



**Virginia Alternate
Assessment Program
(VAAP)
2023–2024**

EXAMINER'S MANUAL

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.

VAAP Examiner's Preparation Checklist

<p><input type="checkbox"/> Attend or review all VAAP training modules provided by Virginia Department of Education (VDOE). Recordings of the training modules are available on the VAAP webpage:</p> <p style="text-align: center;">https://www.doe.virginia.gov/testing/alternative_assessments/vaap_va_alt_assessment_prog/index.shtml</p>
<p><input type="checkbox"/> Attend all local training events including Examiner training, get all Examiner resources, and sign test security documents.</p>
<p><input type="checkbox"/> Refer to each student's Test Plan and have a discussion with your School Test Coordinator (STC) about the test format each student will need. Share the number of test sessions you anticipate for each student and the days and times you plan to test.</p>
<p><input type="checkbox"/> If advance test preparation is required in order to provide some Test Conditions (such as highlighter, magnification) or the accommodations Alternate Representation of Response Options or Interpreting/Transliteration, ask the STC for advance access to the test.</p>
<p><input type="checkbox"/> Discuss with your STC and/or school administrator any coverage you anticipate needing in your classroom if you are serving as the Examiner.</p>
<p><input type="checkbox"/> Select a location for testing. An area of your classroom may be conducive or you may need another location in the building. Keep in mind that the location selected should allow the student to be positioned so that curricular information that could provide an advantage during testing is not accessible. <u>Best practice</u> suggests using a test location where the student is comfortable and free from distractions.</p>
<p><input type="checkbox"/> Collect manipulatives the student needs. Keep in mind that manipulatives must be those that the student is familiar with and routinely uses in classroom instruction. If your student will need behavioral system items such as a timer, rewards or picture schedule, these will need to be readily available prior to testing.</p>

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1. VIRGINIA ALTERNATE ASSESSMENT PROGRAM DESCRIPTION

The Virginia Alternate Assessment Program (VAAP) evaluates the performance of eligible students with significant cognitive disabilities in grades 3–8 and high school in reading, mathematics, and science. The program uses a multiple-choice design that is available in both online and paper formats.

1.1 VAAP Overview

- The VAAP tests assess the Virginia Essentialized Standards of Learning (VESOL). VESOL were developed from the Virginia Standards of Learning (SOL) but have been reduced in depth, breadth, and complexity to make the content relevant, accessible, and appropriate for students with significant cognitive disabilities. The VESOL, for all grade levels of Reading, Mathematics, and Science, are located in one PDF document titled, *Virginia Essentialized Standards of Learning* (VESOL). Refer to the VAAP webpage on the VDOE website for access to the VESOL:

https://www.doe.virginia.gov/testing/alternative_assessments/vaap_va_alt_assessment_prog/index.shtml

- All VAAP tests will consist of 35 multiple-choice test items: 30 operational items that will count toward the student's score and 5 field test items that are being tried out with students for future use.
- Easier items are presented first, followed by more challenging items.
- Students may view the test items online on a computer and/or in the paper version of the test. The *Documentation of Need for Paper Assessment* form is not required for students using the paper presentation of VAAP tests.
- Most students will be tested individually using testing conditions available to all students. More information about testing conditions may be found in the Appendix and in each student's Test Plan.

A small number of students may need additional test accommodations. VAAP individual accommodations must be documented in the student's IEP. More information about the accommodations may also be found in the Appendix and in the student's Test Plan.

- An Examiner's Copy that contains the test directions and instructions to the Examiner is provided for each VAAP test. The Examiner's Copy is included on perforated, tear-out pages at the beginning of the paper copy of the test for the student. The Examiner's Copy is used by the Examiner during online and paper administrations of the test. As the student tests, the Examiner will follow along using the Examiner's Copy, providing directions to the student when instructed to do so. The Examiner's Copy is used to record the student's responses to the test questions. The Examiner's Copy will also be used for read-aloud test administrations.

The Examiner's Copy contains **vital** information that should be read to students regardless of whether the student will view the paper or online version of the test. However, the Examiner does not read the information for each test item to students who listen to the items using the text-to-speech (TTS) format. The information contained in TTS is the same as the information the Examiner would read to the student. All students should be provided the information for each test item by either using the TTS format or by the Examiner reading it.

- Students may enter their responses to items online, on the paper copy, or indicate their responses to the Examiner using their preferred modality in every day instruction.
- For students who did not enter their responses to items online, it is strongly recommended that the Examiner or other school staff record the student’s responses on the Examiner’s Copy to be transcribed to the online test and verified by a second staff member at a later date.

1.2 Determination of Student Participation in the VAAP

The Virginia Alternate Assessment Program (VAAP) is only available for eligible students with significant cognitive disabilities in grades 3–8 and high school. Decisions about participation in the VAAP are made by the student’s Individualized Education Program (IEP) team. The VAAP is not available to students with 504 plans. The following documents are used to determine eligibility for participation in the VAAP:

- *VAAP Participation Criteria and the Determination of Significant Cognitive Disabilities*
- *VAAP Participation Criteria Form*

These documents are available on the VAAP webpage on the VDOE website at:

https://www.doe.virginia.gov/testing/alternative_assessments/vaap_va_alt_assessment_prog/index.shtml

1.3 VAAP Resources

■ VDOE VAAP Resources

The webpage above contains many other resources for teachers to effectively provide instruction and administer the VAAP tests. Resources include VAAP Practice items, Sample Integrated Lesson Plans for VESOL, and Teacher Training Materials. The webpage also provides resources to help parents understand the VAAP.

■ TTAC Resources

Curricular resources to support VESOL instruction in reading, mathematics, and science were developed by the VDOE Training and Technical Assistance Centers (TTAC) at Virginia Commonwealth University, James Madison University, George Mason University, Old Dominion University, The College of William and Mary, Radford University, and Virginia Polytechnic Institute and State University. These resources are available at:

<https://TTACOnline.org>

2. VAAP TEST ADMINISTRATION ROLES AND RESPONSIBILITIES

2.1 School Responsibilities for the VAAP

Many school division personnel are responsible for the implementation of the VAAP. These include:

- **Examiners and Proctors**

The Examiner prepares students and the test site, maintains test materials securely, administers the test, and ensures student responses are accurately recorded. Proctors may assist the Examiner and also observe the test administration to ensure all procedures and security requirements are followed. All VAAP Examiners and Proctors must be trained in test administration procedures and test security. Prior to testing, all VAAP Examiners and Proctors must read, understand, agree to abide by, and sign the current *School Division Personnel Test Security Agreement*.

- **School Test Coordinator (STC)**

The STC provides coordination for local and state assessments at the building level including training Examiners and Proctors, managing online and paper tests logistics, handling emergencies, and troubleshooting. The STC should direct questions requiring division-level responses to the Division Director of Testing (DDOT).

2.2 VAAP Test Schedule

The statewide VAAP Test Administration window will open on Monday, February 26, 2024, and close on Friday, June 21, 2024. School divisions will set their local testing window within the state window. VAAP test schedules are afforded flexibility to accommodate the needs of the students participating in the test. The Examiner and STC should collaborate to manage each student's testing schedule.

3. EXAMINER PREPARES FOR TESTING

3.1 Review the Student's Test Plan

Each student's teacher should have predetermined how the student will participate in the VAAP by developing a Test Plan using the template available on the VAAP webpage. Refer to each student's Test Plan for the information needed in developing the VAAP Test Schedule. The Test Plan should address the testing location, the schedule for testing, and the testing conditions and/or testing accommodations that will be used for the student.

3.2 Determine the Testing Location


Using the student's Test Plan, select a location for testing. An area in the classroom may be conducive or another location in the building may need to be selected. Keep in mind that the testing location should be one in which the student is comfortable and free from distractions. Curricular materials do not need to be removed from the testing room; however, the student must be positioned so that the student cannot see the curricular resources. The test materials must not be accessible visually or audibly by other students.

3.3 Collect Manipulatives

Manipulatives that the student will use on the test must be those that the student is familiar with and routinely uses in classroom instruction. If the student will need behavioral system items, such as a timer, rewards, or picture schedule, these items need to be readily available prior to testing.

3.4 Become Familiar with TestNav Tools and Features

If a student is using the online presentation, Examiners can interact with the TestNav features to maximize accessibility for the student. Examiners should have received practice using these tools.

The Pointer  must be used to select multiple-choice answers.

The following accessibility TestNav tools are available for all students as needed.

Audio Tools for Text-to-Speech

The Audio Tools are available on all test items on the online version of the VAAP tests and are available for use by students and/or Examiners. The audio tools for the text-to-speech reader are located on the right side of the screen. During testing, the Examiner may operate the tools or assist the student, as needed, with the audio tools. The Examiner reads the test item aloud to the student when appropriate.

Table 1. Audio Tools for Text-to-Speech

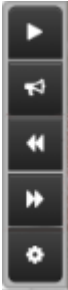






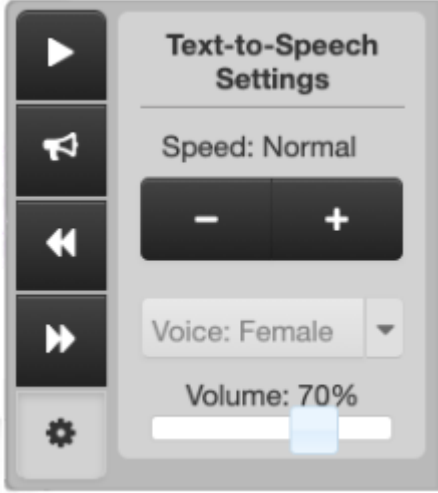


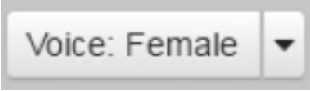
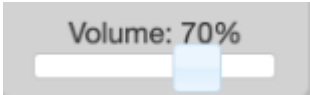
Audio Tools	Tool Icon	Tool Name and Description
		<p>Play button—when selected, this tool reads the item from the beginning. The text for the item is highlighted in yellow. To help the student follow along as the text is read, each word within the text will be highlighted in blue.</p> <p>The Stop button will only appear when the audio is playing. Selecting it stops the audio.</p>
		
		<p>Jump back—when selected, the audio will jump backward to a previous selection. Serves as a rewind.</p>
		<p>Skip Ahead—when selected, the audio will jump forward to the next selection. Serves as a fast forward.</p>
		<p>Toggle Click-to-Hear tool—this allows students to select where within the item the audio will begin.</p>
		<p>Settings wheel—when selected, the audio settings may be adjusted. Refer to Table 2 for the adjustable audio settings.</p>

Table 2. Audio Settings Available

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


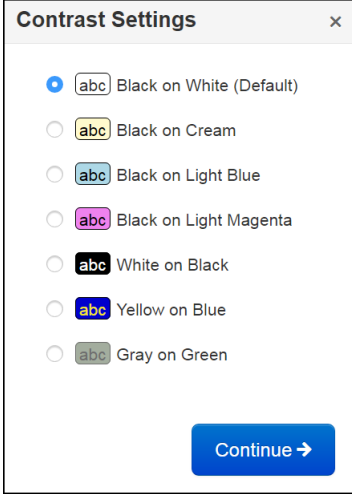

NOTE: The majority of the VAAP test items are read aloud to all students either through text-to-speech in the online format or through human-read-aloud. The Examiner may read the test aloud to the student, according to the directions in the Examiner’s Copy of the test. The use of the text-to-speech function and the read-aloud, following the Examiner’s directions, are not considered accommodations for the VAAP tests, and do not have to be documented in the student’s IEP.

However, a very small number of items are NOT read to all students, as described in the Examiner’s Copy. Reading these items aloud to students must be documented as an accommodation in the student’s IEP. Refer to the Appendix for guidance.

User Drop Down

The User drop down is located at the top of the online test. It contains the color contrast settings, the magnifier, and the zoom in/zoom out accessibility tools, and is where the student/Examiner signs out of TestNav.

Table 3. Accessibility Tools Located Under the User Dropdown Menu

<p>User Dropdown Menu</p> 	<p>Change the Background and Foreground Colors—selecting this permits the student to choose the background and foreground colors of his/her test. The list of background and foreground colors are shown in the screen shot below:</p>  <p>To return the background and foreground color to the default, the student selects Black on White (Default).</p>
<p>Enable Magnifier</p>	<p>When Enable Magnifier is selected, a square box appears on the student’s screen that can be moved anywhere on the screen to magnify the text/art within the box. This tool needs to be selected for each test item as needed.</p>
<p>Zoom In/Out</p>	 <p>Selecting “+” increases the zoom Selecting “-” decreases the zoom.</p> <p>Other methods can activate Zoom depending on the device (such as, keyboard shortcuts, pinch to zoom, etc.)</p> <p>Once zoom is set, this setting applies to all test items until it is changed.</p>
<p>Sign out of TestNav</p>	<p>Selecting Sign out of TestNav will bring up the Exit Test screen. Select <i>Save and Return Later</i> to exit the test. The test may be resumed at a later time to permit the student to finish the test. Selecting <i>Cancel</i> returns the user to the test.</p>

3.5 Accessing the Test Prior to the Test Date

In order to adequately prepare to administer the VAAP Test, testing staff may require access to the test prior to the test date to prepare the test for some testing conditions (such as highlighting or magnification) and the test accommodations: Alternate Representation of Response Options and Interpreting/Transliteration. VAAP testing staff may have advanced access to each VAAP test as described in this section.

Procedures for Accessing the VAAP Test

- Prior to any test access being granted, all staff responsible for providing the accommodation must have been trained in VAAP test administration and test security and must have signed the *School Division Personnel Test Security Agreement*.
- Test security must be maintained.
 - The test must remain on school property during the access, preparation, and review.
 - The reviewer or test preparer must maintain the test securely and not permit access to the test to anyone not involved in the review or preparation. The reviewer or test preparer must not share information related to the test items, answer choices, or test content by any means to anyone.
 - The STC and the reviewer or test preparer must fill out the *VAAP Test Access Transmittal Form* each day access to the test is given. At the end of each day's access, the original test and all copies and any notes about test items must be returned to the STC. The STC is responsible for monitoring access to the VAAP tests and ensuring the tests are returned each day to secure locked storage.
- Testing Conditions Guidance
 - The test preparer may access and prepare the test no more than 24 hours prior to each test's scheduled test date.
 - The student's paper version of the test should be used for preparing for testing conditions.
 - The student's original test and all copies and any loose pieces of the student's copy must be saved and returned to the STC to be securely stored. At the end of the test administration, all of this material must be returned to Pearson with the paper testing materials.
- Alternate Representation of Response Options Guidance
 - The test preparer may access and prepare the test no more than four school days (96 hours) prior to each test's scheduled test date.
 - The student's version of the test should be used for preparing alternate representations of response options. Choice cards will be made available for students with this accommodation that may need their test enlarged. Examiners should contact the STC/DDOT for the Choice cards.
 - The student's original test and all copies, choice cards, and any loose pieces of the student's copy must be saved and returned to the STC to be securely stored. At the end of the test administration, all of this material must be returned to Pearson with the paper testing materials.
- Interpreting/Transliteration Guidance
 - The test reviewer may access and review the test no more than 24 hours prior to each test's scheduled test date.
 - The Examiner's Copy of the test should be used to review the test. The student's copy of the test must not be altered or written on.
 - Notes may be made about how to interpret/transliterate a test item. However, the interpreter/transliterator must keep their notes with the test. After the review is concluded, the notes and test must be returned to the STC to be securely stored. At

the end of the test administration, the notes must be returned to Pearson with the paper testing materials.

- Who to contact for access
 - Testing staff who provide testing conditions and the two accommodations listed here and who need prior access to the test must contact the STC to make arrangements and document access on the *VAAP Test Access Transmittal Form*.

4. EXAMINER'S DIRECTIONS FOR ADMINISTERING A VAAP TEST

4.1 Receive Test Materials

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

- Student Testing Ticket—ensure the ticket provided matches the name of the student listed on the *VAAP Test Administration Transmittal Form and Affidavit for Student Testing Resources*.
- VAAP Examiner's Copy and Student Materials—this contains both the student's copy as well as the Examiner's Copy of the test. The Examiner's Copy must be provided for both the online and paper administrations of the test. The Examiner's Copy contains **vital** information that should be read to students regardless of whether the student will view the paper or online version of the test. However, the Examiner does not read the information for each test item to students who listen to the items using the text-to-speech (TTS) format. The information contained in TTS is the same as the information the Examiner would read to the student. All students should be provided the information for each test item by either using the TTS format or by the Examiner reading it. The Examiner's Copy is printed on perforated pages to be torn out of the student's test booklet at the time of testing. Be sure the student's name is written on the Examiner's Copy and Student Materials.
- Any notes (if created during test review to prepare for an accommodation) for the administration of the test.

The STC will ask you to initial the *VAAP Test Administration Transmittal Form and Affidavit for Student Testing Resources* to verify your receipt of the test materials. The purpose of this form is to track the secure materials throughout the test administration. Each test a student takes will require a separate transmittal form and will be signed for each instance in which test materials are checked out.

4.2 Check the Student's Work Area

Ensure the student's work area meets the criteria discussed in Section 3.2. Ensure that the workstation is clear of all materials not needed for the test.

Ensure any required test manipulatives and behavioral system items (timers, rewards, picture schedules etc.) as appropriate, are available. See Section 3.3.

4.3 Administering the VAAP Test

Prior to beginning the test with the student, carefully remove the Examiner's Copy of the test from the student's test booklet and write the student's full name on the front cover in the space provided. The Examiner's Copy contains the directions for each test item.

The student may take the test using the online version exclusively, or the student may take the paper test exclusively (such as with the braille test and out-of-division placements), or the student may have both the online test and the paper test available at the same time while completing the VAAP test. Ensure the student's full name is also written on the paper test in the space provided.

For paper only test presentation— If a student will not be presented their test items using the online test (as with the braille test and out-of-division placements), or using any of the accessibility tools available from the online test (text-to-speech, magnifier, etc.), do not sign in to TestNav. It is preferable that you record the student’s responses in the Examiner’s Copy of the test in the space provided. Then after testing has been concluded, following division determined procedures, you or other testing staff will sign in to TestNav and transcribe the student’s responses from the Examiner’s Copy into TestNav and submit the test. If the test will be presented as described above, begin the directions at **Present the test items to the student** in the directions that follow.

- **Examiner or Student Signs In to TestNav using the Student Test Ticket** (begin here if accessing the test online)

Select the TestNav app on the testing device. The TestNav Sign In box will appear on the screen.

TestNav
Virginia

Username

Password

Sign In

Test Audio

Virginia Practice Items

You may set the volume for the text-to-speech audio.

Under the *Sign In* button, locate the Test Audio link. You should hear a “ringing bell!” Use this sound to set a comfortable volume for the audio (with or without headphones).

Using the student’s test ticket, verify that the name on the ticket matches the student sitting for the test. If appropriate, the student may Sign In to the test or the Examiner may enter the

username and password into the Sign In screen exactly as they appear on the test ticket. Select the *Sign In* button.

■ Access the Test Items

The screen should say: “**Welcome;**” and list the student’s name. Ensure the name on the screen matches the student sitting for the test.

Select the *Start* button.

A screen appears listing Section 1. On this screen select the *Start* button.

The first test item should appear on the screen.

■ Present the test items to the student (begin here if paper-only presentation)

- Present each test item to the student following the directions in the Examiner’s Copy of the test.
- For students taking the online test, all of the tools in TestNav are available: text-to-speech, color contrast, magnifier, zoom in/zoom out.
- The Examiner provides Testing Conditions and/or Test Accommodations as required.

■ Record student’s responses

Options for Recording Student Responses:


- if appropriate, students may enter their responses to items into their test booklet or into TestNav as they complete items;
- students may indicate their responses to you using their usual communication modality;
- you record the student’s responses in the space provided in the Examiner’s Copy of the test and responses are entered into TestNav at a later time (by Examiner, STC, or other authorized staff);
 - If a student does not answer a test item that has been presented, the Examiner should enter “DNA” for “Did Not Answer” in the space provided in the Examiner’s Copy of the test.

The image shows a digital test interface. On the left, it says 'Item 5' and 'Here is an addition problem. (Point to student materials.) 6 plus 8 equals which number?'. To the right, there are three buttons labeled 'A', 'B', and 'C'. Below these buttons are three input fields containing the values '8', '10', and '14'. To the right of these input fields is a larger box labeled 'Student Response' which contains the handwritten text 'DNA'. A red circle is drawn around the 'Student Response' box.

- For details regarding students struggling on the VAAP test, refer to Section 4.4.
- or you enter the student’s responses into TestNav. As a best practice, it is strongly encouraged that Examiner’s record the student’s response into the Examiner’s Copy in order to have a paper record of the student’s response. Regardless if the student completes the paper or online version of the test, recording the student’s responses in the Examiner’s Copy creates a paper record of the student’s responses. In the case of an irregularity, such as the online test was submitted before all the student’s responses were entered, or staff forgot to enter student’s responses, the paper record would be

used to correct these irregularities. School divisions may choose to require the student's responses to be recorded in the Examiner's Copy.

■ Concluding the test session

- At the conclusion of the day's test session, the student may only review the test items completed during the day's session. If the student left any items unanswered or bookmarked from the day's test items, you may prompt the student to return to any unanswered or bookmarked items.
- At the conclusion of the online test session, either submit the online test if the student has finished the entire test and responses have been entered into TestNav, or exit the online test if the student will continue on another day or the student's responses will be entered at a different time.
- How to Exit the online test. Select the User Dropdown Menu by clicking on the icon  at the top of the screen. On the dropdown menu select *Sign out of TestNav*, then select *Save and Return Later*.
- On the next day of online testing, in this same test, the STC will *Resume* the *Exited* test and you use the Student Testing Ticket to sign in to the test, picking up in the test where you left off. For paper-presentation-only tests, you will begin the test where you left off on the previous day. For both online and paper-only presentations, students may not return to any items previously answered or not answered from a previous day.

■ Entering Student Responses into TestNav and Submitting the Test

• Guidance for Examiners in the local school division

- Students may enter their responses to items into TestNav as they complete items or students may indicate their responses to the Examiner using their usual communication modality.
 - If you are recording the student's responses, you may enter the responses into TestNav as the student progresses through the test, or
 - you may enter the student responses onto the Examiner's Copy of the test in the space provided, then the student responses will be transcribed into TestNav by you or other testing staff. As a best practice, it is advised that a second staff member verify the accuracy of the transcription.
- How to access the student's test to enter student answer choices:
 - the STC/DDOT must *Resume* the student's test. The STC/DDOT should also ensure the test is unlocked. Staff then use the student's test ticket to sign in to the test; and
 - staff enters the student's response for each item. As a best practice, it is advised that a second staff member verify the accuracy of the transcription. It is also advised that school divisions maintain documentation of who entered the student's responses and who verified the transcription.
- How to submit the test for scoring
 - When all the student responses have been entered into TestNav, testing staff will encounter a screen that says, **Congratulations, you have finished!** Follow the directions on the screen to either go back to the test items or to *Submit Final Answers*. When the *Submit Final Answers* button is selected, follow the prompts on the next screen to either *Cancel* the submission or confirm the final submission by selecting *Yes, Submit Final Answers*. Close TestNav.

- **Guidance for Examiners in Out-Placed Facilities or Special Situation Schools**

- Students who are out-placed and are being served as part of an 8888-Special Situation School will only have access to the paper version of the test. The Examiner, at the out-of-division placement, will record the student's responses onto the Examiner's Copy in the space provided. When the student has completed the test, both the student's copy and the Examiner's Copy of the test are returned to the DDOT of the student's home division. Ensure the student's name and STI are recorded on the Examiner's Copy and on the student test materials. Testing staff at the home division will transcribe the student's responses into TestNav, using the Student Testing Ticket to log into the test. As a best practice, it is advised that a second staff member verify the accuracy of the transcription.

4.4 Students Struggling on the VAAP Test

If a student who is participating in the VAAP has difficulty responding to items or indicates in some manner that they cannot continue, the Examiner should follow these guidelines:

- Items must be presented to the student before skipping them.
- The student may skip the item and be presented the next item.
- At the conclusion of the day's test session, the Examiner may only review the test items completed during the day's session. If the student left any items unanswered or bookmarked, the Examiner may prompt the student to return to any unanswered or bookmarked items. For any items the student is not able to answer, the Examiner should record "DNA", for "Did Not Answer", in the Examiner's Copy of the test in the space provided.

The image shows a test item interface. On the left, it says "Item 5" and "Here is an addition problem. (Point to student materials.) 6 plus 8 equals which number?". To the right, there are three option boxes labeled "A", "B", and "C". Option A contains the number "8", option B contains "10", and option C contains "14". To the right of these options is a "Student Response" box. The word "DNA" is handwritten in the response box, and this box is circled in red.

- The student's test may be *Exited* for the day, and the student may attempt testing again on another day, picking up where the student left off. However, the student may not return to any items previously answered or left unanswered from a previous day. The intent of the test administration is not to begin testing and then stop testing to provide instruction and then resume testing.
- If the Examiner determines that a student can go no further in the test and that it is in the student's best interest to discontinue testing, the test can be stopped. The Examiner *Exits* the student's online test or collects the paper test and materials.
 - For any items not answered, the Examiner should record "DNA" in the Examiner's Copy of the test in the space provided (refer to the preceding image).
 - The student responses to all attempted items must be transcribed/entered into TestNav. Any test items marked as "DNA" on the Examiner's Copy are left blank in TestNav. After the transcription of student responses into TestNav, submit the test.
 - It should be noted that discontinuing testing will impact the student's score. Local school divisions may require documentation to justify discontinuing the test.

4.5 After the Test Administration

- At the end of each day's testing, the Examiner returns all secure testing materials to the STC.
 - The Examiner must return the student's testing ticket and all Student's and Examiner's Copies of the test to the STC.
 - Examiners who administered the accommodation **Alternate Representation of Response Options** must return the original student's test and all copies, choice cards, and any loose pieces of the student's copy. On the last day of the student's test, these secure test materials must be placed into an envelope labeled with the student's name, test name, and grade level, and returned to the STC.
 - Examiners who provided the accommodation **Interpreting/Transliteration** must also return all notes used about how to interpret/transliterate an item.
 - The STC initials the *VAAP Test Administration Transmittal Form and Affidavit for Student Testing Resources*.
 - The Examiner/Proctor signs the Examiner's or Proctor's Affidavit.

THANK YOU

We appreciate your time and effort in administering the Virginia Alternate Assessment Program tests.

Please email any comments or suggestions for improving this manual to:

student_assessment@doe.virginia.gov

Any testing conditions and test accommodations provided to the student participating in the VAAP should be included in the student's Test Plan. VAAP individual test accommodations must be documented in the student's IEP.

TESTING CONDITIONS AVAILABLE TO ALL STUDENTS TAKING VAAP

VAAP testing conditions provide flexibility to the testing environment that ensures access to participants. The Testing Conditions are not considered accommodations and are not required to be documented in the student's IEP. VDOE does not require individual administration of the VAAP to be video/audio recorded or proctored, but school divisions can implement this as a best practice. The VAAP testing conditions are grouped in the following categories: time/scheduling, setting, presentation, and response. The testing conditions permitted for any student taking the VAAP are described in this section. Guidance is provided for those conditions that require specific procedures.

Timing/Scheduling Conditions

Multiple test sessions—the student may be administered the VAAP test over multiple sessions over multiple days in the online or paper formats. The student's Test Plan should indicate an approximate number of sessions for each test that will be administered to the student. For both the online and paper formats, testing is resumed where the student left off on the previous test session. Any test items presented to students may not be revisited during a later test session. Answers to previously completed items may not be revised. At the end of each day's testing, any items left blank/not answered must be marked with "DNA" (Did Not Answer) in the space provided in the Examiner's Copy. The student's test ticket, student's paper copy, and the Examiner's Copy of the test must be returned to the STC each day. The test transmittal form must note each instance the test is signed out to the Examiner and returned to the STC.

For online testing, a test ticket is used to sign into TestNav. Each testing session requires the STC to resume and unlock the test. After each testing session, the student must be *Exited* from the online test and the STC will ensure the *Exited* test is locked.

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

Order of tests—the order of tests administered is based on what is most appropriate for the student.

Planned breaks during testing—the schedule for breaks should be based on the student's needs. Test security must be maintained at all times during the break(s). The following must be adhered to during a break:

- The Examiner must not provide the student with any access to educational materials or discuss the test in any way.
- Student's test materials must not be accessible or viewable by other students or by school personnel.
- The testing room must be securely maintained.
- The student should either be *Exited* from the online test or the student's screen should be turned off or covered prior to the break.
- If the student *Exits* the test, his/her test must be *Resumed* by the STC. Once the student is ready to continue testing, the student's test must be signed in again using the Student Testing Ticket.
- If the student's screen was turned off or covered and the student did not *Exit*, the student must return to the same testing device to continue testing.

Setting Conditions

- **Test location**—the test is administered in a location most appropriate for the student to access the test with the least amount of distractions for the student. VDOE does not require curricular materials to be removed from the VAAP testing environment; however, the student must be positioned so they cannot see curriculum resources and test materials cannot be accessed visually or audibly by other students.
- **Adaptive or special furniture**—the student is assessed using adaptive or special furniture, such as balance balls, cushions, or a raised desk surface.
- **Special lighting**—lighting in the testing room may be modified based on what is most appropriate for the student.
- **Individual testing**—students may be tested individually.

Presentation Conditions

- **Manipulatives**—The manipulative must meet these criteria:
 - must be familiar to the student and used during instruction,
 - must be used individually and not shared with other students during a test administration,
 - must be available in the test environment where students may access them if they choose to use them, and
 - must not be labeled (e.g., fractions, decimals, numerals, text).

In order to make manipulatives available in the testing environment, the student's needs must be considered. In some cases, making all manipulatives available in the testing environment may be a source of distraction for some students. These students may need manipulatives placed in a nearby accessible area. Students with multiple test sessions may have access to the manipulatives needed for all of test items to be attempted for each session. Manipulatives must not directly provide students with answers or identify the process by which students may determine the answer. Examiners must not coach students as to which manipulatives to use during testing.

- **Calculator**—VAAP participants may use a handheld calculator they are familiar with and have used in classroom instruction. Calculators offered with assistive technology devices, such as a talking calculator or braille calculator are allowed. Completion of the *Calculator Accommodation Criteria Form* is not required.

It is recommended that accessing a calculator application on an Internet-connected device such as a smartphone, tablet, or computer only occur during testing if there are no other suitable alternatives for the student.

If a student requires the use of a calculator application on an Internet-connected device during VAAP testing, the Examiner is to observe the use of the device to ensure the student does not access other applications, or the Internet, which could advantage the student or compromise the integrity of the VAAP test. If the student is accessing a calculator application on an iOS or Android device, it also would be appropriate to restrict access on the device using the lock-down settings within the device's accessibility features.

- **Verbal/visual prompts**—verbal/visual prompts are included as a test condition available to all students participating in the VAAP. These prompts may not be used to provide clues to answer choices. Verbal and visual prompts may be used if they fall into one of the following categories:

Focuses the student and brings attention to the test.

- Example: "Sue, listen as I read this sentence." Examiner points to a picture or symbol used in the classroom to help the student focus.

Cues the student to respond.

- Example: “Tim, point to the number that shows what 6 + 8 equals.” Examiner points to choice cards.

Ask about the need for a break or some other support.

- Example: “Jessica, do you need a break and a snack?” Examiner points to break card.

Motivates the student to continue.

- Example, “Carl, let’s do one more and then you will get a star on your behavior chart.” Examiner points to symbol for “Keep Working.”

■ Visual aids

- Highlighter/Coloring Tools—use of highlighters and colored pencils/pens/markers may be used on the paper copy of the student’s test. When using coloring tools, test items must be colored as presented and not used to prompt or clue the student to select specific answer options.
- Masking templates/devices—for the paper test, the student may use a template (or mask) that is blank that allows a student to see one word, sentence, or line of print at a time. Markers may be used to allow the student to maintain his/her place. The online test provides Line Reader Mask, Answer Mask, and Highlighters.
- Color overlays—the student may use only one blank color overlay. Prior to the assessment session, the Examiner and student must use practice tests to verify that the color overlay or the tinted screen does not obscure any shaded areas of online test items.
- Tactile supports—consist of raised text and images that allow access by touch. Text and images may be raised through embossing and/or using yarn or other materials.

The *Examiner’s Supplement for Students with Visual Impairments* (VI Supplement) is available by grade level for each content area. The Examiner may use the VI Supplement when administering items with graphic or pictorial representations to students with visual impairments who do not use braille. Specific test items on the VAAP test forms are identified as needing alternate text for the Examiner to these students. The alternate text for each of these items should be read aloud to the student in place of the text presented in the Examiner’s Copy.

In some cases, alternate text is not appropriate for test items such as certain graphs or figures. Therefore, Examiners may need to consider tactile or visual supports for students with visual impairments to access these types of items.

Contact the STC/DDOT for access to the VI Supplement. These supplements are secure materials and must be returned to the STC after each testing day.

- Magnification—for test security, testing staff must ensure that assessment items are not visible to others. This may require windows to be covered and/or individualized testing. Physical magnification devices, such as a magnifying glass or screen magnifier, which are placed over the display for visually impaired students may be used. The Enable Mangifier tool is available for online tests.

Electronic magnification devices, such as a closed-circuit television (CCTV), a large monitor, an interactive or electronic whiteboard, or a LCD projector which projects the assessment onto a large screen or board may be used by visually impaired students for magnification purposes only. These magnification devices must not save or capture any portion of the test or use software running concurrently with TestNav.

■ Auditory aids

- Amplification equipment—students with a hearing disability or difficulty maintaining focus may use amplification equipment, such as an auditory trainer, FM system, or other devices, that will amplify the Examiner’s voice.

- Noise Dampening Equipment—the student with a disability may wear noise dampening headphones, ear muffs, or ear plugs to reduce distractions while taking an assessment. The headphones, earmuffs, or ear plugs must be worn only after all Examiner instructions are completed and may not be connected (wired or wireless) to any music, phone, or other electronic device during the test session.
 - Whisper phone—a student may use a whisper phone as auditory support to amplify the sounds and words they are reading. This accommodation must be administered in an individual session to ensure that other test takers are not distracted.
- **Visual point-to support of directions/question/answer options**
Many test items include directions for the Examiner to point to questions/items and answer options. In providing this condition, the Examiner must be careful so that the student is not clued to the correct answer choice.
 - **Student read-aloud and sub-vocalization**—the student may read aloud to him/herself. The student must be tested individually. The student can then read the test aloud to himself/herself without interaction from the Examiner.

Response Conditions

- **Attentional/self-regulation sensory supports**
These conditions are used to assist students to control and adjust their emotions, behaviors, and attention appropriate for the environment they are in. These supports must be those routinely used by the student in the classroom. Attentional/self-regulation sensory supports must be used as an overall support to the test as a whole and not on specific items. Supports include, but are not limited to, fidget/sensory items.
- **Physical position supports**
A student who requires physical support to access the assessment in the online or paper format may be supported using appropriate devices or equipment that increase or decrease movement or provide position assistance. These devices or equipment must be routinely used by the student in the classroom setting. The physical support must not cue students to correct answers.
- **Examiner records responses**—students who are unable to respond to test items by marking on the paper student test or by selecting the answer online may have an Examiner/Proctor record their responses. The student may mark on the student’s paper test copy, respond verbally, point, use eye gaze or head wand, or otherwise indicate a response. The Examiner may write the student’s response on the Examiner’s Copy of the test or enter the response into the online test.

If the student marks responses in the paper test copy, the answers must be transcribed into the online test. As a best practice, it is advised that a second staff member verify the accuracy of the transcription.

The student’s name should be clearly printed on the paper student’s test copy and the paper test returned with all other secure materials to the STC. If a discrepancy is discovered after the division has returned its secure materials to Pearson, notify assessment staff at the Virginia Department of Education.

The student may ask the school official to perform tasks that may include:

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

If the student responds verbally, points, or otherwise indicates a response, the student must be assessed individually to ensure that other test takers are not distracted.

- **Assistive technology**—the student may use any device that serves as a primary communication mode or augmentative communication device. The student may access any item, piece of equipment, or

product system, whether acquired commercially off the shelf, modified, or customized, that is used to increase, maintain, or improve the functional capabilities of a child with a disability.

- **Response aids for paper version**—the student may use aids such as adaptive pencils if the student is marking their answers on paper tests. Similarly, the student may use tools such as key guards on the online test to provide support for entering answer choices in TestNav.

VAAP INDIVIDUAL TEST ACCOMMODATIONS

Individual test accommodations provide eligible VAAP participants access to the test as a means to demonstrate their knowledge and skills. Individual test accommodations are changes in the administration of an assessment which result in an adjustment to how the test is presented or how the student responds to test items. When selected and used appropriately, individual test accommodations reduce or even eliminate the effects of a student's disability without impacting learning expectations or providing an unfair advantage. All individual test accommodations must be documented in the student's IEP. Most students will be able to access the VAAP tests with the testing conditions available to all students. However, some may need the accommodations listed below.

- **Alternate Representation of Response Options (accommodation code 1)**

This accommodation allows the three answer options on the test to be represented in a way that allows the student to respond using their normal modality of communication. Examples include:

- answer choices made into choice cards—choice cards are available for the Examiner to provide the accommodation. The choice cards, available for download, are enlargements of the answer choices in the student's test booklet. Examiner's must contact the STC/DDOT, who will provide the choice cards.

The choice card sets are specific to each student's test materials. Examiners must ensure the choice card set form number matches the form number on the student's test booklet, and to keep the choice cards and the student's test materials together. The choice card sets are secure materials and must be returned to the STC after each testing day.

- use of physical objects for answer choices (clocks, money); and
- Picture Exchange Communication (PECS) for answer choices.

All three answer options must be represented in the communication modality used by the student. For example, if the student's communication modality is the PECS system, then all three-answer options must be represented by the PECS system.

The three answer options must be visible to the student for each test item as the student is responding.

The Alternate Representation of Response Options cannot provide an unfair advantage to the student, such as:

- changing or reducing the answer options
- providing hints, clues, or prompts

Each VAAP test may be accessed and prepared by the Examiner no more than four school days (96 hours) prior to the scheduled test date of that test. Refer to Section 3.5 for guidance on the test review process.

- **Read-Aloud (accommodation code 2)**

Since the majority of the VAAP test items are read aloud to all students either by using the text-to-speech available with the online test items or by having the Examiner read the test item aloud to the student, the read-aloud accommodation applies to a small number of test items (mostly in the *Reading* test) that are not read to all students. With these items, the introductory text that is read to the student specifies that the student is to read all or part of the item. The read-aloud accommodation permits all of the item to be read to the student.

The read-aloud accommodation provides additional support for students who have a disability that impacts their ability to access text. The read-aloud accommodation would be most appropriate for

students who access content primarily through the auditory mode. The read-aloud accommodation may be used with the online test format (rather than using text-to-speech) and the paper format of the test. Test items are to be read exactly as written using a natural tone and manner. It is important for the Examiner to understand what the test item is asking in order to avoid clueing the student by reading the test item in a specific way.

■ **Interpreting/Transliteration (accommodation code 3)**

The test items may be interpreted/transliterated directly from assessments (paper or online formats) or from items read to the student by Test Examiners. The student's IEP Team should determine the best method to provide the student access to assessment items.

If a VAAP test is administered to a student by a sign language interpreter for the interpreting/transliteration accommodation, the sign language interpreter has the option to review the specific test form, under secure test conditions, prior to administering the test to the student, to prepare for signing the test. The VAAP test may be reviewed by the interpreter no more than 24 hours prior to the scheduled test date. Refer to Section 3.5 for guidance on the test review process.

■ **Braille (accommodation code 4)**

Braille is available only to students who have a visual impairment. The Examiner's Copy of the test will be included in the braille test kit. The Examiner will record the student's responses in the Examiner's Copy and these responses will need to be transcribed into TestNav using the online test ticket for the student.

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