VIRGINIA
Assessment Program

Supplement to the Examiner's Manual for *the Grades 5, 8, and End-of-Course Integrated Reading and Writing Component*

Directions for Paper Tests

Regular and Special Forms

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

Examiner's Checklist for Paper Tests

Activities Before Test Administration		
❑	1.	Read this *Supplement to the Examiner's Manual*, the *Examiner's Manual* itself, and any local directions you have been given. Resolve any questions you might have with your STC (this *Supplement*, Section 2.1).
❑	2.	Prior to participating in the test administration, read and sign the *School Division Personnel Test Security Agreement*, and read the legislation passed by the Virginia General Assembly (§ 22.1–19.1 and § 22.1–292.1) regarding the repercussions of violating test security (refer to the *Examiner's Manual* Appendix A).
❑	3.	Inform students of testing (refer to the *Examiner's Manual*).
❑	4.	Prepare students for testing. Students should practice both the Integrated Reading and Writing (IRW) Component. 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 *Examiner's Manual*).
❑	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 *Examiner's Manual*).
❑	6.	Verify the use of Proctors or need for additional assistance (refer to the *Examiner's Manual*).
❑	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 *Examiner's Manual*).
❑	8.	Be familiar with the directions for administering the IRW Component (this *Supplement*, Section 2.2). Paper test directions are located in Section 5.2 of this *Supplement*.
❑	9.	Review the materials needed for testing (this *Supplement*, 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 English Learner (EL) Assessment Participation Plans. Coordinate with your STC how accommodations will be provided. Refer to the *Grades 5, 8, and End-of-Course IRW Component Examiner's Manual,* Appendix E, for the table of accommodations available on the IRW Component. The manual is available on the VDOE website: **https://www.doe.virginia.gov/teaching-learning-assessment/student-assessment/virginia-sol-assessment-program/sol-test-administration-development**
❑	11.	Understand the requirements for a student-initiated break (refer to the *Examiner's Manual*).
❑	12.	Know if the student or an authorized staff member will hand code the student information fields on the answer document (this *Supplement*, Sections 3.1 and 3.2.).
❑	13.	Understand how students should mark the answer document or how to complete the answer document for students with certain accommodations (this *Supplement*, Sections 3.3 and 3.4).

Examiner's Checklist for Paper Tests, continued

Activities Before Test Administration	
❑	14. Use the directions in Section 4 if students will fill out the demographic portions of their own answer documents.
CAUTION: Before you administer the Grades 5, 8, or End-of-Course (EOC) Integrated Reading and Writing Component, verify that students are using the appropriate answer documents: Integrated Reading and Writing Component, Version 1.0. Using the wrong answer documents can result in inaccurate scores and will delay test results.	

Activities During Test Administration	
❑	1. On each day of testing, receive test materials 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 (this *Supplement*, Sections 5.1 and 6.1).
❑	2. Verify the preparation of the testing room. It must meet the requirements specified in the *Examiner's Manual*.
❑	3. Know the procedure of reporting test errors to the STC as reported by students (refer to the *Examiner's Manual*).
❑	4. Understand how to troubleshoot common test scenarios (refer to the *Examiner's Manual*).
❑	5. Administer the IRW Component of the test by reading the directions verbatim, or reading the directions with modifications for students with certain testing accommodations, Section 5.2.
❑	6. Monitor the students as they test following the guidelines in this *Supplement*, Section 5.3.
❑	7. Collect the students' answer documents and test materials after the IRW Component is completed as described in this *Supplement*, Section 5.4.

Activities After Test Administration	
❑	1. Inspect students' answer documents per STC directions (this *Supplement*, Section 6.1).
❑	2. Organize secure test materials for return to the STC (this *Supplement*, Section 6.2).
❑	3. Return **ALL** test materials to the STC (this *Supplement*, Section 6.3).
❑	4. Read and sign the *Test Booklets 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 (this *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 5, 8, and EOC IRW Component. This *Supplement* must be used in conjunction with the *Examiner's Manual* for *IRW*, which contains additional information, guidance, procedures, and responsibilities for the Test Examiner and Proctor in the administration of the 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 (DDOT). The procedure for completing this document establishes that the use of paper tests is intended only to provide access to the assessments for:
    - 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

Audio Read-Aloud Format is Available

- Audio format for the paper IRW Component does not have an audio file (CD) available. 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 assistance on Read-Aloud test administrations. The read-aloud administration of both the MC and Short-paper sections must be recorded and/or proctored.

Answer Documents

- All students taking the *IRW Component* must use the specific Grade 5, 8 or EOC Version 1.0 Integrated Reading and Writing Component 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 STANDARDS OF LEARNING GRADES 5, 8, AND END-OF-COURSE INTEGRATED READING AND WRITING COMPONENT

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 5, 8, and End-of-Course (EOC) Integrated Reading and Writing (IRW) Component. This *Supplement* must be used in conjunction with the *Examiner's Manual* for the IRW Component. The *Examiner's Manual* contains additional information, guidance, procedures, and responsibilities that you are required to follow in order to administer the paper 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*, your students' Individualized Education Programs (IEPs), 504 Plans, 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 School Test Coordinator (STC) well in advance of test administration.

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.

You may mark up this *Supplement* 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 these sentences, the question, and the answer choices to yourself] as I read aloud.** The bracketed part has already been read to students, in the previous direction, and need not be re-read. The Examiner should continue with "… as I read aloud," keeping a natural flow to the voice. For example:

SAY **Read the passage to yourself.**

AUDIO/READ-ALOUD TESTS

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

Other testing directions contained in brackets indicate options for the Examiner.

SAY Today you will be taking the [Grade 5 or **Grade 8** or **End-of-Course] Integrated Reading and Writing Component.**

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 used on **the Integrated *Reading* and *Writing* Component**. Refer to the materials listed in the table below.

Table 1. Materials Required for the Grades 5, 8, and EOC IRW Component

Materials Required for Paper Format
IRW Component test booklets The test booklets for the Grades 5, 8, and EOC IRW Component contain both the multiple-choice questions and the writing prompt. The test booklets are available as: • Regular test booklets. • Large-Print test booklet kit which contains the student's large-print booklet and an Examiner's copy of the IRW Component in regular print. • Braille test booklet kit which contains the student's braille booklet and an Examiner's copy of the IRW component in regular print.
Answer Documents: Use one Integrated Reading and Writing Component Version 1.0 answer document for each student, appropriate to their grade level.
Pencils Only No. 2 pencils or mechanical pencils with No. 2 lead must be used when completing the answer document. Extra No. 2 pencils should be available.
Scratch Paper Scratch paper must be of a single color and blank (must not contain any words, numbers, symbols, labels, graphics, etc.). Acceptable scratch paper includes plain paper (no lines), lined paper, grid paper, sticky notes, and note cards. 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 all scratch paper distributed to students and ensure that it is all collected and accounted for before students are dismissed from the testing session. The STC may distribute the scratch paper to Examiners prior to testing or on the day of testing, or may instruct Examiners to provide their own scratch paper for testing sessions. All scratch paper must be returned to the STC.

Table 1. Materials Required for the Grades 5, 8, and EOC IRW Component, continued

Materials Required for Paper Format
English Dictionary The dictionary must be a general English dictionary without a thesaurus section. The dictionary may not be content specific or a specialized dictionary. Either a school-owned or student-owned dictionary may be used. The student should be familiar with the dictionary. The student should be familiar with the use of the dictionary. The dictionary must be a paper dictionary. Electronic dictionaries are not allowed. The dictionary must not be altered with hand-written notes in the margins or include additional materials, such as class notes. The English Dictionary may be provided at the beginning of the IRW Component even though it will not be needed during the multiple-choice section.
OPTIONAL: Highlighter, Colored Pencil, or Pen In addition to the No. 2 pencil, as previously described, students may be provided two additional writing implements such as highlighters, colored pencils, or colored pens. The student may use the writing implements in the test booklet and on the scratch paper. 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.
STCs may distribute the hand-held manipulatives to Examiners prior to testing or on the day of testing.

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. Refer to Appendix C of the *Examiner's Manual* for the list of accommodations permitted on each section of the IRW Component. 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, who do not have an IEP or 504 Plan. Documentation of the temporary condition and necessary accommodations must be maintained in the student's school/division file. The STC should coordinate with the Examiner on how accommodations will be provided during the testing session.
- **Paper read-aloud administration:** The *IRW Component* does not have an audio file (CD) available. 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 assistance on Read-Aloud

test administrations. The read-aloud administration of both the MC and short-paper sections must be recorded and/or proctored.

- **Response Accommodations:** To meet any response accommodations specified in the student's IEP, 504 Plan, or EL Assessment Participation Plan, directions read aloud to students may be modified. For example, the directions on how to select answers online or mark the answer document may be modified for students who have the accommodation Examiner Records Responses (accommodation code 18).
  - For Paper Tests: The testing directions may be modified for students who do not enter their answers into 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 into 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 student information fields and write the student's name on their test booklet.

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

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 or hearing aids

3. MANAGING STUDENTS' 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 Fields B and C prior to administering the test, go to Section 4, *Directions for Student Completion of Demographic Information on Answer Document*. As directed by your STC, Field D, Student Testing Identifer, 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 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, as specified in the student's IEP, 504 Plan, or EL Assessment Participation Plan, permit the student to indicate their answer in a different manner. 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. You 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 on the answer document that the student would normally fill on the day of testing. The Examiner/Proctor must verify that the form number entered in Field E match the testing booklet

given to the student.

Guidance has been provided to the Examiner/Proctor (located at the beginning of the *Specific Directions for Administering the Paper* tests) regarding which portions of the student test directions may be omitted or modified for the students with these accommodations.

Refer to the *Examiner's Manual* Appendices for the requirements for administering tests with accommodations.

4. DIRECTIONS FOR STUDENT COMPLETION OF DEMOGRAPHIC 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 demographic 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 two 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 Section 1 side facing up.

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." The twenty has been written for you. 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 **Field F, *Form*, will be completed during the actual testing session.**

SAY **Are there any questions?** Answer students' questions. Give help as needed.

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, must be completed by the Examiner or other designated school staff member.

5. DIRECTIONS FOR ADMINISTERING THE GRADES 5, 8, AND EOC IRW COMPONENT IN PAPER FORMAT

5.1 Receive Test Materials for the IRW Component

On the day of testing you will receive all materials needed to administer the IRW Component (refer to Section 2.3 Table 1).

The STC will ask you to initial a *Test Booklets Transmittal Form and Affidavit for Examiners/Proctors* or a *Special Test Forms/Kits Transmittal Form and Affidavit for Examiners/Proctors* (located in the 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.

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*.

For a read-aloud session the Examiner/reader and student must have the same form numbers on their test booklets. Read-aloud on the IRW Component must be recorded or proctored.

5.2 Specific Directions for Administering the Grades 5, 8, and EOC IRW Component in Paper Format

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. Prior to beginning the directions for administering the test, check the test room to ensure it has been prepared for testing, as described in Section 4.5 of the *Examiner's Manual*.

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, 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 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 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 Manual* Appendices for the requirements for administering tests with accommodations.

Before distributing any materials, begin the directions.

SAY Today you will be taking the [Grade 5 <u>or</u> Grade 8 <u>or</u> End of Course] Integrated Reading and Writing Component.

This component consists of one reading passage and six questions. You must provide an answer to each item. After you finish with the reading items, you will enter the writing response area. In the writing area, you will be presented with the same passage you received for the reading portion and a prompt which will ask you to respond to a statement or a question. You will write your response on the lined pages in the testing booklet provided.

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.

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 IRW Component answer documents must indicate the following: "Integrated Reading and Writing Component", the students grade level, and Version 1.0. Distribute the answer documents with the front page side 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 "Integrated Reading and Writing Component [Grade 5 <u>or</u> Grade 8 <u>or</u> End of Course] Test, Answer Document Version 1.0". Raise your hand if there is a problem with your answer document.

SAY 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, and your date of birth. 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. 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.) **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.

SAY **Open your testing booklet to page 3 and find the boxes in the top right corner.** (Point.) **Write your last name and first name in the labeled boxes.**

Pause while students write their names.

SAY **Now turn to page 5 and find the boxes in the top right corner. Write your last name and first name in the labeled boxes. Are there any questions?**

Make sure students understand what to do. When everyone has finished,

SAY **I will now give each of you some scratch paper and a dictionary.**

Distribute scratch paper as directed by your STC. 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.

NOTE: Make sure students use only a No. 2 pencil when writing their response to the prompt in their answer documents. Have extra sharpened pencils, erasers, and scratch paper in an accessible place.

SAY **Look at the front cover of your test booklet for the form number of the test you are taking. Find the "I" followed by four numbers.** (Demonstrate using a student's test booklet.) **On the back of your answer document find Field E *Form*.** (Point.) **The letter "I" has been written for you. In the empty boxes, write the four numbers that appear after the "I" from the front cover of your test booklet. Beneath each box 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 (Grade 5, 8, or EOC), subject test code (4-digit number), followed by a dash (—), a "I" and four numbers. However, only the last four numbers 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.)

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.** (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.**

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 **Are there any questions?** (Pause.)

Answer students' questions.

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.** (Pause while students enter their names.) **Now, turn your test booklet over. Print your first and last name in the box.**

Assist students as necessary. Check students' test booklets and ensure that they have printed their names clearly in the boxes on the front and back covers of the test booklets.

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

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

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

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

BRAILLE OR LARGE-PRINT TESTS ONLY

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

SAY **Find the sample passage.**

➡ Grade 5 IRW Directions Continue on Page 12 ➡

OR

➡ Grade 8 IRW Directions Continue on Page 13 ➡

OR

➡ EOC IRW Directions Continue on Page 14 ➡

GRADE 5 IRW COMPONENT

READ-ALOUD TESTS ONLY

SAY [Read the Sample A 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 item and each answer choice to yourself.

READ-ALOUD ONLY

SAY [Now read the Sample A item 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?**

SAY 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.

➡ Directions Continue on Page 15 ➡

GRADE 8 IRW COMPONENT

READ-ALOUD TESTS ONLY

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

Pause while students find the sample passage.

"Mia's Art.

Mia rushed home and threw open the front door. Her mother whirled around, surprised that Mia was home from school so early.

"I won first place in the art contest!" Mia said with pride.

"That's wonderful, Mia!" her mother replied. "What was the subject of your art project?"

Though Mia had worked eagerly on her art submission for weeks, she had not told her mother what the project involved. Grinning from ear to ear, Mia handed over her artwork. It was a portrait of her mother."

SAY Now read the Sample A item and each answer choice to yourself.

READ-ALOUD ONLY

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

Mia rushes home from school because she wants to — (A) show her mother the portrait… (B) begin another art submission… (C) answer questions from her mother… (D) explain how to win a contest.

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 Samples.** (Point to this section.)

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

SAY For Sample A, fill in the circle for the letter "A" because "A" is the letter for the best answer.

➡ Directions Continue on Page 15 ➡

END-OF-COURSE IRW COMPONENT

READ-ALOUD ONLY

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

Pause while students find the sample passage.

SAY ***"Lost in Grand Central Station. Rachel stared at her watch in disbelief. It had been almost three hours since she had separated from her tour guide and the rest of the group. "Let's all meet at Grand Central Station—the main train station here in New York—at 3:00 P.M.," the guide had said. Now it was 3:30 P.M., and Rachel still hadn't been able to find her group. Was she in the right place? She wanted to ask for help but wasn't sure if anyone would be able to give her the information she needed. She carefully watched the passersby and hoped that her tour guide was looking for her too.***

SAY Now read the Sample A item and each answer choice to yourself.

READ-ALOUD ONLY

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

Sample A.

"Paragraph 1 reveals that Rachel has — (A) arrived at the train station early… (B) located another group of tourists… (C) separated from the group… (D) asked the tour guide for help".

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 Samples.** (Point to this section.)

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

SAY For Sample A, fill in the circle for the letter "C" because "C" is the letter for the best answer.

➡ Directions Continue on Page 16 ➡

Read for Audio and Read-Aloud Tests Only

SAY **[Read the Checklist for Writers to yourself] as I read them aloud. The checklist for writers is located in your test booklet after the questions and prompt.**

(Pause.)

Read for Grade 5 Audio and Read-Aloud Tests only:

SAY **"Checklist for Writers. I planned my writing. I revised my writing to be sure that the central idea of my writing is clear; the central idea is elaborated with supporting details; everything in my writing supports my central idea; my writing is organized so readers will understand my ideas; my words and information make my writing interesting to readers; and my sentences make sense and read smoothly.**

I edited my writing to be sure that I used appropriate grammar; I used capital letters and punctuation marks correctly; I spelled words correctly; and I let my readers know where I started new paragraphs.

I checked my writing to make sure that my ideas will be clear to my readers."

If you need me to read the checklist for writers to you as you compose your short paper, please raise your hand.

Read for Grade 8 Audio and Read-Aloud Tests only:

SAY **"Checklist for Writers. I planned my response before writing it. I revised my response to be sure that the introduction to my response captures the reader's attention; the central idea or thesis is supported with specific information and examples; the content of my response is related to my central idea or thesis; my response uses effective transitions to connect ideas; my response is organized in a logical manner; my sentences are varied and read smoothly; my word choice develops my purpose, tone, and voice; and the conclusion brings my ideas together.**

I edited my response to be sure that standard grammar is used; sentences are constructed and punctuated correctly; words are spelled correctly and capitalized when appropriate; and paragraphs are clearly indicated.

I checked my response to be certain that my message will be clear to my reader."

If you need me to read the checklist for writers to you as you compose your short paper, please raise your hand.

Read for Audio and Read-Aloud Tests Only

Read for EOC Audio and Read-Aloud Tests only:

SAY **"Checklist for Writers. I planned my response before writing. I revised my response to be sure that the introduction to my response is interesting and prepares the reader for the topic; my thesis is supported with specific information and examples that illustrate my central idea, purpose, or position; the content of my response relates to my thesis; when appropriate, my response includes a call to action or solution, analyzes misconceptions, or addresses counter claims; my response maintains a consistent point of view and uses effective, purposeful transitions to connect ideas; my response is organized in a logical manner; my sentences are varied and read smoothly; my word choice develops my purpose, voice, and tone; and the closure to my response brings my ideas together without restating them.**

I edited my response to be sure that standard grammar is used; words are spelled correctly and capitalized when appropriate; sentences are constructed and punctuated correctly; and paragraphs are clearly indicated.

I reviewed my response to be certain that it accurately reflects my intentions."

If you need me to read the checklist for writers to you as you compose your short paper, please raise your hand.

Students with the read-aloud accommodation may request you to read the Checklist for Writers as needed.

SAY **You may write in your test booklet or on your scratch paper, but make sure to fill in answers on your answer document.**

SAY **When you have completed the six multiple-choice items, you will reach the page for the written response. You will see the directions, the prompt, and the checklist for writers. The checklist for writers lists points for you to keep in mind as you write.**

SAY **You may use scratch paper for any planning you need to do before you begin writing your paper. If you need more scratch paper, raise your hand. You may use a dictionary to check your spelling.**

Be sure you respond to the prompt provided. If you do not, your paper will not be scored.

After you have finished planning, open your answer document to page 3. Where it says, "Start Here," use a <u>pencil</u> to write your paper on the lined pages. (Demonstrate.) **Only the writing on the lined pages will be scored.**

You do not have to fill all the lined pages with writing. You may print, or you may write in cursive. You may have as much time as you need today to complete the IRW component. Are there any questions?

Answer only questions related to the mechanics of completing the answer document. You may not answer any questions pertaining to the content of the prompt, interpreting the prompt, assisting students with choosing topics, etc. Make sure that the students know what to do.

SAY When you have finished the test, raise your hand and I will collect your materials. 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 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 begin working now.

SAY You may start working now.

⬇ Examiner/Proctors IRW Component Monitoring Guidelines, Below ⬇

➡ Examiner/Proctors Directions for Collecting Students' Test Materials, Page 19 ➡

5.3 Monitoring the IRW Component and Answering Student Questions

- **Examiner/Proctor monitoring.** During the test session, monitor the testing process by moving as unobtrusively as possible about the room. Do not engage in other activities that would interfere with monitoring. Such activities include, but are not limited to, reading, grading papers, using electronic devices, etc. Students may not be left unattended for any length of time.
- **Student access to unauthorized materials.** 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 Division Director of Testing (DDOT) providing the details about the incident.
- **Answer document monitoring.** Ensure students are using the correct answer document and are working in the correct section of the answer document, and are using only a No. 2 pencil to select answer choices and write their papers.
- **Examiner/Proctor reviewing test items.** Before, during, or after testing, you must not spend time reading any test items, creating any type of answer key to the test items, copying test items or portions of test items, taking notes about test items, recording student responses to test items, 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.)
- **Examiner/Proctor providing help on the multiple-choice section.** Help must not be given on any test items. Examples of prohibited help include, but are not limited to: pronouncing words, rewording the question, providing hints and clues, giving reminders, and/or 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, the Examiner, Proctor, or teacher should remind the student that the test questions cannot be discussed. Examiners/Proctors must not remind the student, either verbally or non-verbally, to make adjustments or corrections to the short paper

or to write more (or less). Once the student's answer document has been collected it may not be returned to the student.

- **Examiner/Proctor providing help on the response section.** Help must not be given on the test items/prompts. Examples of prohibited help include, but are not limited to: interpreting the prompt for students, assisting students with choosing topics, help with the writing process, pronouncing or spelling words, rewording the prompt, providing hints and clues, and/or giving reminders, giving verbal indications or non-verbal cues about the correctness of a student's answer. You must not direct or remind students to use any specific method or strategy when composing or writing their papers. If, after testing is complete, a student asks to discuss a question or the short paper, the Examiner, Proctor, or teacher should remind the student that the test 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, their testing materials must be collected by the Examiner or Proctor prior to the move. Students must not be permitted to discuss the test or course content in any way with anyone or have access to any educational materials, cell phones, or other electronic devices during the move. Once in the alternate site, return each student's own materials and resume testing.
- **Answer selection.** If a student needs assistance with the mechanics of selecting a multiple-choice 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.** You must 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 Examiner Records Responses accommodation may be directed to circle their answers in their test booklet and not be issued an answer document.
- **Questions about multiple-choice 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 specific test items. Refer to the previous bullet regarding prohibited help.
- **Reading the Prompt and/or Checklist for Writers.** The prompt and *Checklist for Writers* may only be read to students who have the audio or read-aloud accommodation specified in their IEPs, 504 Plans, or EL Assessment Participation Plans.
- **Questions about the prompt.** If a student asks a question that refers to what the student should write about or asks you to explain the prompt, say only, **"Read the topic carefully and write a short paper about it."**

- **Questions about writing a paper.** If a student needs assistance with the mechanics of writing, you may provide directions to the student, such as: **"Use the pencil to write a short paper on the lined pages in your answer document about the topic given."**
- **Cheating.** The Examiner must immediately notify the STC if a student is found cheating on the test. **If the student is testing at the time of the discovery of cheating, the student 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. 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 you should 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.

5.4 Collecting Students' Test Materials

- You must not prompt the student to go back to any specific question such as any left *unanswered*, or questions *multiple-marked*. 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."

  You may also ask the student:
  SAY Have you completed the short paper?

  Do not collect the answer document if the student indicates they are not done with the multiple-choice and/or short-paper sections. Once the student indicates they have completed the entire IRW Component, collect the student's answer document. 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, audio, and all used and unused 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. Students may be dismissed from the testing room or permitted to read quietly. Students may not access cell phones or other electronic devices while any students are testing.
- Be sure to account for all test materials including test booklets, answer documents, and scratch paper. The test examiner must be sure 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.

- After the test session is over, return all test materials to the STC as specified in Section 6. 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:

- Field A is correctly completed.
- Field B (*Last Name, First Name*)
- Field C (*Date of Birth*) must be correctly completed.
- Field D (*State Testing Identifier*) must be filled in, however, the STC will determine who fills this in.
- The form number in Field E (*Form*) 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
- 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, 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.**
- **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, interpreting)

  The STC will verify that you have returned all test materials and initial the *Test Booklets 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*
  - the *Examiner's Manual*

  NOTE: The unused answer documents, *Examiner's Manual*, and *Supplement* may be reused in subsequent administrations.

6.4 Sign the Examiner's/Proctor's Affidavit

After the Grades 5, 8 and EOC IRW Component has been administered and materials returned to the STC, Examiner's 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 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 Test Implementation Manual*).

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 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

We appreciate your time and effort in administering the Grades 5, 8, or EOC Integrated Reading and Writing Component

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

SAMPLE GRADE 5 ANSWER DOCUMENT

Virginia Assessment Program

INTEGRATED READING AND WRITING COMPONENT
Grade 5 Test

Answer Document
Version 1.0

Directions

The student's name in field A and fields B through F must be completed. After this document has been submitted for scoring, any corrections to the student's information must be completed in the online system.

A STUDENT NAME		TEACHER	
SCHOOL		SCHOOL DIVISION	
GENDER	GRADE	DATE OF BIRTH	TEST DATE

B LAST NAME	FIRST NAME

203911-001:321 Printed in the USA by Pearson ISD38212 VA00042445

PLEASE DO NOT WRITE IN THIS AREA

SERIAL #

SAMPLE GRADE 5 ANSWER DOCUMENT

STUDENT NAME

Last Name	First Name

INTEGRATED READING AND WRITING COMPONENT
Grade 5 Test
Version 1.0

C DATE OF BIRTH

MONTH: Jan, Feb, Mar, Apr, May, Jun, Jul, Aug, Sep, Oct, Nov, Dec

DAY

YEAR: 20

D STATE TESTING IDENTIFIER

E FORM

I

F TEST DATE

MONTH: Jan, Feb, Mar, Apr, May, Jun, Jul, Aug, Sep, Oct, Nov, Dec

DAY

YEAR: 20

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Printed in the United States of America.

Grade 5 INTEGRATED READING AND WRITING COMPONENT

SAMPLE
A Ⓐ Ⓑ Ⓒ Ⓓ

1 Ⓐ Ⓑ Ⓒ Ⓓ
2 Ⓕ Ⓖ Ⓗ Ⓙ
3 Ⓐ Ⓑ Ⓒ Ⓓ
4 Ⓕ Ⓖ Ⓗ Ⓙ
5 Ⓐ Ⓑ Ⓒ Ⓓ
6 Ⓕ Ⓖ Ⓗ Ⓙ

PLEASE DO NOT WRITE IN THIS AREA

SERIAL #

SAMPLE GRADE 8 ANSWER DOCUMENT

Virginia Assessment Program

INTEGRATED READING AND WRITING COMPONENT
Grade 8 Test

Answer Document
Version 1.0

Directions

The student's name in field A and fields B through F must be completed. After this document has been submitted for scoring, any corrections to the student's information must be completed in the online system.

A STUDENT NAME		TEACHER	
SCHOOL		SCHOOL DIVISION	
GENDER	GRADE	DATE OF BIRTH	TEST DATE

B LAST NAME	FIRST NAME

203912-001:321 Printed in the USA by Pearson ISD38212 VA00042446

PLEASE DO NOT WRITE IN THIS AREA

SERIAL #

SAMPLE GRADE 8 ANSWER DOCUMENT

STUDENT NAME

Last Name	First Name

INTEGRATED READING AND WRITING COMPONENT
Grade 8 Test
Version 1.0

C DATE OF BIRTH

MONTH: Jan, Feb, Mar, Apr, May, Jun, Jul, Aug, Sep, Oct, Nov, Dec

DAY: 0 0, 1 1, 2 2, 3 3, 4, 5, 6, 7, 8, 9

YEAR: 20 0 0, 1 1, 2 2, 3 3, 4 4, 5 5, 6 6, 7 7, 8 8, 9 9

D STATE TESTING IDENTIFIER

E FORM

F TEST DATE

MONTH: Jan, Feb, Mar, Apr, May, Jun, Jul, Aug, Sep, Oct, Nov, Dec

DAY: 0 0, 1 1, 2 2, 3 3, 4, 5, 6, 7, 8, 9

YEAR: 20 0 0, 1 1, 2 2, 3 3, 4 4, 5 5, 6 6, 7 7, 8 8, 9 9

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Grade 8 INTEGRATED READING AND WRITING COMPONENT

SAMPLE
A Ⓐ Ⓑ Ⓒ Ⓓ

1 Ⓐ Ⓑ Ⓒ Ⓓ
2 Ⓕ Ⓖ Ⓗ Ⓙ
3 Ⓐ Ⓑ Ⓒ Ⓓ
4 Ⓕ Ⓖ Ⓗ Ⓙ
5 Ⓐ Ⓑ Ⓒ Ⓓ
6 Ⓕ Ⓖ Ⓗ Ⓙ

PLEASE DO NOT WRITE IN THIS AREA

SERIAL #

SAMPLE END-OF-COURSE ANSWER DOCUMENT

Virginia Assessment Program

INTEGRATED READING AND WRITING COMPONENT
End-of-Course Test

Answer Document
Version 1.0

Directions

The student's name in field A and fields B through F must be completed. After this document has been submitted for scoring, any corrections to the student's information must be completed in the online system.

A STUDENT NAME		TEACHER	
SCHOOL		SCHOOL DIVISION	
GENDER	GRADE	DATE OF BIRTH	TEST DATE

B LAST NAME	FIRST NAME

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SERIAL #

SAMPLE END-OF-COURSE ANSWER DOCUMENT

STUDENT NAME

Last Name	First Name

INTEGRATED READING AND WRITING COMPONENT
End-of-Course Test
Version 1.0

C DATE OF BIRTH

MONTH	DAY	YEAR
Jan		20
Feb		
Mar	0 0	0 0
Apr	1 1	1 1
May	2 2	2 2
Jun	3 3	3 3
Jul	4	4 4
Aug	5	5 5
Sep	6	6 6
Oct	7	7 7
Nov	8	8 8
Dec	9	9 9

D STATE TESTING IDENTIFIER

	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

E FORM

I				
	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
Jan		20
Feb		
Mar	0 0	0 0
Apr	1 1	1 1
May	2 2	2 2
Jun	3 3	3 3
Jul	4	4 4
Aug	5	5 5
Sep	6	6 6
Oct	7	7 7
Nov	8	8 8
Dec	9	9 9

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End-of-Course INTEGRATED READING AND WRITING COMPONENT

SAMPLE
A Ⓐ Ⓑ Ⓒ Ⓓ

1	Ⓐ	Ⓑ	Ⓒ	Ⓓ
2	Ⓕ	Ⓖ	Ⓗ	Ⓙ
3	Ⓐ	Ⓑ	Ⓒ	Ⓓ
4	Ⓕ	Ⓖ	Ⓗ	Ⓙ
5	Ⓐ	Ⓑ	Ⓒ	Ⓓ
6	Ⓕ	Ⓖ	Ⓗ	Ⓙ

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SERIAL #

SAMPLE TEST BOOKLET PACKAGE
ASSEMBLY ID SHEET

Name of Test

VIRGINIA
STANDARDS OF LEARNING
FALL WRITING SECURE TEST MATERIALS

Assembly ID Sheet

Form Number

GR 5 IRW TB, FM 13055, PK 5

VA00032269

Level

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: B
PGM-SSN: N/A	Discrete Job: 2829069	Batch #: N/A
Page: 1	PKT: **N/A** Of **N/A**	Seq #: **N/A**

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