



*Supplement to the
Examiner's Manual for*
End-of-Course Mathematics
**Algebra I, Geometry,
and Algebra II Tests**

Directions for **Paper** Tests

Regular and Special Forms

Revised October 2023

Examiner's Checklist for Administering Paper Tests

| Activities Before Test Administration | |
|--|--|
| <input type="checkbox"/> | 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 (this <i>Supplement</i> , Section 2.1). |
| <input type="checkbox"/> | 2. Prior to participating in the SOL 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. For more information, refer to the <i>School Division Personnel Test Security Agreement</i> in the <i>Examiner's Manual</i> . |
| <input type="checkbox"/> | 3. Inform students of testing (refer to the <i>Examiner's Manual</i>). |
| <input type="checkbox"/> | 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>). |
| <input type="checkbox"/> | 5. Prepare the test site for testing. Ensure all items that are capable of providing an unfair advantage are covered or removed as appropriate (refer to the <i>Examiner's Manual</i>). |
| <input type="checkbox"/> | 6. Verify the use of Proctors or need for additional assistance (refer to the <i>Examiner's Manual</i>). |
| <input type="checkbox"/> | 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>). |
| <input type="checkbox"/> | 8. Be familiar with the directions for administering the test (<i>Supplement</i> , Section 2.2). Paper test directions are located in Section 5.2 of this <i>Supplement</i> . |
| <input type="checkbox"/> | 9. Review the materials needed for testing (<i>Supplement</i> , Section 2.3). |
| <input type="checkbox"/> | 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> . |
| <input type="checkbox"/> | 11. Understand the requirements for a student-initiated break (refer to the <i>Examiner's Manual</i>). |
| <input type="checkbox"/> | 12. 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). |
| <input type="checkbox"/> | 13. 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). |
| <input type="checkbox"/> | 14. Use the directions in Section 4 if students will fill out the demographic portions of their own answer documents. |
| CAUTION: Before you begin the <i>Algebra I</i> , <i>Geometry</i> , or <i>Algebra II</i> tests, verify that you are using the appropriate answer documents, Version 2.0. Using the wrong answer documents will result in inaccurate scores and delay delivery of test results. | |

Examiner's Checklist for Administering Paper Tests, continued

| Activities During Test Administration | |
|---------------------------------------|---|
| <input type="checkbox"/> | 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 <i>Assembly ID Sheets</i> as you open test booklet packs (<i>Supplement</i> , Section 5.1). |
| <input type="checkbox"/> | 2. Verify the preparation of the testing room. It must meet the requirements specified in the <i>Examiner's Manual</i> . |
| <input type="checkbox"/> | 3. Know the procedure for reporting test errors to the STC as reported by students (refer to the <i>Examiner's Manual</i>). |
| <input type="checkbox"/> | 4. Administer the <u>paper</u> test by reading the directions verbatim, or reading the directions with modifications for students with certain testing accommodations (<i>Supplement</i> , Sections 5.2 and 5.3.). |
| <input type="checkbox"/> | 5. Monitor the students as they test, following the guidelines in Section 5.2.1, and understand how to answer student questions and respond to common test scenarios. |
| <input type="checkbox"/> | 6. Collect the students' answer documents and test materials as described in this <i>Supplement</i> , Section 5.2.2. |

| Activities After Test Administration | |
|--------------------------------------|---|
| <input type="checkbox"/> | 1. Inspect students' answer documents per STC directions (<i>Supplement</i> , Section 6.1). |
| <input type="checkbox"/> | 2. Organize secure test materials for return to the STC (<i>Supplement</i> , Section 6.2). |
| <input type="checkbox"/> | 3. Return ALL test materials to the STC (<i>Supplement</i> , Section 6.3). |
| <input type="checkbox"/> | 4. Read and sign the <i>Test Booklets/Prompts Transmittal Form and Affidavit for Examiners/Proctors</i> or the <i>Special Test Forms/Kits Transmittal Form and Affidavit for Examiners/Proctors</i> (refer to the <i>Supplement to the Writing and Non-Writing Test Implementation Manuals</i>). |
| <input type="checkbox"/> | 5. Inform the STC of any student absent from the test session (<i>Supplement</i> , Section 7). |
| <input type="checkbox"/> | 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* describes procedures that Test Examiners and Proctors must use for the administration of the paper End-of-Course (EOC) *Mathematics* Standards of Learning (SOL) Assessments: *Algebra I*, *Geometry*, and *Algebra II*. This Supplement must be used in conjunction with the *Examiner's Manual* for EOC *Mathematics*, which contains additional information, guidance, procedures, and responsibilities that the Test Examiner and Proctor are required to follow in order to administer the SOL tests.
- Unlike the *Examiner's Manual*, this *Supplement* is not available as a paper manual 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/sol-test-administration-development>

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, brailler, 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.
- The student's 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 SOL 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

Answer Documents

- All EOC *Mathematics* tests must use Version 2.0 answer documents.
- Student demographic information on paper answer documents must be carefully hand coded. **NOTE:** Leave Field D, Gender, blank.

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 STANDARDS OF LEARNING (SOL) END-OF-COURSE (EOC) MATHEMATICS TESTS

This *Supplement to the Examiner's Manual* describes procedures that the Test Examiners and Proctors must use for the administration of the paper End-of-Course (EOC) *Algebra I*, *Geometry*, and *Algebra II* Standards of Learning (SOL) assessments. This *Supplement* must be used in conjunction with the *Examiner's Manual* for the EOC *Mathematics* 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 SOL tests. The *Examiner's Manual* is available for download from the Virginia Department of Education Web site at:

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

2. PREPARE FOR ADMINISTERING PAPER TESTS

2.1 Read All Materials

Prior to the day of testing, carefully read this *Supplement to the Examiner's Manual*, the *Examiner's Manual* 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 the Examiner's Manual*) to make sure that you understand the activities before, during, and after the test administration and your duties and responsibilities. Resolve any questions you might have with your STC well in advance of test administration.

You should be familiar with the *Examiner's Resource Guide*. It contains additional information the Examiner/Proctor may need for the administration of Growth or SOL *Writing* and *Non-Writing* assessments (such as information regarding special testing accommodations, health management devices, hearing aids, testing condition adjustments available for all students, test irregularity form). The *Resource Guide* is located on the Virginia Department of Education (VDOE) SOL Test Administration and Development webpage located at:

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

2.2 Be Familiar with the Directions for Administering the Test

All directions that Examiners must read aloud to the students are in **bold type** so that they stand out from the rest of the text. This text must be read **exactly as written**, using a natural tone and manner. If a mistake is made in reading 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** the 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" (Examiner Records Responses, accommodation code 18) 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 audio/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.)

AUDIO/READ-ALOUD TESTS ONLY (🎧 or 🗣️))

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

Other testing directions contained in brackets indicate options for the Examiner. For example, in the following direction the Examiner must state either "**Algebra I**" or "**Geometry**" or "**Algebra II**" to match the content area of the students being tested.

SAY Today you will be taking the End-of-Course [Algebra I, or Geometry, or Algebra II] test.

Mixed group testing: If students taking the audio test (using a compact disc player with headphones) will be testing in the same room as students taking the test without the audio accommodation, the Examiner may read the Audio/Read-Aloud Test directions to all students. Students administered a read-aloud test must be tested in a "read-aloud only" test room.

2.3 Review Materials Needed for Testing

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

Table 1. Description of Materials Permitted on the Paper EOC *Mathematics* Tests

| Materials Description | <i>Algebra I</i> | <i>Geometry</i> | <i>Algebra II</i> |
|---|------------------|-----------------|-------------------|
| Test Booklets Regular test booklets, or as required: <ul style="list-style-type: none"> • Regular Test Booklet Kit—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. Consult the DDOT regarding the braille formats available for each SOL test. <p>* Audio Kits are <u>not</u> available on EOC <i>Mathematics</i> (2016 SOL) tests. Students must be provided a read-aloud administration.</p> | Yes* | Yes* | Yes* |
| Answer Documents (as appropriate) | Yes | Yes | Yes |
| 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 | Yes |

Table 1. Description of Materials Permitted on the Paper EOC *Mathematics* Tests, continued

| Materials Description | <i>Algebra I</i> | <i>Geometry</i> | <i>Algebra II</i> |
|--|-------------------------|------------------------|-----------------------------------|
| <p>Scratch Paper</p> <p>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.</p> <p>Examples of acceptable grid/graph paper are posted on the VDOE Web site at:</p> <p>https://www.doe.virginia.gov/teaching-learning-assessment/student-assessment/virginia-sol-assessment-program/sol-test-administration-development/ancillary-test-materials</p> | Yes | Yes | Yes |
| <p>Graphing Calculator</p> <p>Students who are eligible for <u>paper</u> EOC <i>Mathematics</i> tests may use a state-approved hand-held graphing calculator or have access to the Desmos Virginia graphing calculator using the Desmos Virginia Calculator tests available in the PearsonAccess^{next} Training Center using a separate device.</p> <p>For assistance with calculator accommodations refer to the Testing Accommodations for Students with Disabilities section in the <i>Examiner's Resource Guide</i>.</p> | Yes | Yes | Yes |
| Metric/Standard Ruler or Straightedge Tool | Yes | Yes | Yes |
| <p>Formula Sheet/z-table</p> <p>The Formula Sheet/Table of Standard Normal Probabilities (z-table) (as applicable) is included in the test booklet. Kits containing the large-print or braille versions for the <i>Mathematics</i> test include the corresponding large-print or braille version of the formula sheet/z-table (as applicable).</p> | Formula Sheet | Formula Sheet | Formula Sheet/ z-Table |
| <p>Compass</p> <p>A Safe-T® compass may be used.</p> | NO | Yes | NO |

Table 1. Description of Materials Permitted on the Paper EOC *Mathematics* Tests, continued

| Materials Description | <i>Algebra I</i> | <i>Geometry</i> | <i>Algebra II</i> |
|---|-------------------------|------------------------|--------------------------|
| <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 | Yes |

Formula Sheets and z-Tables

Formula sheets are found inside the student's test booklet; however, if that formula sheet becomes damaged, the Examiner/Proctor may provide the student with the corresponding 2016 SOL formula sheet from the materials sent to the school division.

The Hand-Held Calculator Guidelines should be followed when addressing hand-held calculator use on the EOC *Mathematics* tests.

Hand-Held Calculator Guidelines

The calculator should be provided according to the student's accommodation(s).

- Students may only use one hand-held state-approved calculator during a test, and are allowed the use of only one model of a calculator.
- All calculators must meet the guidelines and/or be reset/prepared prior to each test session. If a student is moved to an alternate test site, they may continue to use the original calculator issued for the test. However, if the student is issued a different calculator, it must meet the guidelines and/or be reset/prepared prior to being issued to the student. Refer to the document, *Approved Calculators for the Virginia Standards of Learning Assessments*, located on the VDOE Mathematics webpage under VDOE Guidelines at:

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

- If the calculator provides a language option for the display, English must be selected.
- Divisions wishing to use calculators which are not on the state-approved list must receive prior approval from the Office of Student Assessment.
- The calculator cannot provide information to a student through its display or formatting that may assist the student with content knowledge during testing.
- Students should be familiar with the calculator they are to use. The SOL test administration should not be the first time a student uses an approved calculator.
- Either a school-owned or student-owned calculator may be used on the test.
- Non state-approved materials that provide information on calculator use or course content may not be used or attached to or included with the calculator or its case during testing. Such materials include but are not limited to formula cards, calculator instruction sheets/ manuals, note cards, etc.
- A graphing calculator with an algebraic Operating System is not allowed.
- 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*, *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 VDOE Participation and Inclusion webpage located 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: NOTE:** The EOC *Mathematics* tests are not available in audio format. Students must be provided a read-aloud administration.
- **Response Accommodations:** To meet any response accommodations specified in the student's IEP, 504 Plan, or EL Assessment Participation Plan, directions read aloud to students may be modified. For example, the directions on how to select answers online or mark the answer document may be modified for students who have the accommodation Examiner Records Responses (accommodation code 18.)
 - 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 on the answer document and writing their name on the test booklet. Before or after testing, the Examiner should complete the test information fields on the answer document 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." The direction to write on the lined pages of the answer document may be modified to "type your paper in the word processor" or "dictate your paper to me." 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 their test, the Examiner can consult the Examiner's copy for assistance. Consult the DDOT regarding the braille formats available for each SOL 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.

- **Mixed group testing:** If students taking the test with the audio accommodation (using a compact disc player with headphones) will be testing in the same room as students taking the test without the audio accommodation, the Test Examiner may read the audio/read-aloud directions to all students. Students administered a read-aloud test must be tested in a “read-aloud only” test room.

2.5 Testing Condition Adjustments Available to All Students

- The following adjustments to the conditions under which an SOL test may be administered are available to any student as needed. 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

3. MANAGING STUDENTS' ANSWER DOCUMENTS

All EOC *Mathematics* tests must use Version 2.0 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 Student Information

Answer document data fields must be completed by hand, as directed by your STC. If you are instructed to have the students complete Fields B and C, prior to administering the test, go to Section 4, *Directions for Completion of Student Information on Answer Document*. As directed by your STC, Field E, 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 a 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 SOL 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 their answer document.

3.4 Completing Answer Documents for Students with Accommodations

Some special testing accommodations permit the student to indicate their 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 their 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, F, G) 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 F matches the form number on the student's test booklet. Field D, Gender, should be left blank.

Guidance for modifying the testing directions is located at the beginning of Section 5.2.

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

4. DIRECTIONS FOR COMPLETION OF STUDENT INFORMATION 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 only the 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 correct answer documents with the directions side facing up. NOTE: Version 2.0 answer documents have Fields A and B on the front page. Fields C, D, E, F and G are on the back page.

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. Are there any questions?

Give help as needed. When all students have finished,

SAY Now 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.

Give help as needed. When all 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. Are there any questions?

Give help as needed. When all students have finished,

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

Give help as needed. When all students have finished,

SAY The next area is labeled “Year.” Fill in the circle next to “20”. In the next boxes, 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. When all students have finished,

SAY Leave Field D, Gender, and Field E, State Testing Identifier, blank.

Gender information will be gathered using the Student Registration Import process.

SAY Field F, Form, and Field G, Test Date, will be completed during the actual testing session. Are there any questions?

On the back page of your answer document, find the top two boxes labeled “Last Name” and “First Name.” (Demonstrate.) Print your Last Name and First Name in the labeled boxes. 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 E, the student’s State Testing Identifier (STI), must be completed. The STC will determine who fills this in.

5. DIRECTIONS FOR ADMINISTERING THE PAPER EOC ALGEBRA I, GEOMETRY, OR ALGEBRA II TEST

5.1 Receive Test Materials

On the day of testing, you will receive all materials needed to administer the SOL EOC *Algebra I*, *Geometry*, or *Algebra II* test (refer to Section 2.3). The STC should provide you with instructions for distributing the test materials.

The STC will ask you to initial a *Test Booklets/Prompts Transmittal Form and Affidavit for Examiners/Proctors* or *Special Test Forms/Kits Transmittal Form and Affidavit for Examiners/Proctors* (Appendix of the *Supplement to the Writing and Non-Writing 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.

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

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).

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 EOC *Algebra I*, *Geometry*, or *Algebra II* (2016 SOL) Tests

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

NOTE: The testing directions may be modified for students who do not enter their answers into 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, F, and G on the answer document and writing their name on the test booklet. Before or after testing, the Examiner should complete Fields A, F, and G, and write the student's name on their test booklet.

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

Before distributing any materials,

SAY Today you will be taking the End-of-Course [*Algebra I*, or *Geometry*, or *Algebra II*] test. Please check your work area. You should only have the materials that are allowed for this test. Cell phones and devices that can transmit, receive, photograph, or record information must be removed during all tests.

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 each of you an answer document. Do not write anything on it until I tell you what to do.

All EOC *Mathematics* answer documents must indicate Version 2.0. Distribute the correct answer documents with the front page facing up. 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 “Answer Document Version 2.0” 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 in Field A, 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.) At the top of the page, find the 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.

Algebra I and Algebra II (2016 SOL) Tests

SAY I am going to give each of you a test booklet, a ruler, and scratch paper.

Geometry (2016 SOL) Tests

SAY I am going to give each of you a test booklet, a ruler, a compass, and scratch paper.

Distribute test booklets, scratch paper, and rulers. For the *Geometry* test only, distribute a compass to students. Ensure that students also have any materials or supplies required for accommodations.

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

Important: Provide the students either the Desmos Virginia Graphing calculator, provided through the PearsonAccess^{next} Training Center, on a separate device or an appropriate hand-held graphing calculator. The calculator should be provided according to the student’s accommodation(s).

SAY Do not open your test booklet until I tell you to do so.

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 F, Form.** (Point.) **The letter “M” has been written for you. In the empty 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 (EOC), subject test code (3-digit numbers), followed by a dash (-), an “M” and four numbers. However, only the last four numbers following the “M” 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 G, Test Date. (Point.) **In the area labeled “Month,” find the circle for the month of this test date and fill it in.** (Examiners should specify the month.)

Give help as needed. When all students have finished,

SAY The next area is labeled “Day.” In the two boxes write the test date, entering one number in each box. (Examiners should 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?**

Answer all questions, and give help as needed. When all students have finished,

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

Give help as needed. When all students have finished,

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

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

Give help as needed.

SAY 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.**

Give help as needed.

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 and carefully tear out

[For all *Algebra I* and *Geometry* tests, **SAY: the formula sheet**].

[For all *Algebra II* tests, **SAY: the formula sheet and z-table**].

NOTE: Students using large-print or braille test forms will not need to tear out the formula sheet. The kit contains a loose formula sheet in large print or braille as required.

(Demonstrate using a student's test booklet.) Make sure all students have located the formula sheet/z-table.

STARTING PAGE NUMBERS: REGULAR AND SPECIAL TEST FORMS

Most Regular test forms begin on page 3, but some begin on page 5. If you are administering an EOC *Mathematics* test that begins on page 5, adjust your directions accordingly.

The starting page numbers for Special Test Forms will vary. Therefore, check the starting page number—the page with the sample item—in your Examiner's copy of the test booklet prior to reading the directions to the students. Adjust your directions as necessary.

SAY Open your test booklet to page [3 or 5].

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

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

➡ ALGEBRA I 2016 SOL DIRECTIONS CONTINUE ON PAGE 16 ➡

➡ GEOMETRY 2016 SOL DIRECTIONS CONTINUE ON PAGE 17 ➡

➡ ALGEBRA II 2016 SOL DIRECTIONS CONTINUE ON PAGE 18 ➡

ALGEBRA I (2016 SOL)

SAY Find the directions at the top of page [3 or 5] of your test booklet. Read them to yourself as I read them aloud.

DIRECTIONS FOR ALGEBRA I: LARGE-PRINT OR BRAILLE FORMS ONLY

SAY *“Directions: Read each question and choose the best answer. For this test you may assume that the value of the denominator is not zero.”*

ALL OTHER ALGEBRA I 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. For this test you may assume that the value of the denominator is not zero.”*

SAY Read the question and each answer choice to yourself.

Pause while students read the sample question.

READ-ALOUD ONLY

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

“What is the solution to 3, left parentheses, two x minus 1, right parenthesis, equals 3?

(A) x equals one third... (B) x equals two thirds... (C) x equals 1... (D) x equals 5.”

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

SAY The best answer is “C.” (Pause.)

SAY On the back page of your answer document look at the bottom section. (Point to this section.)

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

SAY Fill in the circle for the letter “C” because “C” is the letter for the best answer.

➡ DIRECTIONS CONTINUE ON PAGE 19 ➡

GEOMETRY (2016 SOL)

SAY Find the directions at the top of page [3 or 5] of your test booklet. Read them to yourself as I read them aloud.

DIRECTIONS FOR GEOMETRY: LARGE-PRINT OR BRAILLE FORMS ONLY

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

ALL OTHER GEOMETRY 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.”* (Pause.)

SAY Find the sample. Read the question and each answer choice to yourself.

Pause while students read the sample question.

READ-ALoud ONLY

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

“For what value of x is triangle ABC similar to triangle DEF? Refer to the figures in your test book. (A) 18... (B) 21... (C) 25... (D) 72.”

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

SAY The best answer is “A.” (Pause.)

SAY On the back page of your answer document look at the bottom section. (Demonstrate.)
Now find the shaded box labeled “Sample A.” (Point to this section.)

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

SAY Fill in the circle for the letter “A” because “A” is the letter for the best answer.

➡ DIRECTIONS CONTINUE ON PAGE 19 ➡

ALGEBRA II (2016 SOL)

SAY Find the directions at the top of page [3 or 5] of your test booklet. Read them to yourself as I read them aloud.

DIRECTIONS FOR ALGEBRA II LARGE-PRINT OR BRAILLE FORMS ONLY

SAY *“Directions: Read each question and choose the best answer. For this test you may assume that the value of the denominator is not zero.”* (Pause.)

DIRECTIONS FOR ALL OTHER ALGEBRA II 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. For this test you may assume that the value of the denominator is not zero.”* (Pause.)

SAY You may also assume any test question involving standard deviation, mean absolute deviation, and/or z-scores has a data set that represents an entire population. Find the sample. Read the question and each answer choice to yourself.

Pause while students read the sample question.

READ-ALOUD ONLY

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

“Which expression is equivalent to the square root of the fraction, numerator seven x, denominator sixteen, close fraction, close square root?”

(A) fraction, numerator seven x, denominator four, close fraction... (B) fraction, numerator seven x, denominator eight, close fraction... (C) fraction, numerator square root of seven x, close square root, denominator four, close fraction... (D) fraction, numerator square root of seven x, close square root, denominator eight, close fraction.”

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

SAY The best answer is “C.” (Pause.)

SAY On the back page of your answer document look at the bottom section. (Demonstrate.) Now find the shaded box labeled “Sample A.” (Point to this section.)

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

SAY Fill in the circle for the letter “C” because “C” is the letter for the best answer.

➡ DIRECTIONS CONTINUE ON PAGE 19 ➡

↓ DIRECTIONS FOR ALL PAPER TESTS CONTINUE HERE ↓

SAY Are there any questions about how to mark an 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 You should read and answer all of the questions. You may have as much time as you need today to complete the test. You may use the tools and the other test materials you were provided whenever you want. Raise your hand if you have a problem with your calculator during the test.

Make sure students have been provided the appropriate authorized materials as outlined in Section 2.3.

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

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 the 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 and I will collect your materials.

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

[If students will be dismissed individually back to class, **SAY: Then 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. Students who cheat on the test will receive a score of zero and will not be permitted another opportunity to take the test until the next test administration.

Pause. The consequences of cheating have a potential impact on a student’s attempt to meet graduation requirements.

SAY You may start working now.

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.** Ensure that students are working independently and do not have access to unauthorized materials, cell phones, or any other electronic devices in the testing room while any students are testing. Immediately notify the STC if a student accessed or had access to a cell phone, electronic device, or other unauthorized material that could provide an unfair advantage while any students were testing. **If the student is testing at the time of the discovery of the cell phone, electronic device, or unauthorized material, the student may not be permitted to continue testing.** The STC must submit an irregularity to the DDOT providing the details about the incident.
- **Examiner/Proctor reviewing test items.** Before, during, or after testing, 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 their STC. Refer to the *Examiner's Manual* for guidelines.)
- **Examiner/Proctor providing help.** Help must not be given on specific test items. Examples of prohibited help include but are not limited to: pronouncing words, rewording the question, providing hints and clues, and/or giving reminders, giving verbal indications or non-verbal cues about the correctness of a student's answer. Test questions or portions of the question may not be read to students unless specified by their IEPs, 504 Plans, or EL Assessment Participation Plans. If, after testing is complete, a student asks to discuss a question, remind the student that the test questions cannot be discussed.
- **Students leaving the testing room during the test.** Students may not leave the testing site and subsequently return to finish the test unless they are closely monitored. Students may not discuss the test or any test items with anyone. Students must not be allowed to interact with each other or any other students in any way, or have access to cell phones, electronic devices, or educational materials.
- **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. The student should be re-issued the same calculator they received for the test. If the student is issued a different calculator, it must meet the Hand-Held Calculator Guidelines as described in Section 2.3, prior to being issued to the student.
- **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.
- **Cheating.** Immediately notify the STC if a student is found cheating on the test. **If the student is testing at the time of the discovery of cheating, the student may not be permitted to continue testing.** The STC must submit an irregularity to the DDOT providing the details about the incident. If the school division makes the determination that a student cheated, the student is not eligible for a retest during the current session. If the test was an EOC SOL test, the student may retest during the next regularly scheduled session. The STC/DDOT must invalidate the test and the student will receive a score of “0.” The student’s test record will note the student cheated on the test.
- **Student Inactivity.** If you observe an inactive student during testing, you may ask the student, “**Are you finished with your test?**” If the student responds “No,” then you may say, “**You need to continue working on your test.**” If the student responds, “Yes,” then 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 calculator malfunctions or stops working, replace it with another approved calculator for this test.

5.2.2 Collecting Students’ Test Materials

- Before you accept the answer document from the student, you may quickly review the multiple choice section of the student’s answer document.

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

SAY Review your answer document carefully.

Do not prompt the student to go back to any specific question such as any left *unanswered*, or questions *multiple-marked*. Once the student’s answer document has been collected it may not be returned to the student. As students finish testing, collect all items (i.e., answer document, test booklet, formula sheet, and scratch paper) from each individual student, one student at a time. Do not have students pass materials up or down the rows of desks or workstations.

- Be sure to account for all test materials including test booklets, answer documents, scratch paper, and formula sheets. 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 should be left blank.
- Field E (*State Testing Identifier*) must be filled out; however, the STC will determine who fills this in.
- The form number in Field F matches the form number on the student's test booklet.

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, including answer documents for irregularities that required retesting.
- 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' 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 and formula sheets
- student paper, audio, or electronic responses used for transcriptions
- audio/electronic and video copies of testing sessions (e.g., read-aloud, dictation to a scribe, interpretation, etc.)
- 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. In the Spring administration, place the bundle of answer documents for Term Graduates on top of the stack.**

■ **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 formula sheets and 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, interpreting)

The STC will verify that you have returned all test materials and 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 other 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 the SOL EOC *Algebra I*, *Geometry*, or *Algebra II* tests have 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 should provide the *Test Booklets/Prompts Transmittal Form and Affidavit for Examiners/Proctors* or *Special Test Forms/Kits Transmittal Form and Affidavit for Examiners/Proctors* (located in the Appendix of the *Supplement to the Writing and Non-Writing 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.

- Students will use a test booklet from the school's original distribution of main materials. However, for irregularities that require retesting use the alternate multiple-choice form as directed by the Virginia Department of Education.
- 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 SOL Assessments for EOC *Algebra I, Geometry, or Algebra II.*

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

| STUDENT NAME | | | |
|--------------|--|------------|--|
| Last Name | | First Name | |
| | | | |

ALGEBRA I

End-of-Course Test

Version 2.0

C DATE OF BIRTH

| MONTH | DAY | YEAR |
|---------------------------|-----|--------------------------|
| <input type="radio"/> Jan | | <input type="radio"/> 19 |
| <input type="radio"/> Feb | | <input type="radio"/> 20 |
| <input type="radio"/> Mar | 0 0 | 0 0 |
| <input type="radio"/> Apr | 1 1 | 1 1 |
| <input type="radio"/> May | 2 2 | 2 2 |
| <input type="radio"/> Jun | 3 3 | 3 3 |
| <input type="radio"/> Jul | 4 4 | 4 4 |
| <input type="radio"/> Aug | 5 5 | 5 5 |
| <input type="radio"/> Sep | 6 6 | 6 6 |
| <input type="radio"/> Oct | 7 7 | 7 7 |
| <input type="radio"/> Nov | 8 8 | 8 8 |
| <input type="radio"/> Dec | 9 9 | 9 9 |

D GENDER
☐ Female
☐ Male

E STATE TESTING IDENTIFIER

| | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | | | |
| 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 |
| 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 |
| 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 |
| 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 |
| 6 | 6 | 6 | 6 | 6 | 6 | 6 | 6 | 6 | 6 |
| 7 | 7 | 7 | 7 | 7 | 7 | 7 | 7 | 7 | 7 |
| 8 | 8 | 8 | 8 | 8 | 8 | 8 | 8 | 8 | 8 |
| 9 | 9 | 9 | 9 | 9 | 9 | 9 | 9 | 9 | 9 |

F FORM

| | | | |
|---|---|---|---|
| M | | | |
| 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 |

G TEST DATE

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

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End-of-Course ALGEBRA I

SAMPLE A

| | | | | |
|---|---|---|---|---|
| A | A | B | C | D |
|---|---|---|---|---|

| | |
|----|---------|
| 1 | A B C D |
| 2 | F G H J |
| 3 | A B C D |
| 4 | F G H J |
| 5 | A B C D |
| 6 | F G H J |
| 7 | A B C D |
| 8 | F G H J |
| 9 | A B C D |
| 10 | F G H J |
| 11 | A B C D |
| 12 | F G H J |
| 13 | A B C D |
| 14 | F G H J |
| 15 | A B C D |

| | |
|----|---------|
| 16 | F G H J |
| 17 | A B C D |
| 18 | F G H J |
| 19 | A B C D |
| 20 | F G H J |
| 21 | A B C D |
| 22 | F G H J |
| 23 | A B C D |
| 24 | F G H J |
| 25 | A B C D |
| 26 | F G H J |
| 27 | A B C D |
| 28 | F G H J |
| 29 | A B C D |
| 30 | F G H J |

| | |
|----|---------|
| 31 | A B C D |
| 32 | F G H J |
| 33 | A B C D |
| 34 | F G H J |
| 35 | A B C D |
| 36 | F G H J |
| 37 | A B C D |
| 38 | F G H J |
| 39 | A B C D |
| 40 | F G H J |
| 41 | A B C D |
| 42 | F G H J |
| 43 | A B C D |
| 44 | F G H J |
| 45 | A B C D |

| | |
|----|---------|
| 46 | F G H J |
| 47 | A B C D |
| 48 | F G H J |
| 49 | A B C D |
| 50 | F G H J |
| 51 | A B C D |
| 52 | F G H J |
| 53 | A B C D |
| 54 | F G H J |
| 55 | A B C D |
| 56 | |

| STUDENT NAME | |
|--------------|------------|
| Last Name | First Name |
| | |

GEOMETRY
End-of-Course Test
Version 2.0

| C | DATE OF BIRTH | | | |
|---------------------------|--------------------------------|--------------------------------|--------------------------|--------------------------------|
| | MONTH | DAY | YEAR | |
| <input type="radio"/> Jan | | | <input type="radio"/> 19 | |
| <input type="radio"/> Feb | | | <input type="radio"/> 20 | |
| <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"/> |

D GENDER
☐ Female
☐ Male

[illegible]

| F | FORM | | | |
|---|------|---|---|---|
| M | | | | |
| | 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 |
| | 8 | 8 | | 8 |
| | 9 | 9 | | 9 |

| G | | 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="text" value="0"/> |
| <input type="radio"/> Apr | <input type="text" value="1"/> <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="text" value="2"/> |
| <input type="radio"/> Jun | <input type="text" value="3"/> <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="text" value="4"/> <input type="text" value="4"/> |
| <input type="radio"/> Aug | <input type="text" value="5"/> <input type="text" value="5"/> | | <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="text" value="6"/> <input type="text" value="6"/> |
| <input type="radio"/> Oct | <input type="text" value="7"/> <input type="text" value="7"/> | | <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="text" value="8"/> <input type="text" value="8"/> |
| <input type="radio"/> Dec | <input type="text" value="9"/> <input type="text" value="9"/> | | <input type="text" value="9"/> <input type="text" value="9"/> |

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End-of-Course GEOMETRY

SAMPLE

A (A) (B) (C) (D)

- | | | | | |
|----|---|---|---|---|
| 1 | A | B | C | D |
| 2 | F | G | H | J |
| 3 | A | B | C | D |
| 4 | F | G | H | J |
| 5 | A | B | C | D |
| 6 | F | G | H | J |
| 7 | A | B | C | D |
| 8 | F | G | H | J |
| 9 | A | B | C | D |
| 10 | F | G | H | J |
| 11 | A | B | C | D |
| 12 | F | G | H | J |
| 13 | A | B | C | D |
| 14 | F | G | H | J |
| 15 | A | B | C | D |
| 16 | F | G | H | J |
| 17 | A | B | C | D |
| 18 | F | G | H | J |
| 19 | A | B | C | D |
| 20 | F | G | H | J |
| 21 | A | B | C | D |
| 22 | F | G | H | J |
| 23 | A | B | C | D |
| 24 | F | G | H | J |
| 25 | A | B | C | D |
| 26 | F | G | H | J |
| 27 | A | B | C | D |
| 28 | F | G | H | J |
| 29 | A | B | C | D |
| 30 | F | G | H | J |
| 31 | A | B | C | D |
| 32 | F | G | H | J |
| 33 | A | B | C | D |
| 34 | F | G | H | J |
| 35 | A | B | C | D |
| 36 | F | G | H | J |
| 37 | A | B | C | D |
| 38 | F | G | H | J |
| 39 | A | B | C | D |
| 40 | F | G | H | J |
| 41 | A | B | C | D |
| 42 | F | G | H | J |
| 43 | A | B | C | D |
| 44 | F | G | H | J |
| 45 | A | B | C | D |
| 46 | F | G | H | J |
| 47 | A | B | C | D |
| 48 | F | G | H | J |
| 49 | A | B | C | D |
| 50 | F | G | H | J |
| 51 | A | B | C | D |
| 52 | F | G | H | J |
| 53 | A | B | C | D |
| 54 | F | G | H | J |
| 55 | A | B | C | D |
| 56 | F | G | H | J |
| 57 | A | B | C | D |
| 58 | F | G | H | J |
| 59 | A | B | C | D |
| 60 | F | G | H | J |

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STANDARDS
USE ONLY

[illegible]

| STUDENT NAME | |
|--------------|------------|
| Last Name | First Name |
| | |

ALGEBRA II
End-of-Course Test
Version 2.0

| C | | DATE OF BIRTH | | | |
|---------------------------|--------------------------------|--------------------------------|--|--------------------------------|--------------------------------|
| MONTH | DAY | YEAR | | | |
| <input type="radio"/> Jan | | <input type="radio"/> 19 | | | |
| <input type="radio"/> Feb | | <input type="radio"/> 20 | | | |
| <input type="radio"/> Mar | <input type="text" value="0"/> | <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="text" value="1"/> |
| <input type="radio"/> May | <input type="text" value="2"/> | <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="text" value="3"/> |
| <input type="radio"/> Jul | <input type="text" value="4"/> | | | <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="text" value="5"/> |
| <input type="radio"/> Sep | <input type="text" value="6"/> | | | <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="text" value="7"/> |
| <input type="radio"/> Nov | <input type="text" value="8"/> | | | <input type="text" value="8"/> | <input type="text" value="8"/> |
| <input type="radio"/> Dec | <input type="text" value="9"/> | | | <input type="text" value="9"/> | <input type="text" value="9"/> |

D GENDER

☐ Female

☐ Male

| E | STATE TESTING IDENTIFIER | | | | | | | |
|----|--------------------------|---|---|---|---|---|---|---|
| | | | | | | | | |
| | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| (1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| (2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 |
| (3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 |
| (4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 |
| (5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 |
| (6 | 6 | 6 | 6 | 6 | 6 | 6 | 6 | 6 |
| (7 | 7 | 7 | 7 | 7 | 7 | 7 | 7 | 7 |
| (8 | 8 | 8 | 8 | 8 | 8 | 8 | 8 | 8 |
| (9 | 9 | 9 | 9 | 9 | 9 | 9 | 9 | 9 |

| F | FORM | | | |
|---|------|---|---|---|
| M | | | | |
| | 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 |
| | 8 | 8 | | 8 |
| | 9 | 9 | | 9 |

| G | | TEST DATE | | | |
|---------------------------|---|-----------|--|---|--|
| 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"/> 0 <input type="radio"/> 0 | |
| <input type="radio"/> Apr | <input type="radio"/> 1 <input type="radio"/> 1 | | | <input type="radio"/> 1 <input type="radio"/> 1 | |
| <input type="radio"/> May | <input type="radio"/> 2 <input type="radio"/> 2 | | | <input type="radio"/> 2 <input type="radio"/> 2 | |
| <input type="radio"/> Jun | <input type="radio"/> 3 <input type="radio"/> 3 | | | <input type="radio"/> 3 <input type="radio"/> 3 | |
| <input type="radio"/> Jul | <input type="radio"/> 4 | | | <input type="radio"/> 4 <input type="radio"/> 4 | |
| <input type="radio"/> Aug | <input type="radio"/> 5 | | | <input type="radio"/> 5 <input type="radio"/> 5 | |
| <input type="radio"/> Sep | <input type="radio"/> 6 | | | <input type="radio"/> 6 <input type="radio"/> 6 | |
| <input type="radio"/> Oct | <input type="radio"/> 7 | | | <input type="radio"/> 7 <input type="radio"/> 7 | |
| <input type="radio"/> Nov | <input type="radio"/> 8 | | | <input type="radio"/> 8 <input type="radio"/> 8 | |
| <input type="radio"/> Dec | <input type="radio"/> 9 | | | <input type="radio"/> 9 <input type="radio"/> 9 | |

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End-of-Course ALGEBRA II

SAMPLE

A (A) (B) (C) (D)

- | | | | | |
|---|-----|-----|-----|-----|
| 1 | (A) | (B) | (C) | (D) |
| 2 | (F) | (G) | (H) | (J) |
| 3 | (A) | (B) | (C) | (D) |
| 4 | (F) | (G) | (H) | (J) |
| 5 | (A) | (B) | (C) | (D) |

- | | | | | |
|----|---|---|---|---|
| 6 | F | G | H | J |
| 7 | A | B | C | D |
| 8 | F | G | H | J |
| 9 | A | B | C | D |
| 10 | F | G | H | J |

- 11 (A) (B) (C) (D)
12 (F) (G) (H) (J)
13 (A) (B) (C) (D)
14 (F) (G) (H) (J)
15 (A) (B) (C) (D)

- 16 (F) (G) (H) (J)
17 (A) (B) (C) (D)
18 (F) (G) (H) (J)
19 (A) (B) (C) (D)
20 (F) (G) (H) (J)

- 21 (A) (B) (C) (D)
22 (F) (G) (H) (J)
23 (A) (B) (C) (D)
24 (F) (G) (H) (J)
25 (A) (B) (C) (D)

- 26 (F) (G) (H) (J)
27 (A) (B) (C) (D)
28 (F) (G) (H) (J)
29 (A) (B) (C) (D)
30 (F) (G) (H) (J)

- 31 (A) (B) (C) (D)
32 (F) (G) (H) (J)
33 (A) (B) (C) (D)
34 (F) (G) (H) (J)
35 (A) (B) (C) (D)

- 36 (F) (G) (H) (J)
37 (A) (B) (C) (D)
38 (F) (G) (H) (J)
39 (A) (B) (C) (D)
40 (F) (G) (H) (J)

- 41 (A) (B) (C) (D)
42 (F) (G) (H) (J)
43 (A) (B) (C) (D)
44 (F) (G) (H) (J)
45 (A) (B) (C) (D)

- | | | | | |
|----|-----|-----|-----|-----|
| 46 | (F) | (G) | (H) | (J) |
| 47 | (A) | (B) | (C) | (D) |
| 48 | (F) | (G) | (H) | (J) |
| 49 | (A) | (B) | (C) | (D) |
| 50 | (F) | (G) | (H) | (J) |

- 51 (A) (B) (C) (D)
52 (F) (G) (H) (J)
53 (A) (B) (C) (D)
54 (F) (G) (H) (J)
55 (A) (B) (C) (D)


- 56 (F) (G) (H) (J)
57 (A) (B) (C) (D)
58 (F) (G) (H) (J)
59 (A) (B) (C) (D)
60 (F) (G) (H) (J)

2009
STANDARDS
USE ONLY

PLEASE DO NOT WRITE IN THIS AREA

SERIAL #

SAMPLE TEST BOOKLET PACKAGE ASSEMBLY ID SHEET

| VIRGINIA STANDARDS OF LEARNING NON-WRITING SECURE TEST MATERIALS <i>Assembly ID Sheet</i> | | | | | | | | | | | |
|---|--|---|------------------------|--|-----------------|--------------|-----------------------|--------------|---------|-------------------------------|-------------------|
| <div style="border: 1px solid black; padding: 2px; margin-bottom: 10px;">Name of Test</div> <div style="border: 1px solid black; padding: 2px;">Level</div> | <div style="text-align: center; margin-bottom: 10px;"> <div style="display: inline-block; border: 1px solid black; padding: 2px 10px;">EOC ALGEBRA I 2009,</div> <div style="display: inline-block; border: 1px solid black; padding: 2px 10px;">FM M5064,</div> <div style="display: inline-block; border: 1px solid black; padding: 2px 10px;">PK 5</div> </div> <div style="text-align: center; margin-bottom: 10px;">  VA00033013 </div> | <div style="border: 1px solid black; padding: 2px; margin-bottom: 10px;">Form Number</div> <div style="border: 1px solid black; padding: 2px;">Quantity</div> | | | | | | | | | |
| <p>AFTER OPENING THIS PACKAGE BUT BEFORE DISTRIBUTING ITS CONTENTS TO THE STUDENTS:</p> <ol style="list-style-type: none"> Count the number of test materials contained in this package. Check the one that is applicable and explain any discrepancy. <div style="margin-left: 20px;"> <input type="checkbox"/> The number of test materials in this package matches the number indicated in the description. <input type="checkbox"/> The number of test materials in this package DOES NOT match the number indicated in the description. </div> <p>Discrepancy: _____</p> <p>_____</p> <ol style="list-style-type: none"> Signature _____ Date _____ Return this Assembly ID sheet to the STC along with all enclosed test materials | | | | | | | | | | | |
| <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 33%; padding: 2px;">For Internal Use Only:</td> <td style="width: 33%; padding: 2px;"></td> <td style="width: 33%; padding: 2px;">Pack Station: H</td> </tr> <tr> <td style="padding: 2px;">PGM-SSN: N/A</td> <td style="padding: 2px;">Discrete Job: 2833367</td> <td style="padding: 2px;">Batch #: N/A</td> </tr> <tr> <td style="padding: 2px;">Page: 1</td> <td style="padding: 2px; text-align: center;">PKT: N/A Of N/A</td> <td style="padding: 2px;">Seq #: N/A</td> </tr> </table> | | | For Internal Use Only: | | Pack Station: H | PGM-SSN: N/A | Discrete Job: 2833367 | Batch #: N/A | Page: 1 | PKT: N/A Of N/A | Seq #: N/A |
| For Internal Use Only: | | Pack Station: H | | | | | | | | | |
| PGM-SSN: N/A | Discrete Job: 2833367 | Batch #: N/A | | | | | | | | | |
| Page: 1 | PKT: N/A Of N/A | Seq #: N/A | | | | | | | | | |

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