



**2023–2024 Fall and Winter
Supplement to the
Grades 3–5
Reading and Mathematics
Growth Assessments
*Examiner's Manual***

Directions for Paper Tests

Regular and Special Forms

Revised July 2023

Examiner's/Proctor's Checklist for Administering Paper Tests

Activities Before Test Administration	
1.	Read this <i>Supplement to the Examiner's Manual</i> , the <i>Examiner's Manual</i> itself, and any local directions you have been given. Resolve any questions you might have with your STC (<i>Supplement</i> , Section 2.1).
2.	Prior to participating in the test administration, read and sign the <i>School Division Personnel Test Security Agreement</i> , and read the legislation passed by the Virginia General Assembly (§ 22.1–19.1 and § 22.1–292.1) regarding the repercussions of violating test security (refer to the <i>Examiner's Manual</i>).
3.	Inform students of testing (refer to the <i>Examiner's Manual</i>).
4.	Prepare students for testing (refer to the <i>Examiner's Manual</i>). Teachers/Examiners should discuss with students the consequences of having access to cell phones, electronic devices, or other unauthorized materials during testing, and cheating (refer to the <i>Examiner's Manual</i>).
5.	Prepare the test site for testing.
6.	Verify the use of Proctors or need for additional assistance (refer to the <i>Examiner's Manual</i>).
7.	Be aware of the alternate test site for students who may not finish their test by the end of the allotted test administration time and understand the process of moving students from one test site to another (refer to the <i>Examiner's Manual</i>).
8.	Be familiar with the directions for administering the test (<i>Supplement</i> , Section 2.2). Paper test directions are located in Sections 5.2 and 5.3 of this <i>Supplement</i> .
9.	Review the materials needed for testing (<i>Supplement</i> , Section 2.3).
10.	If you are administering tests to students who require special accommodations, become familiar with the accommodations specified in their IEPs, 504 Plans, or EL Assessment Participation Plans. Coordinate with your STC how accommodations will be provided (refer to the <i>Examiner's Resource Guide</i>).
11.	Understand the requirements for a student-initiated break (refer to the <i>Examiner's Manual</i>).
12.	Understand if Grades 4 or 5 students will use a hand-held four-function calculator or the Desmos Virginia four-function calculator in the calculator section in the second part of the test.
13.	Know if the student or an authorized staff member will hand code the student information fields on the answer document (<i>Supplement</i> , Sections 3.1 and 3.2). Use the directions in Section 4 if students will fill out the demographic portions of their own answer documents.
14.	Understand how students should mark the answer document or how to complete the answer document for students with certain accommodations (<i>Supplement</i> , Sections 3.3 and 3.4). Use the directions in Section 4 if students will fill out the demographic portions of their own answer documents.

Examiner's/Proctor's Checklist for Administering Paper Tests, continued

Activities Before Test Administration

CAUTION: Before you begin testing, verify that you are using the appropriate answer documents, Version 1.0 for Grades 3–5 *Reading* and *Mathematics* Growth Assessments. Do not use the SOL answer documents for Growth tests. Using the wrong answer documents will result in inaccurate scores and delay delivery of test results.

Activities During Test Administration

1. On the day of testing, receive test materials needed for the paper test session(s) from the STC, verify receipt of secure materials by signing the appropriate transmittal form, and fill out *Assembly ID Sheets* as you open test booklet packs (*Supplement*, Section 5.1).
2. Verify the preparation of the testing room. It must meet the requirements specified in the *Examiner's Manual*.
3. Know the procedure for reporting test errors to the STC as reported by students (refer to the *Examiner's Manual*).
4. Know how to handle and report test irregularities (refer to the *Examiner's Manual*).
5. Administer the paper test by reading the directions verbatim, or reading the directions with modifications for students with certain testing accommodations (*Supplement*, Sections 5.2 and 5.3).
6. Monitor the students as they test, following the guidelines in *Supplement* Sections 5.2.1 and 5.3.1, and understand how to answer student questions and respond to common test scenarios.
7. Collect the students' answer documents and test materials as described in the *Supplement*, Sections 5.2.2 and 5.3.2.

Activities After Test Administration

1. Inspect students' answer documents per STC directions (*Supplement*, Section 6.1).
2. Organize secure test materials for return to the STC (*Supplement*, Section 6.2).
3. Return **ALL** test materials to the STC (*Supplement*, Section 6.3).
4. Read and sign the *Test Booklets/Prompts Transmittal Form and Affidavit for Examiners/ Proctors* or the *Special Test Forms/Kits Transmittal Form and Affidavit for Examiners/Proctors* (refer to the *Supplement to the Virginia Assessment Program Test Implementation Manuals*).
5. Inform the STC of any student absent from the test session (*Supplement*, Section 7).
6. Be prepared to assist with make-up testing for absent students.

IMPORTANT REMINDERS

Using the *Supplement to the Examiner's Manual*

- This *Supplement to the Examiner's Manual* provides the testing directions that Test Examiners and Proctors must use for the administration of the paper Grades 3–5 *Reading* and *Mathematics* Growth Assessments. This *Supplement* must be used in conjunction with the *Examiner's Manual* for Grades 3–5 *Reading* and *Mathematics* Growth Assessments, which contains additional information, guidance, procedures, and responsibilities that the Test Examiner and Proctor are required to follow in order to administer the assessments.
- Unlike the *Examiner's Manual*, this *Supplement* is not sent to the divisions in the non-secure shipments. Instead, it is available in electronic format at the Virginia Department of Education Web site, where it may be downloaded:

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

Paper Test Format

All students are required to take the online version of the tests, with the exception of students who meet one of the criteria for paper testing. Those criteria are listed below:

- The student attends school in a location where a secure network connection or the required technology is not available to access an online test. Such locations include the following: special situations schools; homebound, residential, or hospital placement; night school or Governor's school.
- The student requires an accommodation specified in their Individualized Education Plan (IEP), 504 Plan, or English Learner (EL) Assessment Participation Plan that is described in the *Examiner's Resource Guide* as requiring a paper test (e.g., large-print test, braille test, braille, and multiple test sessions).
- The student has a documented medical condition, such as a seizure disorder, where exposure to a testing device will aggravate the student's condition.
- Students whose eligibility for paper tests has been established using the *Documentation of Need for Paper Assessment* form, which is retained in the office of the Division Director of Testing. The procedure for completing this document establishes 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, and
 - 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.

IMPORTANT REMINDERS, continued

Test Details—All Growth Assessments must be administered in one school day. Students will complete only one test in reading and mathematics. Expedited retake tests will not be offered.

Grades 4 & 5 Mathematics Growth Assessments—will have a non-calculator portion, where students may not use a four-function calculator, and a calculator portion, where students may use a four-function calculator. The non-calculator portion is administered first. The two portions are separated by a page with a stop sign and the statement: "Do not turn the page until you are told to." While on this page, the student may be given a four-function calculator or permitted to use the Desmos Virginia four-function calculator available in the PearsonAccess^{next} Training Center on a separate device. The students will complete the test with the calculator; however, the student may not go back to the non-calculator portion.

Paper Audio and Read-Aloud Tests—audio tests are not available in paper format. Students who usually receive the audio form must be provided a read-aloud administration.

Answer Documents

- **Grades 3–5 Reading:** all students taking the Grades 3, 4, and 5 *Reading* paper Growth Assessments **must use Version 1.0 Growth** answer documents.
- **Grades 3–5 Mathematics:** all students taking the Grades 3, 4, and 5 *Mathematics* paper Growth Assessments **must use Version 1.0 Growth** answer documents.
- Student demographic information on paper answer documents must be carefully hand coded.

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 e-mail at Student_Assessment@doe.virginia.gov.

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1. USE OF THIS *SUPPLEMENT* FOR THE ADMINISTRATION OF PAPER FALL AND WINTER GRADES 3–5 *READING AND MATHEMATICS GROWTH ASSESSMENTS*

Legislation passed in the 2021 General Assembly—requires the administration of a fall and winter Growth Assessment in addition to a spring Standards of Learning (SOL) assessment in Grades 3–8 *Reading and Mathematics*. These tests will be used to measure growth.

The fall and winter paper *Reading and Mathematics* Growth Assessments will present items that assess content at the student’s current grade level.

This *Supplement to the Examiner’s Manual* for Grades 3–5 Growth Assessments describes procedures that the Test Examiners and Proctors must use for the administration of the paper Grades 3–5 Growth Assessments. This *Supplement* must be used in conjunction with the *Examiner’s Manual* for the Grades 3–5 Growth Assessments. The *Examiner’s Manual* contains additional information, guidance, procedures, and responsibilities that the Examiner/Proctor is required to follow in order to administer the paper tests. The *Examiner’s Resource Guide* contains additional information that you may need to administer the Grades 3–5 Growth Assessments (such as information regarding calculators, special testing accommodations, health management devices, hearing aids, testing condition adjustments available for all students, test irregularity form etc. Both the *Examiner’s Manual* and the *Examiner’s Resource Guide* are 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/growth-assessments>

2. PREPARE FOR ADMINISTERING PAPER TESTS

2.1 Read All Materials

Prior to the day of testing, carefully read this *Supplement* itself, your students’ Individualized Education Programs (IEPs), 504 Plans, English Learner (EL) Assessment Participation Plans, and any local directions you have received.

Review the Examiner’s/Proctor’s Checklist (in the front of this *Supplement*) to make sure that you understand the activities before, during, and after the test administration and your duties and responsibilities. Resolve any questions you might have with your STC prior to testing.

2.2 Be Familiar with the Directions for Administering the Test

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

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

Examiners may mark up this manual in order to help deliver the directions to the students in the clearest possible way. However, directions may not be modified or deleted unless it is necessary due to a student’s disability. For example, students with “mark their answers in the test booklet” accommodation would not be given the directions about marking their answers on their answer document, but would be directed to circle their answers in their test booklet.

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

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

READ-ALoud TESTS ONLY	
SAY [Read the sample question and each answer choice to yourself] as I read them aloud.	

Other testing directions contained in brackets indicate options for the Examiner. For example, in the following direction, the Examiner must state either "**protractor** or **an angle ruler**" when giving the directions to students taking the Grade 5 *Mathematics* Growth Assessment.

SAY I am going to give each of you a test booklet, a ruler, [for Grade 5 *Mathematics* **SAY** (either) a **protractor** or **an angle ruler**] and scratch paper.

Limited Assistance. Examiners/Proctors may provide limited assistance to the student during the transition between sections 1 and 2 on the Grades 4 and 5 *Mathematics* tests and when the student is ready to turn in his/her test. The testing directions provide the Examiner/Proctor with the **SAY** directions that are to be read to the student. Refer to Sections 5.2 and 5.3 for the transition directions. When a student is ready to submit his/her test for scoring, follow the directions in the Section **Collecting Students' Test Materials**, located at the end of each test: Grades 3–5 *Reading* Section 5.22 and Grades 3–5 *Mathematics* Section 5.3.2.

2.3 Review Materials Needed for Testing

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

Table 1. Description of Materials Permitted on the Paper Grades 3–5 Growth Assessments

Material Description	Grs. 3–5 <i>Reading</i>	Grs. 3–5 <i>Mathematics</i>
Test Booklets Regular test booklets, or as required: <ul style="list-style-type: none"> • Regular Test Booklet—regular test booklet. • Large-Print Test Booklet Kit—large-print test booklet, Examiner's copy of the test in regular print. • Braille Test Booklet Kit—braille test booklet, Examiner's copy of the test in regular print, two sheets of braille paper. Consult the DDOT regarding the braille formats available for each test. <p>*Audio Kits are <u>not</u> available for Grades 3–5 <i>Reading</i> and <i>Mathematics</i> Growth Assessments. Students must be provided a read-aloud administration.</p>	Yes*	Yes*
Answer Documents (as appropriate)	Yes	Yes

Table 1. Description of Materials Permitted on the Paper Grades 3–5 Growth Assessments, continued

Material Description	Grs. 3–5 Reading	Grs. 3–5 Mathematics
Pencils Only No. 2 pencils or mechanical pencils with No. 2 lead must be used when completing the answer document. Have extra No. 2 pencils available.	Yes	Yes
Scratch Paper Scratch paper must be of a <u>single</u> color and <u>blank</u> (must not contain any words, numbers, symbols, labels, graphics, etc.). Acceptable scratch paper includes plain paper (no lines), lined paper, grid paper, sticky notes, and note cards. Patty paper is permitted for paper testing only. 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 <u>all</u> 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. 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/ancillary-test-materials	Yes	Yes
Calculator For hand-held calculator guidance, refer to Hand-Held Calculator Guidelines in this section. For Grades 4 and 5 <i>Mathematics</i> tests: On the second section of the <i>Mathematics</i> Growth Assessment, students may use a hand-held state-approved four-function calculator or access the Desmos Virginia four-function calculator available in the PearsonAccess ^{next} Training Center using a separate device. The calculator should be provided according to the student's accommodation(s). For guidance regarding the Desmos Virginia calculator contact your school test coordinator.	No	Grade 3–No Grs 4 & 5–Yes 4-function on Part 2 only
Metric/Standard Ruler, Straightedge Tool	No	Yes
Protractor <u>or</u> Angle Ruler	No	Grs. 3 & 4–No Grade 5–Yes

Table 1. Description of Materials Permitted on the Paper Grades 3–5 Tests, continued

Material Description	Grs. 3–5 Reading	Grs. 3–5 Mathematics
<p>Optional: Highlighter, Colored Pencil, or Pen</p> <p>In addition to the No. 2 pencil, as previously described, students may be provided <u>two</u> 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.</p> <p>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.</p>	Yes	Yes

Hand-Held Calculator Guidelines

The guidelines outlined below should be followed when addressing hand-held calculator use on the Grades 4 and 5 *Mathematics* Growth Assessments:

- Any model that meets the following criteria is permitted: A four-function calculator that adds, subtracts, multiplies, and divides is allowed. The calculator may have +/- key(s), a square root key, and a percent key; it may not have fraction capabilities or a multi-line display. The calculator cannot provide information to a student through its display or formatting that may assist the student with content knowledge during testing.
- Students may only use one hand-held state-approved calculator during a test and are allowed to use only one model of a calculator.
- 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 as described in this section prior to being issued to the student.
- Divisions wishing to use calculators which are not on the state-approved list must receive prior approval from the Virginia Department of Education.
- If the calculator provides a language option for the display, English must be selected.
- The calculator cannot provide information to a student through its display or formatting that may assist the student with content knowledge during testing.
- Students should be familiar with the calculator they are to use. The 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 QWERTY keyboard may not be used.

2.4 Accommodations

- Before testing, appropriate staff should become familiar with special test accommodations specified in students' IEPs, 504 Plans, or EL Assessment Participation Plans. Accommodations and any required materials or equipment are described in detail in the *Examiner's Resource Guide*. Appropriate staff should also be familiar with the following documents: *Participation in the Virginia Assessment Program: A Resource for Educators and Parents of Students with Disabilities* and *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*, available on the Virginia Department of Education's Web site at:

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

- **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.
- **Read-aloud tests:** Audio kits are not available for the Grades 3–5 *Reading and Mathematics* Growth Assessments. Students must be provided a read-aloud administration. Students administered a read-aloud test must be tested in a "read-aloud only" test room.
- **Response Accommodations:** To meet any response accommodations specified in the student's IEP, 504 Plan, or EL Assessment Participation Plan, directions read aloud to students may be modified. For example, the directions on how to select answers online or mark the answer document may be modified for students who have the accommodation of "student responds verbally, points, indicates a response, marks answers in test booklet" (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, or by circling answers in the test booklet) according to the testing accommodations specified in their IEPs, 504 Plans or EL Assessment Participation Plans. The Examiner then enters the student's choices onto the answer document.
 - The Examiner may omit the test directions pertaining to the student completing the information fields on the answer document. Before or after testing, the Examiner should complete information on all answer document 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 the *Examiner's Resource Guide* for the requirements for administering tests with accommodations.
- **Braille tests.** Examiners/Proctors responsible for monitoring students using braille tests should be familiar with the Braille Notes and Transcriber's Notes included in the Examiner's copy of the braille test. The Braille Notes list the differences between the braille test form and the corresponding Examiner's copy and are intended to help the Examiner answer any questions that a student may have regarding reading and interpreting items in the braille form. Transcriber's Notes provide information to the (braille) reader that is not readily apparent by reading the test item's text alone. If a student has a question pertaining to the

Transcriber's Notes on his/her test, the Examiner can consult the Examiner's copy for assistance. Consult the DDOT regarding the braille formats available for each test.

- **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.
- **Calculators.** Students with a documented need for a paper test and whose IEP/504 Plan determined eligibility to use calculators on sections of the paper Grades 3–5 *Mathematics* Growth tests in which a calculator is not allowed, through the use of the Calculator Accommodation Criteria form, may use a state-approved handheld calculator or have access to the Desmos Virginia four-function calculator using the Desmos Virginia Calculator tests available in the PearsonAccess^{next} Training Center using a separate device.

2.5 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 the *Examiner's Resource Guide* for further information.
 - group size
 - environmental modifications
 - large diameter pencil, special pencil, pencil grip
 - assistance with directions
 - the student reads their own test out loud
 - student requires a health management device
 - student requires hearing aids with Internet-enabled device

2.6 Verify the Procedures for the Transition between the Non-Calculator and Calculator Sections on the Grades 4 & 5 *Mathematics* Growth Assessments

The Grades 4 and 5 *Mathematics* Growth Assessments consist of two sections. Students may not use a calculator in the first section but may use a four-function calculator in the second section. A page with a stop sign and the statement, "Do not turn the page until you are told." Before the day of testing, the STC will notify you of which option your division has chosen:

- **Individual Directions No Classroom Break**—in which students in the testing room will not take a classroom break but may be given an individual break, receive individual directions to access the second section where a four-function calculator is permitted and continue at their own pace.
- **Directions for Classroom Break**—in which students in the testing room complete the first section and wait until most of the students have completed the first section then they may

take a monitored break as a class. The group will receive the directions to access the second section where a four-function calculator is permitted and continue at their own pace.

3. MANAGING STUDENTS' ANSWER DOCUMENTS

Grades 3–5 Reading: all students taking the Grades 3, 4, and 5 *Reading* paper assessments **must use Version 1.0** Growth answer documents.

Grades 3–5 Mathematics: all students taking the Grades 3, 4, and 5 *Mathematics* paper assessments **must use Version 1.0** Growth answer documents.

3.1 Prepare Answer Documents with Student Information

Identification information for each student must be included on the answer document by carefully hand coding the information in the spaces provided.

Refer to Section 3.2, which contains additional directions on how to complete the demographic information. If it is not clear how to complete the demographic information on the answer document, be sure to ask your STC for directions well in advance of the test administration dates.

3.2 Complete Demographic Information

Answer document data fields must be completed by hand, as directed by your STC. If you are instructed to have the students complete B and C, prior to administering the test, go to Section 4, “Directions for Student Completion of Demographic Information on the Answer Document.” As directed by your STC, Field D, STI, must be completed by you, or another designated adult, to ensure accuracy.

3.3 Understand How Students Should Mark the Answer Document

Remind students to handle their answer documents with care. They should record their answers by completely darkening the circle on the answer document with No. 2 pencil and avoid making extra marks anywhere else on the answer document. Answer documents should never be folded, clipped, stapled, or torn.

While students may write in the test booklets, they should not be encouraged to record their answers in the test booklet first and later transcribe them to the answer document. Errors in transcription may adversely affect the student's test score. Errors may not be corrected by staff or the student after the student turns in his/her answer document.

3.4 Completing Answer Documents for Students with Accommodations

Some special testing accommodations permit the student to indicate his/her answer in a different manner, as specified in the student's IEP, 504 Plan, or EL Assessment Participation Plan. For example, the student may circle the answer in his/her test booklet; respond verbally; point to the answer, etc. In these instances, the student should not be given the answer document. The Examiner/Proctor should fill in the student information sections on the answer document either before or after testing. It is essential that the hand-entered information for Fields B and C match the identity of the student taking the test and the student information entered in Field A. The Examiner/Proctor should also complete the other information fields (A, E, F) on the answer document that the student would normally fill on the day of testing. The Examiner/Proctor must verify the form number entered in Field E matches the form number on the student's test booklet.

Guidance for modifying the testing directions is located at the beginning of Sections 5.2 and 5.3.

Refer to the *Examiner's Resource Guide* for the requirements for administering tests with accommodations.

4. DIRECTIONS FOR STUDENT COMPLETION OF DEMOGRAPHIC INFORMATION FIELDS B–C ON THE ANSWER DOCUMENT

DIRECTIONS: If you have been instructed by your STC to have students complete Fields B and C before or during the testing session, then you should read the following directions to students.

SAY Today you are going to complete some information on your answer document in Fields B and C.

Before distributing answer documents to students, make sure that all desks/workstations are clear of books and all other materials. Ensure that each student has sharpened soft-lead (No. 2) pencils with erasers.

SAY I will give each of you an answer document. When you receive it, leave it on your desk. Do not write anything on it until I tell you what to do. Do not fill in any boxes except the ones I tell you to fill in. Some of the boxes may be left blank.

Distribute the answer documents with the directions side facing up. NOTE: Version 1.0 Growth answer documents are grade and course specific.

SAY In Field B, find the box that contains areas labeled “Last Name” and “First Name.” In the area labeled “Last Name,” print your last name in the boxes at the top of each column. Begin in the left-hand column, and write only one letter in each box.

Give help as needed. When all students have finished,

SAY Now, in the area labeled “First Name,” print your first name in the boxes at the top of each column. Begin in the left-hand column, and write only one letter in each box.

Give help as needed. When all students have finished,

SAY Now, fill in the matching circle beneath each letter in your name. Be sure you fill in only one circle for each letter. Does anyone have a question?

Give help as needed. When all students have finished,

SAY Turn your answer document over. Find Field C, which is labeled “Date of Birth.” In the area labeled “Month,” find the circle for the month of your birthday and fill it in.

After students have finished,

SAY The next area is labeled “Day.” In the boxes, write the date on which you were born, entering one number in each box. For example, if your birthday is between the 1st and the 9th of the month, you would write “0” in the first box and the correct number in the second box. Does anyone have a question?

Answer all questions. When everyone has finished,

SAY Now beneath each box, fill in the circle that has the same number that you wrote in the box.

After students have finished,

SAY The next area is labeled “Year.” Write the last two digits of the year in which you were born. Then fill in the circles for these two digits.

Give help as needed.

SAY Find the top two boxes labeled “Last Name” and “First Name.” (Point.) Print your last name in the first box. Print your first name in the second box.

Give help as needed. When all students have finished,

SAY Field E, Form, and Field F, Test Date, will be completed during the actual testing session. Do not fill in the field labeled with the letter D. Are there any questions?

Give help as needed. Answer students’ questions. Collect answer documents and keep them in a secure location until testing begins.

NOTE: As directed by your STC, Field D, the student’s State Testing Identifier (STI) must be completed by you or a school staff member to ensure accuracy.

5. DIRECTIONS FOR ADMINISTERING THE PAPER GRADES 3–5 GROWTH ASSESSMENTS

5.1 Receive Test Materials

On the day of testing, you will receive all materials needed to administer the Grades 3, 4, or 5 *Reading* or *Mathematics* Growth Assessments. Refer to Section 2.3 for information regarding manipulatives and materials.

The STC will ask you to initial a *Test Booklets/Prompts Transmittal Form and Affidavit for Examiners/Proctors* or the *Special Test Forms/Kits Transmittal Form and Affidavit for Examiners/Proctors* (Appendix of the *Supplement to the Virginia Assessment Program Test Implementation Manuals*), or a similar form, verifying your receipt of the test materials. The purpose of these forms is to track the secure materials throughout the test administration period. Be sure to count the number of test booklets, Special Test Forms Kits, and Examiner’s copies of the special test forms received from the STC before you initial the transmittal/affidavit form(s).

Upon receipt of the test booklets, open each package and count the number of test booklets. Indicate the number of test booklets contained in each package by checking off the applicable statement on the *Assembly ID Sheet* (Appendix). Then sign and date the *Assembly ID Sheet*.

Audio kits are not available for the Grades 3–5 *Mathematics* and *Reading* Growth Assessments. Students who have the accommodation where the test is read aloud via an audio file (CD) must be provided a read-aloud test administration where an Examiner reads the test to the student. Refer to the *Examiner’s Resource Guide* for guidance on Read-Aloud test administrations. For the read-aloud accommodation, the Examiner and all students in the read-aloud group must have the same test form number.

5.2 Specific Directions for Administering the Paper Grades 3–5 *Reading* Growth Assessment

Once students and the Examiner enter the testing room, all instruction and/or review of the content covered by the test or discussion of testing strategies must stop. This test is completed in one school day. Only students with disabilities and English Learners who qualify for the multiple test sessions accommodation may test over 2 or more days.

NOTE: The testing directions may be modified for students who do not enter their answers into the answer document themselves. Such students indicate their answers in a different way (verbally, by pointing, circling answers in the test booklet) according to the testing accommodations specified in their IEPs, 504 Plans, or EL Assessment Participation Plans. You then enter the student's choices into the answer document.

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

Examiners may modify the testing directions to reflect the accommodation. For example, the direction to fill in the circle on the answer document for the letter of the best answer may be modified to "circle the answer in your test booklet," "say your answer," or "point to the answer." Refer to the *Examiner's Resource Guide* for the requirements for administering tests with accommodations.

Before distributing the answer documents,

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

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

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

Ensure that unauthorized materials (backpacks, books, papers, cell phones, electronic devices, etc.) have been removed from the students' work areas and are inaccessible to students. Refer to the *Examiner's Manual* for details.

SAY I am going to give you an answer document. When you receive it, leave it on your desk. Do not write anything on it until I tell you what to do.

Distribute the answer documents with the front page facing up. *Reading* answer documents must indicate *Reading* Growth Assessment Version 1.0. The answer document grade level must match the grade level of the students' current enrollment. For example, if the student is enrolled in Grade 3 *Reading*, the answer document must be titled: *Reading* Growth Assessment Grade 3. Ensure all students have sharpened No. 2 pencils with erasers. Ensure that students also have any needed materials or supplies required for accommodations.

SAY Verify the answer document says *Reading* Growth Assessment Grade [3 or 4 or 5] and has Version 1.0 in the upper right corner. Raise your hand if there is a problem with your answer document. We will complete some of the information on the front page. In Field A, find the line labeled "Student Name." Carefully print your last name, then your first name, and then your middle initial.

Give help as needed.

ADDITIONAL TEST DIRECTIONS (OPTIONAL)

If instructed by the STC to complete the remaining information in Field A:

SAY Now, on the other lines, fill in the rest of the information requested—teacher, school, school division, grade, your date of birth, and today’s date as the testing date. (Provide students with the month, day, and year.) **Are there any questions?**

NOTE: You may expand on this instruction to clarify the information students are to complete in Field A of the answer document.

Answer students’ questions. Examiners/Proctors must not answer any questions pertaining to the content of test questions. Refer them to the dry-erase board or chalkboard if you have written identification information there. While students are completing the information, walk around the room to see that they are following instructions. Give help as needed.

SAY Now look at the back page of your answer document. (Demonstrate.) Find the top two boxes labeled “Last Name” and “First Name.” (Point.) Print your last name and first name in the labeled boxes.

Give help as needed and answer student questions.

SAY I am going to give each of you a test booklet and scratch paper. Do not open your test booklet until I tell you to do so.

Distribute the test booklets and scratch paper. Remember, all scratch paper distributed whether used or not used must be returned to the STC at the end of testing. Ensure that students also have any materials or supplies required for accommodations.

SAY Look at the front cover of your test booklet for the form number of the test you are taking. Find the “R” followed by four numbers. (Demonstrate using a student’s test booklet.) On your answer document find Field E, *Form*. (Point.) The letter “R” has been written for you. In the empty boxes, write the four numbers that appear after the “R” from the front cover of your test booklet. Beneath each box in which you wrote a number, fill in the circle that has the same number. When you have finished, recheck the form number and the circles you filled in.

Assist students as necessary.

To assist in the identification of the test form, the complete form number indicates the test level (3, 4, or 5), subject test code (3-digit numbers), followed by a dash (-), an “R,” and four numbers. However, only the last four numbers following the “R” must be entered on the answer document.

As an Examiner, you may need to complete this field for students with disabilities. On a large-print test booklet, the form number is on the top right corner of the test booklet’s front cover. The form number for a braille test booklet is on its front cover, at the bottom center. Correct completion of the form number is essential for accurate scoring.

SAY Find Field F, *Test Date*. (Point.) In the area labeled “Month,” find the circle for the month of this test date and fill it in. (Specify the month.)

Assist students as necessary.

SAY The next area is labeled “Day.” In the two boxes write the test date, entering one number in each box. (Specify the test date.) For example, if the test date is between the 1st and the 9th of the month, you would write “0” in the first box and the correct number in the second box. Are there any questions?

Assist students as necessary.

SAY Beneath each box, fill in the circle that has the same number that you wrote in the box.

Assist students as necessary.

SAY The next area is labeled “Year.” In the last two boxes, write “__.” (Examiner should state the last two digits of the current year.)

Assist students as necessary.

SAY Beneath each box, fill in the circle that has the same number that you wrote in the box.

Assist students as necessary.

SAY Now look at your test booklet. On the front cover, find the box labeled “Student Name.” (Point using a student’s test booklet.) Print your first and last name in the box. Then turn your test booklet over. Print your first and last name in the box.

Assist students as necessary.

Ensure that all students have printed their names clearly in the boxes on the front and back covers of the test booklets.

SAY Open your test booklet to page 3. (Demonstrate using a student’s test booklet.)

If you are administering a braille or large-print test form, check your Examiner’s copy of a braille or large-print test to verify the starting page number.

Make sure all students have their test booklet open to the correct page.

SAY Find the directions at the top of page 3 of your test booklet. Read them to yourself as I read aloud.

DIRECTIONS FOR LARGE-PRINT OR BRAILLE TESTS ONLY

SAY *“Directions. Read the passage. Then read each question about the passage and choose the best answer.”*

DIRECTIONS FOR ALL OTHER GRADES 3–5 READING TESTS

SAY *“Directions. Read the passage. Then read each question about the passage and choose the best answer. Fill in the circle on your answer document for the answer you have chosen.”*

SAY Now find the sample passage.

Point to the sample passage using a student’s test booklet.

SAY Read the Sample passage to yourself.

Pause while students read the sample passage.

READ-ALOUD TESTS ONLY

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

Pause while students find the sample passage.

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

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

SAY Now read the Sample A question and each answer choice to yourself as I read them aloud. (Point.) *“What is the conflict in the story?—(A) Mary receives a very old ring... (B) Mary washes her hands... (C) Mary thinks her aunt will be upset... (D) Mary thinks she has lost her ring.”* (Pause.) Which answer did you choose?

Pause for replies.

SAY The best answer is “D.”

Pause.

SAY On the back page of your answer document, look at the bottom section. (Demonstrate.)

Now find the shaded box labeled “Samples.” (Point to this section.)

Make sure all students have found the correct section of the answer document.

SAY In the shaded box, for “Sample A,” fill in the circle for the letter “D” because “D” is the letter for the best answer. Are there any questions?

Answer only questions related to marking the answer document. Examiners/Proctors must not answer any questions pertaining to the content of test questions.

SAY Find Sample B in your test booklet. (Point.) Now read the Sample B question and each answer choice to yourself as I read them aloud. Sample B. *“At the end of the story, Mary feels—(F) selfish... (G) happy... (H) lazy... (J) curious.”* (Pause.) Which answer did you choose?

Pause for replies.

SAY The best answer is “G.” (Pause.) For Sample B, fill in the circle for the letter “G” in the sample box. (Point.) Are there any questions about how to mark this answer on your answer document?

Before actual testing starts, make sure the test procedures are very clear and that students understand the mechanics of selecting a response.

SAY Read each passage. Then answer the questions about the passage.

You should answer all of the questions. You may have as much time as you need today to complete this test.

You may write in your test booklet or on your scratch paper, but make sure to fill in your answers on your answer document. (Point to this section.)

SAY Notice that odd-numbered questions have answer choices labeled “A,” “B,” “C,” and “D,” and even-numbered questions have answers labeled “F,” “G,” “H,” and “J.” Fill in only one answer for each question. If you decide to change your answer to a question, make sure you erase your first answer completely.

Work until you come to the stop sign at the end of the test. (Demonstrate using a student’s test booklet.) **When you have finished, you may go back to any question and check your work. Are there any questions?**

Answer only questions related to the mechanics of selecting a response. Do not answer any questions pertaining to the content of test questions.

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

SAY When you have finished, raise your hand. After I have collected your materials,

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

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

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

You may start working now.

STRUGGLING ELs

As you are monitoring students, be especially observant of English Learners (ELs) who appear to be struggling with reading the test items. Testing may be discontinued after an EL has had sufficient time to answer items on the *Reading* test and indicates that he or she is unable to complete any more items.

After the student has indicated verbally or non-verbally that he or she is unable to respond to any more test items,

SAY If you have completed as many items as you can, you may stop now. I will collect your materials. After I have collected your materials, [you may sit quietly or read if you wish or you will be dismissed to class].

Collect the student’s answer document and all other test materials. After testing, notify the STC of the need to discontinue testing for the EL student. The STC should notify the DDOT.

➔ EXAMINER’S GUIDELINES FOR TEST MONITORING ARE
LOCATED ON THE NEXT PAGE ➔

5.2.1 Monitoring the Test and Answering Student Questions

- **Examiner/Proctor monitoring.** During the test administration, monitor the testing process by moving as unobtrusively as possible about the room. You 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 must not be left unattended for any length of time.
- **Student access to unauthorized materials.** You should ensure that students are working independently and do not have access to unauthorized materials, cell phones, or any other electronic devices in the testing room while any students are testing. Immediately notify the STC if a student accessed or had access to a cell phone or electronic device.
- **Examiner/Proctor reviewing test items.** Before, during, or after testing, do not spend time reading any test items, creating any type of answer key to the test items, copying test items or portions of test items, taking notes about test items, recording student responses to test items, or discussing test items with anyone. (You may report a problem with a test item to your STC. Refer to the *Examiner's Manual* for guidelines.)
- **Students moving to an alternate test room.** If students are moved to an alternate testing site to complete their tests, collect their testing materials 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.
- **Answer selection.** If a student needs assistance with the mechanics of selecting a response, you may provide directions to the student, such as: **"Fill in the circle on your answer document for the letter you have chosen."**
- **Circling in the test booklet.** Do not direct students to circle answer choices in their test booklets first and then transfer their answers to their answer documents. Only students with the mark-in-test-booklet accommodation may test without an answer document, circling answers in their test booklet.
- **Prompting students.** Do not prompt the student to go back to any specific question such as any left *unanswered*, or questions *multiple-marked*. You may tell students, **"Review your answer document carefully."** Once the student's answer document has been collected it may not be returned to the student.
- **Questions about test items.** If a student asks a question during the test about a test item, the student should be told, **"Read it carefully and choose the best answer."** Help must not be given on any test items. Refer to the previous bullet regarding prohibited help.
- **Student inactivity.** If you observe an inactive student during testing, you may ask the student, **"Are you finished with your test?"** If the student responds "No," then the you may say, **"You need to continue working on your test."** If the student responds, "Yes," then collect the student's testing materials. Once the student's answer document has been collected, it may not be returned to the student.
- **Reporting an error with a test item.** If the student reports there is an error with a test question or answer choice, you should record the name of the student, subject-area, test level, format (online or paper), question number, and a brief statement describing the student's concern. However, under no circumstances should the test question or answer choices be written down or discussed with the student or with other staff members. Tell the

student that the concerns will be reported. The student may continue with the test; you may tell the student to, “**Read the question carefully and choose the best answer.**” Notify the STC of the student’s concern.

5.2.2 Collecting Students’ Test Materials

- When a student raises their hand indicating completion of the test, go to the student’s workstation. Before accepting the answer document from the student, you may quickly review the multiple-choice section of the answer document at the student’s workstation. If you notice the student has questions *multiple-marked* you may only tell the student,

SAY Review your answer document carefully.

If you notice any questions left unanswered you may tell the student,

SAY You have not answered all the questions on the test. Would you like to finish the questions?

If the student wants to make corrections or finish the questions, do not accept the answer document but permit the student to complete the questions. You must not prompt the student to go back to any specific questions. Once the student’s answer document has been collected it may not be returned to the student.

- Be sure to account for all test materials including test manipulatives, test booklets, answer documents and scratch paper. Ensure that all sheets of scratch paper distributed to each student are collected and accounted for **before** students are moved to an alternate test site or dismissed from the test session. All scratch paper that has been written on must be destroyed in accordance with local policies.
- All test materials must be kept in a secure location until they are returned to the STC.

5.3 Specific Directions for Administering the Paper Grades 3–5 *Mathematics* Growth Assessment

GRADES 4 & 5 *MATHEMATICS* ASSESSMENTS

The Grades 4 and 5 *Mathematics* Growth Assessments consists of two sections. The first section is the non-calculator section in which students may not use a calculator. The second section is the calculator section in which students may use a four-function calculator. The non-calculator section is administered first. **NOTE:** the Grade 3 *Mathematics* Growth Assessment is only one section, and a calculator is not permitted on the test unless the student requires one due to a disability.

Students may be given a break after the first section is completed. Once the student completes the first section and begins the second section, they may not return to the first section. The STC must notify Test Examiners if a break will be given to individual students as needed or to the entire group of students together. Separate directions are provided for Individual Directions: No Classroom Break and Directions for a Classroom Break.

Once you and the students enter the testing room, all instruction and/or review of the content covered by the test or discussion of testing strategies must stop. This test is completed in one school day. Only students with disabilities and English Learners who qualify for the multiple test sessions accommodation may test over 2 or more days.

NOTE: The testing directions may be modified for students who do not enter their answers into the answer document themselves. Such students indicate their answers in a different way (verbally, by pointing, 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 into the answer document.

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

Examiners may modify the testing directions to reflect the accommodation. For example, the direction to fill in the circle on the answer document for the letter of the best answer may be modified to "circle the answer in your test booklet," "say your answer," or "point to the answer." Refer to the *Examiner's Manual* Appendices for the requirements for administering tests with accommodations.

Eligible students with disabilities may use approved calculators and/or arithmetic tools on sections of the Grades 4 and 5 *Mathematics* Growth Assessments on which a calculator is not allowed. Refer to the *Examiner's Resource Guide* for the requirements for administering tests with accommodations.

Before distributing any materials,

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

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

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

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

SAY I am going to give you an answer document. When you receive it, leave it on your desk. Do not write anything on it until I tell you what to do.

Distribute the answer documents with the front page facing up. *Mathematics* answer documents must indicate *Mathematics* Growth Assessment Version 1.0. The answer document grade level must match the grade level of the students' current enrollment. For example, if the student is enrolled in Grade 3 *Mathematics*, the answer document must be titled: *Mathematics* Growth Assessment Grade 3. Make sure all students have two sharpened No. 2 pencils with erasers. Ensure that students also have any needed materials or supplies required for accommodations.

SAY Verify the answer document says “Answer Document Version 1.0” in the upper right corner. Raise your hand if there is a problem with your answer document. We will complete some of the information on the front page. In Field A, find the line labeled “Student Name.” Carefully print your last name, then your first name, and then your middle initial.

Give help as needed.

Answer students' questions. Refer them to the dry-erase board or chalkboard if you have written identification information there. While students are completing the information, walk around the room to see that they are following instructions. Give help as needed.

ADDITIONAL TEST DIRECTIONS (OPTIONAL)

If instructed by the STC to complete the remaining information in Field A:

SAY Now, on the other lines, fill in the rest of the information requested—teacher, school, school division, grade, your date of birth, and today's date as the testing date. (Provide students with the month, day, and year.) **Are there any questions?**

NOTE: You may expand on this instruction to clarify the information students are to complete in Field A of the answer document.

SAY Now look at the back page of your answer document. (Demonstrate.) Find the top two boxes labeled “Last Name” and “First Name.” (Point.) Print your last name and first name in the labeled boxes.

Give help as needed and answer student questions. The name boxes may have previously been completed.

SAY I am going to give each of you a test booklet, a ruler, [for Grade 5 *Mathematics* SAY (either) a protractor or an angle ruler] and scratch paper. Do not open your test booklet until I tell you to do so.

Distribute the test booklets, metric/standard rulers and scratch paper as directed by your STC. Remember, all scratch paper distributed, whether used or not used, must be collected and returned to the STC at the end of testing. Do not distribute four-function calculators for this section of the test.

Ensure that students also have any materials or supplies required for accommodations. Students whose IEP/504 Plan determined eligibility to use calculators on the entire Grade 3 test or on the first section of the Grades 4–5 *Mathematics* Growth tests in which a calculator is not allowed, through the use of the Calculator Accommodation Criteria form, may use a state-approved handheld four-function

calculator or have access to the Desmos Virginia four-function calculator using the Desmos Virginia Calculator tests available in the PearsonAccess^{next} Training Center using a separate device. You will need to provide the calculator at this point, and remind the students that they may use the calculator on the entire test.

SAY Look at the front cover of your test booklet for the form number of the test you are taking. Find the “M” followed by four numbers. (Demonstrate using a student’s test booklet.) **On your answer document, find Field E, *Form*.** (Point.) **The letter “M” has been written for you. In the empty**

SAY boxes, write the four numbers that appear after the “M” from the front cover of your test booklet. Beneath each box in which you wrote a number, fill in the circle that has the same number. When you have finished, recheck the form number and the circles you filled in.

Assist students as necessary.

To assist in the identification of the test form, the complete form number indicates the test level (4 or 5), subject test code (3-digit numbers), followed by a dash (-), an “M,” and four numbers. However, only the last four numbers must be entered on the answer document.

As the Examiner, you may need to complete this field for students with disabilities. On a large-print test booklet, the form number is on the top right corner of the test booklet’s front cover. The form number for a braille test booklet is on its front cover at the bottom center. Correct completion of the form number is essential for accurate scoring.

SAY Find Field F, *Test Date*. (Point.) **In the area labeled “Month,” find the circle for the month of this test date and fill it in.** (Specify the month.)

Assist students as necessary.

SAY The next area is labeled “Day.” In the two boxes, write the test date, entering one number in each box. (Specify the test date.) **For example, if the test date is between the 1st and the 9th of the month, you would write “0” in the first box and the correct number in the second box.**

Assist students as necessary.

SAY Beneath each box, fill in the circle that has the same number that you wrote in the box.

Assist students as necessary.

SAY The next area is labeled “Year.” In the last two boxes, write “__.” (Examiner should state the last two digits of the current year.)

Assist students as necessary.

SAY Beneath each box, fill in the circle that has the same number that you wrote in the box.

Assist students as necessary.

SAY Now look at your test booklet. On the front cover find the box labeled “Student Name.” (Point using a student’s test booklet.) **Print your first and last name in the box. Then turn your test booklet over. Print your first and last name in the box.**

Assist students as necessary.

Ensure that all students have printed their names clearly in the boxes on the front and back covers of the test booklets.

SAY Open your test booklet to page 3. (Demonstrate using a student’s test booklet.)

If you are administering a braille or large-print test form, check your Examiner’s copy of a braille or large-print test to verify the starting page number.

Make sure all students have their test booklet open to the correct page.

SAY Find the directions at the top of page 3 in your test booklet. Read them to yourself as I read them aloud.

DIRECTIONS FOR LARGE-PRINT OR BRAILLE FORMS ONLY

SAY *“Directions: Read each question and choose the best answer.”*

DIRECTIONS FOR ALL OTHER GRADES 3–5 MATHEMATICS TESTS

SAY *“Directions: Read each question and choose the best answer. Then fill in the circle on your answer document for the answer you have chosen.”*

SAY Now find the sample.

Point to the sample question using a student’s test booklet.

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

“Carlos made this tally chart to record the chores done by 12 of the students in his class. A two column tally chart titled: Chores Done by Students. Read left to right: Chore, Number of Students. Chores top to bottom: Washing Dishes, Walking Dog, Emptying Trash, Cleaning Room. Which chore was done by 5 students? (A) Washing Dishes... (B) Walking Dog... (C) Emptying Trash... (D) Cleaning Room.” (Pause.) Which answer did you choose?

Pause for replies.

SAY The best answer is “B.” (Pause.)

On the back page of your answer document look at the bottom section. (Demonstrate.)

Now find the shaded box labeled “Sample.” (Point to the section.)

Make sure all students have found the correct section of the answer document.

SAY In the shaded box, for “Sample A,” fill in the circle for the letter “B” because “B” is the letter for the best answer. Are there any questions about how to mark this answer on your answer document?

Before actual testing starts, make sure the test procedures are very clear and that students understand the mechanics of selecting a response.

➡ GRADE 3 MATHEMATICS DIRECTIONS CONTINUE ON PAGE 21 ➡

DIRECTIONS FOR ALL GRADE 3 *MATHEMATICS* TESTS CONTINUE HERE

SAY You should read and answer all of the questions. You may have as much time as you need today to complete this test.

You may use the ruler at any time during the test. You may write in your test booklet or on your scratch paper, but be sure to fill in the answers on your answer document. (Point to this section.)

SAY Notice that odd-numbered questions have answer choices labeled “A,” “B,” “C,” and “D” and even-numbered questions have answers labeled “F,” “G,” “H,” and “J.” Fill in only one answer for each question. If you decide to change your answer, make sure to erase your first answer completely. Work until you come to the stop sign. (Demonstrate using a student’s test booklet.) When you have finished, you may go back to any question and check your work. Are there any questions?

Answer only questions related to the mechanics of selecting a response. Do not answer any questions pertaining to the content of test questions.

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

SAY When you have finished, raise your hand. After I have collected your materials,

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

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

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

➔ EXAMINER’S GUIDELINES FOR TEST MONITORING ARE LOCATED ON PAGE 29 ➔

**DIRECTIONS FOR ALL PAPER GRADES 4 AND 5 MATHEMATICS TESTS
CONTINUE HERE**

SAY Read and answer all of the questions on this part of the test. You may have as much time as you need to complete this section. Work until you come to the STOP SIGN at the end of the first section. (Demonstrate using a student’s test booklet.) You may then check your answers for questions in the first section only. You will not be able to return to these questions after you have finished this part of the test.

You may use the ruler, [for Grade 5 Mathematics: SAY (either) a protractor or an angle ruler] whenever you want.

You may write in your test booklet or on your scratch paper, but be sure to fill in your answers on your answer document. (Point to this section.) Are there any questions?

SAY Notice that odd-numbered questions have answer choices labeled “A,” “B,” “C,” and “D,” and even-numbered questions have answers labeled “F,” “G,” “H,” and “J.” Fill in only one answer for each question. If you decide to change your answer to a question, make sure you erase your first answer completely.

When you have finished the first section, raise your hand and close your test booklet. I will then give further directions. Do NOT go past the STOP SIGN into the second section until I tell you to do so. Are there any questions?

Answer only questions related to marking the answer document. Examiners/Proctors must not answer any questions pertaining to the content of test questions.

Before actual testing starts, make sure the test procedures are very clear and that students understand the mechanics of completing the answer document.

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

INDIVIDUAL DIRECTIONS: NO CLASSROOM BREAK

If you have been instructed by your STC **not** to provide a “classroom break” (students may be given an individual break) and students will receive individual directions to access the second section where a four-function calculator is permitted. Remember, an individual break is permissible for any student who requires one during testing, and all breaks must be supervised. Test security must be maintained at all times during the break. 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, 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.

➡ DIRECTIONS CONTINUE ON PAGE 24 ➡

OR

DIRECTIONS FOR CLASSROOM BREAK

If you have been instructed by your STC to provide a “classroom break” between the two sections of the test, read the instructions under “Directions for Classroom Break.” Remember the break must be supervised. Test security must be maintained at all times during the break. The students 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, 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.

➡ DIRECTIONS CONTINUE ON PAGE 26 ➡

INDIVIDUAL DIRECTIONS: NO CLASSROOM BREAK

Limited Assistance: When a student raises his/her hand indicating completion of Section 1 of the test, the Examiner/Proctor goes to the student's workstation. Before permitting the break, the Examiner/Proctor may quickly review the multiple-choice section of the student's answer document at the student's workstation. If an Examiner/Proctor notices the student has questions *multiple-marked* the Examiner/Proctor may only tell the student,

SAY Review your answer document carefully.

If the Examiner/Proctor notices any questions left *unanswered* in the first section of the test, the Examiner/Proctor may tell the student,

SAY You have not answered all the questions. Would you like to finish the questions?

If the student wants to make corrections or finish the questions in the first section, do not accept the answer document but permit the student to complete Section 1. Examiners/Proctors must not prompt the student to go back to any specific questions. When a student has completed the first section of the test, and wants an individual break, collect the student's test booklet, answer document, and scratch paper. You may have the student place his/her answer document and scratch paper inside the test booklet so that the material will be together when you redistribute them for the second section of the test. Ensure that you have accounted for all of the scratch paper distributed to students.

During a student break, test security must be maintained at all times during the break. 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, 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.

When the student indicates that they are ready to begin the next section, return each student's own test booklet, answer document, ruler, and scratch paper. Students may continue to use the manipulatives they were given for section one.

Important: The student can use the Desmos Virginia four-function calculator, provided through the PearsonAccess^{next} Training Center, on a separate device or an appropriate hand-held four-function calculator. The calculator should be provided according to the student's accommodation(s). Students taking the Grade 5 *Mathematics* test should have either a protractor or angle ruler. Read the following directions for the calculator section quietly to each student.

INDIVIDUAL DIRECTIONS: NO CLASSROOM BREAK, continued

SAY You may use the [hand-held four-function calculator] [Desmos Virginia four-function calculator available online using the separate workstation].

The student can use the Desmos Virginia four-function calculator, provided through the PearsonAccess^{next} Training center, on a separate device or an appropriate hand-held four-function calculator. The calculator should be provided according to the student's accommodation(s).

SAY Raise your hand if you have a problem with your calculator during the test.

Using a student's test booklet, verify the beginning page number for the calculator section of the Grade 4 or 5 *Mathematics* test.

Make sure the student has his/her test booklet open to the correct page.

SAY Beginning on this page, you should answer all the questions in section two. Keep working until you come to the stop sign. (Demonstrate using a student's test booklet.) You may have as much time as you need today to complete this section. (Pause.)

SAY When you finish, you may check your work on questions in section two only. Do NOT go back to questions in section one of your test booklet. Are there any questions?

Answer only questions related to the mechanics of selecting a response. Examiners/Proctors must not answer any questions pertaining to the content of test questions.

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

SAY When you have finished, raise your hand. After I have collected your materials,

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

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

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

You may start working now.

➔ EXAMINER/PROCTOR MONITORING GUIDELINES ON PAGE 29 ➔

DIRECTIONS FOR CLASSROOM BREAK

Limited Assistance: When a student raises his/her hand indicating completion of Section 1 of the test, the Examiner/Proctor goes to the student's workstation. Before permitting the break, the Examiner/Proctor may quickly review the multiple-choice section of the student's answer document at the student's workstation. If an Examiner/Proctor notices the student has questions *multiple-marked* the Examiner/Proctor may only tell the student,

SAY Review your answer document carefully.

If the Examiner/Proctor notices any questions left *unanswered* in the first section of the test, the Examiner/Proctor may tell the student,

SAY You have not answered all the questions. Would you like to finish the questions?

If the student wants to make corrections or finish the questions in the first section, do not accept the answer document but permit the student to complete Section 1. Examiners/Proctors must not prompt the student to go back to any specific questions. Once the student's answer document has been collected it may not be returned to the student. When a student has completed the first section of the test, collect the student's test booklet, answer document, ruler, protractor/angle ruler (for Grade 5 *Mathematics* only), and scratch paper. You may have students place their answer documents and scratch paper inside their test booklets so that the materials will be together when you redistribute them for the second section of the test. All materials should be collected from each individual student. Ensure that you have accounted for all of the scratch paper distributed to students.

Follow your STC's instructions regarding how long a BREAK between the first and second sections of the Grade 4 or Grade 5 *Mathematics* test students should be given.

When most students have finished,

SAY You will take a break now.

Remember that the tests are untimed. Allow those students who have not finished the first section of the test to continue working. You may move these students to an alternate test area. Should this become necessary, be sure to maintain the security of the test booklet, answer documents, and scratch paper for those students yet to complete the test. You must collect all materials used in testing. Be sure to account for all test materials, including test booklets, answer documents, audios, and all scratch paper **before** students are moved to an alternate test site or dismissed from the test session for the break. Test materials must be kept in a secure location.

Do not allow students to discuss the test in any way during this move or have access to any educational materials, cell phones, or other electronic devices during the move. When these students have finished Section 1, allow them to take a break as instructed by the STC before resuming Section 2.

When you are ready to begin Section 2 of the *Mathematics* test,

DIRECTIONS FOR CLASSROOM BREAK, continued

SAY You will now begin the second section of the *Mathematics* test. I will give you back your test materials. Make sure that your name is on your test booklet and answer document. (Demonstrate.) Do not open your test booklet until I tell you to do so. Do NOT go back to questions in the first section.

Return each student's own test booklet, answer document, ruler, and scratch paper. Students may continue to use the manipulatives they were given for section one.

Important: The students can use the Desmos Virginia four-function calculator, provided through the PearsonAccess^{next} Training center, on a separate device or an appropriate hand-held four-function calculator. The calculator should be provided according to the student's accommodation(s). Students taking the Grade 5 *Mathematics* test should have either a protractor or angle ruler. Read the following directions for the calculator section to the group.

SAY You may use the [hand-held four-function calculator] [online Desmos Virginia four-function calculator available online using the separate workstation].

The student can use the Desmos Virginia four-function calculator, provided through the PearsonAccess^{next} Training center, on a separate device or an appropriate hand-held four-function calculator. The calculator should be provided according to the student's accommodation(s).

SAY Raise your hand if you have a problem with your calculator during the test.

Using a student's test booklet, identify the beginning page number for **Section 2** of the Grade 4 or 5 *Mathematics* test.

SAY Now open your test booklet to page _____. (Say the page number.)

SAY Beginning with this page of the [Grade 4 or Grade 5] *Mathematics* test, you should answer all questions in section two. Keep working until you come to the stop sign. (Demonstrate using a student's test booklet.) You may have as much time as you need today to complete this section of the test. (Pause.)

You may use the calculator and ruler [for Grade 5 *Mathematics* **SAY:** (either) a protractor or an angle ruler] whenever you want.

You may write in your test booklet or on your scratch paper, but be sure to fill in the answers on your answer document. (Point to this section.) When you finish, you may check your work on questions in section two only. Do NOT go back to questions in section one of your test booklet. Are there any questions?

Answer only questions related to the mechanics of selecting a response. Examiners/Proctors must not answer any questions pertaining to the content of test questions.

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

DIRECTIONS CONTINUE ON NEXT PAGE

SAY When you have finished, raise your hand. After I have collected your materials,

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

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

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

You may start working.

➔ EXAMINER/PROCTOR MONITORING GUIDELINES ON PAGE 29 ➔

5.3.1 Monitoring the Test and Answering Student Questions

- **Examiner/Proctor monitoring.** During the test administration, monitor the testing process by moving as unobtrusively as possible about the room. You 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 must not be left unattended for any length of time.
- **Student access to unauthorized materials.** You should ensure that students are working independently and do not have access to unauthorized materials, cell phones, or any other electronic devices in the testing room while any students are testing. Immediately notify the STC if a student accessed or had access to a cell phone or electronic device.
- **Examiner/Proctor reviewing test items.** Before, during, or after testing, do not spend time reading any test items, creating any type of answer key to the test items, copying test items or portions of test items, taking notes about test items, recording student responses to test items, or discussing test items with anyone. (You may report a problem with a test item to your STC. Refer to the *Examiner's Manual* for guidelines.)
- **Students moving to an alternate test room.** If students are moved to an alternate testing site to complete their tests, collect their testing materials 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.
- **Answer selection.** If a student needs assistance with the mechanics of selecting a response, you may provide directions to the student, such as: **"Fill in the circle on your answer document for the letter you have chosen."**
- **Circling in the test booklet.** Do not direct students to circle answer choices in their test booklets first and then transfer their answers to their answer documents. Only students with the mark-in-test-booklet accommodation may test without an answer document, circling answers in their test booklet.
- **Prompting students.** Do not prompt the student to go back to any specific question such as any left *unanswered*, or questions *multiple-marked*. You may tell students, **"Review your answer document carefully."** Once the student's answer document has been collected it may not be returned to the student.
- **Questions about test items.** If a student asks a question during the test about a test item, the student should be told, **"Read it carefully and choose the best answer."** Help must not be given on any test items. Refer to the previous bullet regarding prohibited help.
- **Student inactivity.** If you observe an inactive student during testing, you may ask the student, **"Are you finished with your test?"** If the student responds "No," then the you may say, **"You need to continue working on your test."** If the student responds, "Yes," then collect the student's testing materials. Once the student's answer document has been collected, it may not be returned to the student.
- **Reporting an error with a test item.** If the student reports there is an error with a test question or answer choice, you should record the name of the student, subject-area, test level, format (online or paper), question number, and a brief statement describing the student's concern. However, under no circumstances should the test question or answer choices be written down or discussed with the student or with other staff members. Tell the

student that the concerns will be reported. The student may continue with the test; you may tell the student to, “**Read the question carefully and choose the best answer.**” Notify the STC of the student’s concern.

- **Assistance with hand-held calculators.** If a student’s hand-held calculator malfunctions or stops working, replace it with another approved calculator for this test. The calculator must meet the guidelines as described in Section 2.3, prior to being issued to the student.

5.3.2 Collecting Students’ Test Materials

- When a student raises their hand indicating completion of the test, go to the student’s workstation. Before accepting the answer document from the student, the you may quickly review the multiple-choice section for part 2 of the test at the student’s workstation. If you notice the student has questions *multiple-marked in the second section of the test only*, you may only tell the student,

SAY Review your answer document carefully.

If you notice any questions left unanswered in the second section of the test only, you may tell the student,

SAY You have not answered all the questions in the second section. Would you like to finish the questions?

If the student wants to make corrections or finish the questions in the second section, do not accept the answer document but permit the student to complete the second section only. You must not prompt the student to go back to any specific questions. Once the student’s answer document has been collected it may not be returned to the student.

- Be sure to account for all test materials including test manipulatives, test booklets, answer documents and scratch paper. Ensure that all sheets of scratch paper distributed to each student are collected and accounted for **before** students are moved to an alternate test site or dismissed from the test session. All scratch paper that has been written on must be destroyed in accordance with local policies.
- All test materials must be kept in a secure location until they are returned to the STC.

6. SPECIFIC DUTIES OF EXAMINERS: AFTER TESTING

6.1 Inspect Answer Documents

Remember that the students' completed answer documents are secure test materials. They must be returned to your STC **no later than the end of the school day on which the test was administered**. Examiners should check the answer document to ensure:

- Box A is correctly completed.
- Field B (*Last Name, First Name*) and Field C (*Date of Birth*) must be correctly completed.
- Field D (*State Testing Identifier*) must be filled out, however, the STC will determine who fills this in.
- The form number in Box E matches the form number on the student's test booklet.
- Field F (*Test Date*) should be the actual date of testing.

The student's answer choices must not be altered in any way.

6.2 Organize Test Materials for Return to the STC

As directed by your STC, assemble the following materials for return to the STC:

Prepare Scorable Test Materials (Answer Documents)

Verify the following:

- There is a completed or partially completed answer document for each student that was administered the test.
- The number of students tested, the number of completed answer documents, and the number of test booklets (identified with students' names) match the testing/classroom attendance roster.

Prepare Non-Scorable Test Materials

Verify that the number of test booklets and the Special Test Forms Kits returned match the number you received initially and recorded on the *Assembly ID Sheet*. Include:

- regular test booklets
- if applicable, Special Test Forms Kits including:
 - students' braille or large-print test booklets
 - accompanying Examiner's copy of braille or large-print test booklets

Check test booklets to ensure students' answer documents are not included.

Separate these items from answer documents and test booklets:

- unused answer documents
- all scratch paper
- damaged and/or “VOID” answer documents
- student paper, audio, or electronic responses used for transcriptions
- audio/electronic and video copies of testing sessions (e.g., read-aloud)
- completed *Assembly ID Sheets*

6.3 Return All Test Materials to the STC After Testing

After all materials are inspected and verified, return them to your STC. Return three separate groups of materials as follows:

■ **Group 1—Scorable Secure Answer Documents:**

- all completed and partially completed answer documents. **NOTE: No loose scratch paper should be included with the scorable answer documents.**

■ **Group 2—Non-Scorable Secure Test Materials:**

- all test booklets issued to you for the test session (include braille and large-print Examiner’s copies)
- damaged and/or “VOID” answer documents
- used scratch paper written on by students
- student paper, audio, or electronic responses used for transcriptions
- audio/electronic and video copies of testing sessions (e.g., read-aloud)

The STC will verify that you have returned all test materials and will initial the “IN” column on the *Test Booklets/Prompts Transmittal Form and Affidavit for Examiners/Proctors* or *Special Test Forms/Kits Transmittal Form and Affidavit for Examiners/Proctors* or another document.

■ **Group 3—Remaining Non-Scorable, Non-Secure Materials:**

- completed *Assembly ID Sheets*
- unused and/or unmarked answer documents
- unused scratch paper
- this *Supplement to the Examiner’s Manual*
- the *Examiner’s Manual*

NOTE: The unused answer documents, *Examiner’s Manual*, and their *Supplements* may be reused in subsequent administrations.

6.4 Sign the Examiner’s/Proctor’s Affidavit

After each Growth Assessment has been administered and materials returned to the STC, Examiners and Proctors are required to sign the affidavit certifying that the test was administered according to the *School Division Personnel Test Security Agreement*.

For this certification, the STC may provide the *Test Booklets/Prompts Transmittal Form and Affidavit for Examiners/Proctors* or *Special Test Forms/Kits Transmittal Form and Affidavit for Examiners/Proctors* or another such transmittal/affidavit to sign (located in the Appendix of the *Supplement to the Virginia Assessment Program Test Implementation Manuals*).

7. MAKE-UP TESTING

Every student who is absent on the regular test date must be given an opportunity to take the missed test, provided the make-up sessions are within the testing window.

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

- Students will use a test booklet from the school's original distribution of main materials.
- The STC must provide you with the appropriate test booklets.
- The STC will provide you with information regarding the schedule for make-up testing sessions.
- Consult with your STC if you have any questions about make-up testing.

THANK YOU

The Virginia Department of Education appreciates your time and effort in administering the Grades 3, 4, or 5 Growth Assessments.

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

Fall and Winter Growth Assessments

Fall and Winter Growth Assessments

Fall and Winter Growth Assessments

Fall and Winter Growth Assessments

SAMPLE ANSWER DOCUMENT

STUDENT NAME	
Last Name	First Name

READING GROWTH ASSESSMENT
GRADE 5
Version 1.0

C		DATE OF BIRTH	
MONTH	DAY	YEAR	
<input type="radio"/> Jan		20	
<input type="radio"/> Feb			
<input type="radio"/> Mar	<input type="radio"/> 0		<input type="radio"/> 0
<input type="radio"/> Apr	<input type="radio"/> 1		<input type="radio"/> 1
<input type="radio"/> May	<input type="radio"/> 2		<input type="radio"/> 2
<input type="radio"/> Jun	<input type="radio"/> 3		<input type="radio"/> 3
<input type="radio"/> Jul	<input type="radio"/> 4		<input type="radio"/> 4
<input type="radio"/> Aug	<input type="radio"/> 5		<input type="radio"/> 5
<input type="radio"/> Sep	<input type="radio"/> 6		<input type="radio"/> 6
<input type="radio"/> Oct	<input type="radio"/> 7		<input type="radio"/> 7
<input type="radio"/> Nov	<input type="radio"/> 8		<input type="radio"/> 8
<input type="radio"/> Dec	<input type="radio"/> 9		<input type="radio"/> 9

[illegible]

E	FORM			
R				
	0	0	0	0
	1	1	1	1
	2	2	2	2
	3	3	3	3
	4	4	4	4
	5	5	5	5
	6	6	6	6
	7	7	7	7
	8	8	8	8
	9	9	9	9

F	TEST DATE		
MONTH	DAY	YEAR	
<input type="radio"/> Jan		20	
<input type="radio"/> Feb			
<input type="radio"/> Mar	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>
<input type="radio"/> Apr	<input type="text" value="1"/>	<input type="text" value="1"/>	<input type="text" value="1"/>
<input type="radio"/> May	<input type="text" value="2"/>	<input type="text" value="2"/>	<input type="text" value="2"/>
<input type="radio"/> Jun	<input type="text" value="3"/>	<input type="text" value="3"/>	<input type="text" value="3"/>
<input type="radio"/> Jul		<input type="text" value="4"/>	<input type="text" value="4"/>
<input type="radio"/> Aug		<input type="text" value="5"/>	<input type="text" value="5"/>
<input type="radio"/> Sep		<input type="text" value="6"/>	<input type="text" value="6"/>
<input type="radio"/> Oct		<input type="text" value="7"/>	<input type="text" value="7"/>
<input type="radio"/> Nov		<input type="text" value="8"/>	<input type="text" value="8"/>
<input type="radio"/> Dec		<input type="text" value="9"/>	<input type="text" value="9"/>

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Printed in the United States of America.

READING

SAMPLE				
A	(A)	(B)	(C)	(D)
B	(F)	(G)	(H)	(J)

- | | | | |
|----|---------|----|---------|
| 1 | A B C D | 16 | F G H J |
| 2 | F G H J | 17 | A B C D |
| 3 | A B C D | 18 | F G H J |
| 4 | F G H J | 19 | A B C D |
| 5 | A B C D | 20 | F G H J |
| 6 | F G H J | 21 | A B C D |
| 7 | A B C D | 22 | F G H J |
| 8 | F G H J | 23 | A B C D |
| 9 | A B C D | 24 | F G H J |
| 10 | F G H J | 25 | A B C D |
| 11 | A B C D | 26 | F G H J |
| 12 | F G H J | 27 | A B C D |
| 13 | A B C D | 28 | F G H J |
| 14 | F G H J | | |
| 15 | A B C D | | |

[illegible]

Fall and Winter Growth Assessments

SAMPLE TEST BOOKLET PACKAGE ASSEMBLY ID SHEET

VIRGINIA GRADES 3-8 READING AND MATHEMATICS SECURE TEST MATERIALS

Name of Test

Assembly ID Sheet

Form Number

8 READ 2017 FM R0140 PK 2

Item



Quantity

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

1. Count the number of test materials contained in this package.
2. Check the one that is applicable and explain any discrepancy.
☐ The number of test materials in this package matches the number indicated in the description.
☐ The number of test materials in this package DOES NOT match the number indicated in the description.

Discrepancy: _____

3. Signature _____ Date _____
4. Return this Assembly ID sheet to the STC along with all enclosed test materials

For Internal Use Only:		Pack Station: C
PGM-SSN: N/A	Discrete Job: KT3889299	Batch #: N/A
Page: 1	PKT: N/A Of N/A	Seq #: N/A

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