording Technology Training

Examiners and Proctors should be trained prior to testing on the use of the recording technology to be used during the test session. The training should include opportunities for the Examiner and Proctor to have hands-on practice with the recording hardware, software, and/or storage device/medium. Training should include procedures for handling technical difficulties should they arise. The STC should keep a record of staff trained, date of training, and topics covered.

Proctor Training

The Proctor works with the Examiner in administering the 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 test, that the test was administered according to the procedures outlined in the *Examiner's Manual*, and according to the *School Division Personnel Test Security Agreement*. Proctors must receive the same training as Examiners and must read and then sign the *School Division Personnel Test security Agreement*.

APPENDIX C

Examiner's/Proctor's Transmittal Form and Affidavit for Recorded/Proctored Test Sessions

Summer 2023 Test Administrations

Use this form to document the distribution and return of test tickets/booklets/prompts, recording hardware, and storage media used for recorded and/or proctored test sessions. This form also provides the Examiner's and Proctor's affidavits, certifying the tests were administered according to the School Division Personnel Test Security Agreement. Check the Test Administration (one only): Bummer 2023 Non-Writing	Test Date:	Directions: Column (1): list the test name. Column (2): enter the quantity of test tickets/test booklets/prompts issued (student and Examiner copies). Column (3): list the type of hardware used to conduct the recording, such as digital audio/video recorder, laptop, tape recorder, etc. Column (4): list the storage medium used to store the session, such as CD, DVD, flash-drive, cassette tape, etc. Column (5): Examiners initial the "OUT" column verifying the quantity and receipt of the test tickets/booklets/prompts, recording equipment, and storage media. Column (6): STC initials the "IN" column, verifying the return of the test tickets/booklets/prompts, recording equipment, and storage media. Column (7): after testing, the Examiner reads then signs the Examiner's Affidavit. Column (8): after testing, if applicable, the Proctor reads then signs the Proctor's Affidavit.	Examiner's Affidavit My signature below affirms that I administered the SOL Assessment(s) according to School Division Personnel Test Security Agreement.				
klets/prompts, r 's affidavits, cer iing	ame:	of test tickets/te audio/video recc Column (5): Exa a. Column (6): 9 er testing, the E					
cets/bool Proctor On-Writ	School Name:	luantity c digital a pe, etc. e e media (7): afte	(6) IN STC's initials				
d return of test tickets/booklets the Examiner's and Proctor's at Summer 2023 Non-Writing	S	Directions: Column (1): list the test name. Column (2): enter the quant (3): list the type of hardware used to conduct the recording, such as digit used to store the session, such as CD, DVD, flash-drive, cassette tape, ethe test tickets/booklets/prompts, recording equipment, and storage mut booklets/prompts, recording equipment, and storage media. Column (7): testing, if applicable, the Proctor reads then signs the Proctor's Affidavit.	(5) OUT Examiner's initials				
ution and returnation and retu		tme. Column (anduct the reco DVD, flash-driving equipme and storage in the signs the	(4) Type of storage medium				
Use this form to document the distribution proctored test sessions. This form also provid <i>Personnel Test Security Agreement</i> . Check the Test Administration (one only):		list the test na re used to cor such as CD, I rompts, recorn gequipment, roctor reads t	(3) Type of hardware used to record session				
Use this form to document the dis proctored test sessions. This form al Personnel Test Security Agreement. Check the Test Administration (or	ne:	Column (1):1 pe of hardwal the session, sts/booklets/pi mpts, recordir olicable, the P	(2) Test ticket/ booklet/ prompt quantity				
Use this for proctored tes Personnel Te Check the Te	Division Name:	Directions: (3): list the ty used to store the test ticke booklets/pror testing, if app	(1) Test name				

Summer 2023 Test Implementation Manual

session listed on this form, and certify that the test was administered according to the School Directions: Use this transmittal form to track and verify the distribution of Student/Proctor Testing Tickets issued to Examiners and the session for which the Examiner is responsible. At the completion of the test session, the Examiner must read and sign the Examiner's Affidavit. Proctors who I assisted with/observed the administration of Division Personnel Test Security Agreement. the assessment, associated with the test My signature below affirms: Proctor's Affidavit SOL Testing Ticket Transmittal Form and Affidavit for Examiners/Proctors Date: were present for some or all of the test session must provide their name, session name, and sign the Proctor's Affidavit. ☐ Summer 2023 Writing his form, according to the School Division. associated with the test session listed on I administered the SOL assessment, Personnel Test Security Agreement. My signature below affirms: Summer 2023 Test Administrations Examiner's Affidavit School Name: ☐ Summer 2023 Non-Writing return of the STC Initials session's testing verifies tickets secure Examiner's testing tickets for the secure the session receipt of verifies Initials Check the Test Administration (one only): # of Testing Examiner of the session issued to **Tickets** listed dentification **Test Session** to which the Examiner or Proctor is assigned Name or APPENDIX C **Division Name:** Examiner/ (type or Name Proctor print)

Test Implementation Manual Summer 2023

Interpreter's Affidavit

VIRGINIA ASSESSMENT PROGRAM

Directions: The interpreter should complete a separate form and read and sign an affidavit for each student who received interpretation services. All signed affidavits for Virginia Assessment Program tests must be securely maintained in the Office of the Division Director of Testing. **NOTE:** This form is not required for VAAP 2022–2023 tests.

Student Receiving Interpretation Services

Student Name	State Testing Identifier	Grade Level					
School Name	Division Name						
Test(s) Interpreted:							
Test Administration (check <u>one</u> only): ☐ F	Fall 2022	☐ Summer 2023					
Test Type (check all that apply):							
☐ Fall Growth Assessments ☐ Winter	Growth Assessments	iting SOL Assessments					
☐ Writing SOL Assessments							
Content Area(s) (check all that apply):							
☐ History/Social Science	☐ Mathematics						
☐ Reading	☐ Science	☐ Writing					
Interpreter's Affidavit							
My signature below affirms:							
I have:							
· · · · · · · · · · · · · · · · · · ·	r the student on the assessment (note ner according to the <i>School Division I</i>	,					
 maintained confidentiality of the st 	udent's responses.						
I have <u>not</u> :							
	or any other type of inappropriate as at items or provide an unfair advantag						
 fabricated, altered, or modified stu- 	dent responses or evidence in any wa	ay.					
Signed:	Print Name:						
Position:	Date:						
School:	Division:						

Summer 2023 Test Implementation Manual

Documentation of Need for Paper Assessment

VIRGINIA ASSESSMENT PROGRAM

Directions: NOTE: This form is <u>not</u> required for students participating in VAAP. This form must be completed for students with disabilities or those with medical conditions who need a paper Virginia Assessment Program (VAP) test but who do NOT meet the following criteria:

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

For a student with disabilities, this form should be completed by the Individual Education Program (IEP) team/504 committee. For a student with medical conditions, this form should be completed by a team composed of the Division Director of Testing, building principal, course content teacher, parent, and other appropriate school staff. A separate form must be completed for each assessment, and a copy of each signed and completed form must remain in the student's education record and on file in the office of the Division Director of Testing.

Section I: Student Information

Student Name:	Date of Birth:
State Testing Identifier (STI):	Current Grade of Enrollment:
VAP Assessment Considered for Paper:	
Section II: School Division Information	
School Division Name:	_ School Name:
Course Content Teacher:	Date:

Section III: Eligibility Determination

164

Eligibility for paper administration of VAP assessments is determined based on a student's disability or the student's medical need. Section IIIA should be completed by the student's IEP or 504 team if the need for a paper administration is based on an identified disability. Section IIIB should be completed by a team composed of the Division Director of Testing, building principal, parent, and other appropriate school staff if a medical condition is the basis for the need for a paper test.

Section IIIA: (Complete for a Student with a Disability)

The student's IEP Team/504 Committee must determine that a student is eligible for a paper assessment based on answers to the following three questions. A response of "No" for any question indicates that the student is NOT eligible for a paper assessment in the content area listed in Section I of this form.

1) Does the	e student have a current IEP/504 Plan or is one be	eing developed?
☐ Yes	□ No	
or multip	sult of a disability, the student requires an accomm ple test sessions, that can only be provided in a pa administration:	——————————————————————————————————————
☐ Yes	□ No	
3) Does the	e student require paper classroom tests in order t	o access content?
☐ Yes	□ No	
IEP Team or 5 VAP assessme	Statement: The IEP Team/504 Committee must also possible for the IEP Team/504 Committee has determined that the impact of the prents even with accommodations. Data should be referenced most recent evaluation information, teacher observables this tory.	student's disability prevents access to online renced from the student's educational record
Signed:		
Course Conter	ant Teacher	Date:
Special Educa		Date:
Parent		Date:
Building Admir	nistrator or Designee	Date:
Other		Date:
Other		Date:

This completed form must be retained in the student's education record and on file in the office of the Division Director of Testing.

Summer 2023 Test Implementation Manual 165

Section IIIB: (Complete for a Student with a Medical Condition)

The school team must determine that a student is eligible for a paper assessment based on answers to the three questions below. A response of "No" for any question indicates that the student is NOT eligible for a paper assessment in the content area listed in Section I of this form.

1)		student have a current medical condition documente nal? (Letter must be attached.)	ed by a physician or other health
	☐ Yes	□No	
2)	2) As a result of the medical condition, is the student unable to demonstrate their individual achievemen on the online Virginia Assessment Program test for the assigned course and grade level?		
	☐ Yes	□No	
3	Does the	student require paper classroom tests in order to access	content?
	☐ Yes	□No	
that refer the s	the impact renced from	tatement: The school team must also provide a justification of the student's medical condition prevents access to online teacher observations and from classroom and state assessingsician must also be attached that documents the current meassments.	ne VAP assessments. Data should be nent performance history. A letter from
Sigr	ned:		
	sion Directo	r of Testing	Date:
		strator or Designee	Date:
Cou	rse Content	Teacher	Date:
 Pare	ent		Date:
Othe	er		Date:
——Othe	er		Date:

This completed form must be retained in the office of the Division Director of Testing.

Test Implementation Manual Summer 2023

VIRGINIA ASSESSMENT PROGRAM

The following adjustments to the conditions under which a VAP test may be administered are available to any student as needed.

Adjustment to Testing Conditions	Guidance
Group size	Students may be tested individually or in small groups with the size of the group determined by the STC.
Environmental modifications	Students may be tested with modifications to the environment to include amount or type of lighting, noise buffers, and/or the use of a study carrel. The student may NOT be issued any kind of accessory to modify the environment. Prohibited accessories include, but are not limited to: headphones, ear muffs, ear plugs, ticking clocks, egg timers, fidget items, stress balls, toys, music, or "soothing" sounds during testing.
Large diameter pencil, pencil grip	If a large pencil is used on a paper answer document, it must contain #2 lead.
Assistance with directions	Directions for taking the test are read to students as printed in the <i>Examiner's Manuals</i> and their <i>Supplements</i> . If a student has a question about a direction, then the Examiner may simplify or clarify the "SAY" direction.
	Examiners/Proctors may NOT provide assistance with directions for "live" test items that are within the student's test.
Student reading their own test out loud	For any student who needs to hear himself/herself read aloud, the student must be tested individually. The student can then read the test aloud to himself/herself without interaction from the Examiner. The student may not be issued any kind of accessory including, but not limited to, a "whisper phone" or recording/playback device. The student may NOT read to the Examiner/Proctor.
Student requires a health management device	The Health Management Device Form must be completed for each student with a documented health need requiring the use of a health management device (such as a continuous glucose monitor or seizure monitor).
Student requires hearing aids with an Internet-connected device	The Hearing Aids with Internet-Connected Device Form must be completed for a student who requires hearing aids that must be connected to an Internet-enabled device, such as a smart phone.

APPENDIX E

170

2022–2023 Test Irregularity Form

The Test Irregularity Web Application System (TIWAS) is used to document and submit test irregularities. The STC may direct Examiners to use this form or parts of the form to document the test irregularity incident. The information from this form must be entered into TIWAS and submitted to the DDOT.

Division	Name:			Irregularity Number:					
Test Adı	ministration:	Year:		Created Date	:	By:			
⊒ Regul	ar 🔲 Term Grad	□ Exp Re	etake	Student Grad	le:				
	Name:tudents:			Test Type:	□ Regular □ Large Print	□ Audio □ Braille □ Paper			
	ssion Name:			Test Mode	□ Online				
Te	est Level/Content Area/Su	ıbject	Form No.		Assigned by TIWAS				
			with Irregularity	No.	Alternate Form No.	Prompt No.			
FOR E	XAMPLE: 🗆 EOC World (Geography	H0116						
□ 3									
□ 4									
□ 5									
□6									
7									
□ 8									
CSH	☐ Virginia Studies								
ő	☐ Civics & Economics								
0	☐ Writing								
End-of-Course	☐ Reading								
of-C	☐ Math								
End	☐ Science								
_	☐ History								
Student	Names and STIs (attac	n list of add	itional name	es and STIs):					
1			2						
Descri	ption of Irregularity (PLI	EASE PRINT	Γ):						
Submitted to DDOT:)	Submitte	ed to VDOE:	☐ YES ☐ NO			
SIGNATURE:				DATE:					

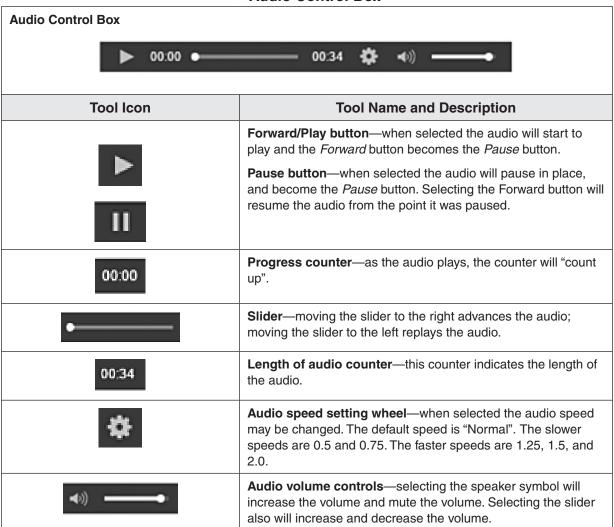
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Test Implementation Manual Summer 2023

Online Tools and Features

The Audio Control Box is available on the following online VAP tests: EOC *Writing,* EOC *History/Social Science* (2008 SOL), and EOC *Science* (2010 SOL). Students who are assigned an audio form for these tests will see the audio control box on the first test question. The audio control box does <u>not</u> appear on the samples. During testing, if a student asks a question about the audio control box or any of its components, the Examiner/Proctor may use the table below to read the tool name and description to the student.

Audio Control Box



Test Implementation Manual Summer 2023

The Audio Tools are available on the following online VAP tests: EOC *Mathematics* (2016 SOL), EOC *Reading* (2017 SOL), *VA & US History* (2015 SOL), and EOC *Biology* (2018 SOL). Students who are assigned an audio form for these tests 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 a tool, the Examiner/Proctor may use the following tables to read the tool's function and operation to the student.

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.
₹3	*	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 the Audio Settings Available table on the next page for the adjustable audio settings.

Summer 2023 Test Implementation Manual

Audio Settings Available

Settings Wheel Expanded	Tool Icon	Tool Name and Description	
Text-to-Speech Settings Speed: Normal	+	Speed—selecting minus will decrease the speed of the audio. Selecting plus will increase the speed of the audio.	
- + Voice Female 5	Voice: Female ▼	Voice—default gender of the voice of the audio may not be changed.	
Voice: Female ▼ Volume: 70%	Volume: 70%	Volume—students may adjust the volume of the audio by dragging the volume slider right or left to increase or decrease the volume.	

Test Implementation Manual Summer 2023

Online Non-Writing Tools, Icons, and Descriptions of Functions

Tool Icon	Tool Name and Description
k	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.
0 1	Inch Ruler—Use to measure an object on screen.
0 1 2 3 centimeters	Centimeter Ruler—Use to measure an object on screen.
•	Straightedge—Displays a straight line. Available on the Grades 3–8 and EOC <i>Mathematics</i> (2016 SOL) tests.
Contract Charles Contract Contract Charles Contract C	Desmos Virginia Graphing Calculator—Use for mathematical calculations.
	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, tools available for the test appear in the drop down under it.
	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.
✓ ■ ■ ◆4 Listen	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.
Exhibits	Exhibit Window —Use to view exhibits such as formula sheets, <i>z</i> -table, Periodic Table of the Elements, and reading passages.

Summer 2023 Test Implementation Manual

Tool Icon	Tool Name and Description					
Test Item and drawing area	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:					
0	pencil—student may select free draw or the straight line					
Å	compass—use for Geometry constructions					
Θ	eraser—removes selected marks					
	color selector— marks may be black or green					
• 4	mark thickness—two sizes for the thickness of the marks are available					
0	undo—removes the most recent mark					
C	redo—reapplies the last mark removed					
童	clear all—deletes all markings in the drawing interaction area					

Test Implementation Manual Summer 2023

Accessibility Feature	Feature Name and Description					
	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.					
Zoom-In and Zoom-Out	Return to default screen size—press the CTRL and 0 keys at the same time.					
Feature	On a Mac:					
Using the	Zoom in—press the CMD and + keys at the same time.					
keyboard or touchscreen.	Zoom out—press the CMD and – keys at the same time.					
No icon is	Return to default screen size—press the CMD and 0 keys at the same time.					
available.	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.					
	Change the Background and Foreground Colors—selecting this permits the student to choose the background and foreground colors of their test. The list of background and foreground colors are shown in the screen shot below:					
	Contrast Settings ×					
2 ·	abc Black on White (Default) abc Black on Cream abc Black on Light Blue abc Black on Light Magenta abc White on Black abc Yellow on Blue abc Gray on Green					
	To return the background and foreground color to the default, the student selects Black on White (Default).					

Summer 2023 Test Implementation Manual

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 <i>Disable Answer Masking</i> . 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 SOL Mathematics assessments and SOL Science assessments.					
 Zoom In/Out—selecting "+" increases the zoom Selecting "-" decreases Other methods can activate Zoom depending on the device (such as, shortcuts, pinch to zoom, etc.) Once zoom is set, this setting applies to all until it is changed. NOTE: This tool is only available on SOL Mata assessments and SOL Science assessments. 						
	Zoom - 100% +					
	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.					

Test Implementation Manual Summer 2023

Accessibility Feature	Feature Name and Description
	 Volume Control—in Secure Tests only. Allows students to adjust the system volume on their device while in their secure test. When a student clicks "on touch" over 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.

Summer 2023 Test Implementation Manual

ONLINE TOOLS AVAILABLE ON THE END-OF-COURSE NON-WRITING SOL TESTS

NON-WRITING SOL TESTS									
SOL Test	Pointer	Answer Eliminator	Inch Ruler	Centimeter Ruler	Straightedge	Desmos Virginia Graphing Calculator	Highlighter	Exhibit	Drawing Interaction
	k	×	0 1	0 1 2 3 centimeters	0			Exhibits	
EOC Reading (2010 and 2017 SOL)	~	~					~		
Algebra I (2016 SOL)	~	~	~	~	~	~	~	Formula Sheet	V
Geometry (2016 SOL)	~	~	~	~	~	V	~	Formula Sheet	V
Algebra II (2016 SOL)	~	~	~	~	~	~	~	Formula Sheet & z-table	V
Virginia and United States History (2008 and 2015 SOL)	V	~					V		
World History I (2008 SOL)	~	~					~		
World History II (2008 SOL)	~	~					~		
World Geography (2008 SOL)	V	V					V		
Earth Science	~	~	~	~		>	~		>
Biology (2010 and 2018 SOL)	V	~	~	V		V	~		V
Chemistry	~	~	~	V		V	V	Periodic Table of Elements	~

Test Implementation Manual Summer 2023

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182

Test Implementation Manual Summer 2023

