



# **Fall 2024 Test Implementation Manual**

**Fall and Winter Growth Assessments**

***Writing* Standards of Learning Tests**

***Non-Writing* Standards of Learning Tests**

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

**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.**



**Fall Growth Assessments 2024–2025  
Administration Schedule\***

<b>Fall Grades 3–8 Reading and Mathematics Growth Assessments</b>	
SRI Submission Available	July 8, 2024
Special Assessment Accommodation Request Deadline	July 19, 2024
<i>School Division Test Security Agreement Due</i>	No later than Friday prior to start of division's test window if it has not been previously submitted for the 2024 –2025 school year
Additional Orders Window	July 8, 2024 – November 8, 2024
Manually Create/Edit Online Test Session Start	July 22, 2024
Prepare Sessions Start	July 29, 2024
Proctor Cache Start	August 9, 2024
Ability to Start Test Session	Test sessions cannot be started until the first day of the division's test window
<b>Test Window</b>	<b>August 12, 2024 – October 11, 2024</b>
Answer Documents Shipped By	October 18, 2024
Secure Test Materials Due	Within 4 weeks from end of division's test window
<i>School Division Affidavit Due</i>	Within 4 weeks from end of division's test window

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

## Winter Growth Assessments 2024–2025 Administration Schedule\*

<b>Winter Grades 3–8 Reading and Mathematics Growth Assessments</b>	
SRI Submission Available	October 28, 2024
Special Assessment Accommodation Request Deadline	November 8, 2024
<i>School Division Test Security Agreement Due</i>	No later than Friday prior to start of division's test window, if the <i>Division Test Security Agreement</i> was not previously submitted
Additional Orders Window	October 28, 2024 – March 14, 2025
Manually Create/Edit Online Test Session Start	November 11, 2024
Prepare Sessions Start	November 18, 2024
Proctor Cache Start	November 22, 2024
Ability to Start Test Session	Test sessions cannot be started until the first day of the division's test window
<b>Test Window</b>	<b>December 2, 2024 – February 14, 2025</b>
Answer Documents Shipped By	February 21, 2025
Secure Test Materials Due	Within 4 weeks from end of division's test window
<i>School Division Affidavit Due</i>	Within 4 weeks from end of division's test window
<b>Authorization to Report (ATR)</b> deadline for Fall and Winter Growth Assessments 2024–2025	<b>April 4, 2025</b>
Printed Reports Order Deadline	May 9, 2025

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

## Fall 2024 Writing Standards of Learning Assessments Administration Schedule\*

<b>End-of-Course <i>Writing</i> Assessments</b>	
Student Registration Import (SRI) Submission Available	September 16, 2024
Special Assessment Accommodation Request Deadline	September 27, 2024
<i>School Division Test Security Agreement</i> Due	No later than Friday prior to start of division's test window if it has not previously been submitted for the 2024-2025 school year
Additional Orders Window	September 16 – December 6, 2024
Manually Create/Edit Online Test Session Start	September 30, 2024
Prepare Sessions Start	October 7, 2024
Proctor Cache Start	October 18, 2024
Ability to Start Test Session	Test sessions cannot be started until the first day of the division's test window.
<b>Paper Test Window</b>	<b>October 21–23, 2024</b>
<b>Term Graduate 1st Online Test Attempt Window</b>	<b>October 21 – November 1, 2024</b>
<b>EOC Online Test Window</b>	<b>October 21 – November 8, 2024</b>
<b>Term Graduate 2nd Online Test Attempt Window</b>	<b>November 11 – December 6, 2024</b>
Answer Documents Shipped By	November 8, 2024
Secure Test Materials Due	December 6, 2024
<i>School Division Affidavit</i> Due	December 6, 2024
Requests for Rescore Deadline	January 10, 2025
<b>Authorization to Report (ATR) Deadline</b>	<b>July 11, 2025</b>
Short Paper Image Download Deadline	July 11, 2025
Printed Reports Order Deadline	August 8, 2025

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

## Fall 2024 *Non-Writing* Standards of Learning Assessments Administration Schedule\*

<b>Grades 6–8 <i>Mathematics, Reading, and Grade 8 Science, Civics &amp; Economics, Grades 8 and EOC Integrated Reading Writing Component (IRW), and End-of-Course <i>Non-Writing</i> Assessments</i></b>	
SRI Submission Available	September 16, 2024
Special Assessment Accommodation Request Deadline	September 27, 2024
<i>School Division Test Security Agreement Due</i>	No later than Friday prior to start of division's test window if it has not previously been submitted for the 2024-2025 school year
Additional Orders Window	September 16, 2024 – March 14, 2025
Manually Create/Edit Online Test Session Start: IRW Component	September 30, 2024
Manually Create/Edit Online Test Session Start	November 11, 2024
Prepare Sessions Start: IRW Component	October 7, 2024
Prepare Sessions Start	November 18, 2024
Proctor Cache Start for IRW Component	October 18, 2024
Proctor Cache Start	November 22, 2024
Ability to Start Test Session	Test sessions cannot be started until the first day of the division's test window
<b>Test Window for IRW Component</b>	<b>October 21, 2024 – December 13, 2024*</b>
<b>Test Window</b>	<b>December 2, 2024 – February 14, 2025*</b>
Answer Documents Shipped By IRW Component	December 20, 2024
Answer Documents Shipped By	February 21, 2025
Secure Test Materials Due	Within 4 weeks from end of division's test window
<i>School Division Affidavit Due</i>	Within 4 weeks from end of division's test window
<b>Authorization to Report (ATR) Deadline</b>	<b>April 4, 2025</b>
Printed Reports Order Deadline	May 2, 2025

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

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## NEW FOR FALL 2024

### **Content Specific History Added to Fall 6–8 *Non-Writing Examiner’s Manual***

Content Specific History has been added to the Fall 6–8 *Non-Writing Examiner’s Manual*. The test directions for administering the Civics & Economics test have been added to the 6–8 *Examiner’s Manual*. There will not be a separate *Examiner’s Manual* for Content Specific History.

### **Integrated *Reading and Writing (IRW)* Information**

For ALL information regarding the Grade 8 and EOC Integrated Reading and Writing (IRW) Component see the Grades 5, 8, and End-of-Course Integrated Reading and Writing Component *Examiner’s Manual*. This manual does not contain any details for the IRW.

### **Pearson Support Services**

The Pearson Support Center is available to assist with technical support Monday–Friday, 7:00 a.m. to 7:00 p.m. Contact Pearson Support at [va.pearsonaccessnext.com](http://va.pearsonaccessnext.com) and select Contact Customer Support under “Contact Us,” or call 866-650-9425.

The PearsonAccess system will NOT be available weekly from 10:00 p.m. Tuesday through 7:00 a.m. Wednesday and from 10:00 p.m. Thursday through 7:00 a.m. Friday while system maintenance and scheduled upgrades occur. If the system must be taken offline at times other than those listed above, Pearson will notify DDOTs by email.

### **Struggling EL Students**

- Refer to Section 5.4.8 for information regarding ELs who have indicated that they are unable to complete any more items.
- Refer to Section 5.4.9 for students who do not complete Growth Assessments.



## IMPORTANT REMINDERS FOR FALL 2024

Carefully review this *Test Implementation Manual* and the associated *Examiner's Manuals* prior to the administration of the Fall 2024 Virginia Assessment Program (VAP) tests.

### **Quad 8 Test Booklets for Grades 6, 7, and 8 *Reading* and *Mathematics* and Grade 8 *Science* Standards of Learning (SOL) tests**

When the Division Director of Testing (DDOT) places an order for paper test booklets for students attending a Quad 8 school (special situation school), where the school code is 8888, the DDOT will order designated Quad 8 Grade 6, 7, or 8 *Reading* and/or *Mathematics* and Grade 8 *Science* test booklets from the Additional Orders Screen in PearsonAccess<sup>next</sup>. The paper *Civics & Economics* SOL test is not designated with Quad 8.

### **TestNav Availability**

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

### **School Division Personnel Test Security Agreement**

- The *School Division Personnel Test Security Agreement* is read and understood by all school division personnel. All individuals who may be exposed to secure test items and those involved in the administration of the Virginia Assessment Program (including but not limited to Examiners, Proctors, Interpreters, and Scribes) **MUST** read, understand, and agree to adhere to the *School Division Personnel Test Security Agreement*. This agreement must be completed and signed before access to PearsonAccess<sup>next</sup> is granted and before any online or paper test is administered. One Fall and Spring 2024–2025 School Division Personnel Test Security Agreement may be completed if school division personnel will have access to or anticipate participation in any or all of these test administrations:
  - 2024–2025 Fall/Winter Growth Assessments
  - 2024–2025 Fall/Spring EOC *Writing* SOL tests
  - 2024–2025 Fall/Spring *Non-Writing* SOL tests.
  - 2024–2025 Virginia Alternate Assessment Program (VAAP) tests

**Table 1. DDOT Testing Checklist**

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



**Table 1. DDOT Testing Checklist, continued**

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

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

**Table 1. DDOT Testing Checklist, continued**

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

**Table 2. STC Testing Checklist**

Activities Before Test Administration	Mode
1. Carefully read this <i>Test Implementation Manual</i> as well as any local directions you have been given. Resolve any questions you might have with your DDOT. Read the <i>Supplement to the Virginia Assessment Program Test Implementation Manuals</i> if your school will administer any paper tests.	Online Paper
2. Carefully read the <i>Examiner's Manuals</i> , and when applicable the <i>Supplements to the Examiner's Manuals</i> , to become familiar with the Examiner's/Proctor's testing information, guidance, procedures, and responsibilities.	Online Paper
3. Train Examiners/Proctors. Review <i>Examiner's Manual</i> updates with Examiners/Proctors.	Online Paper
4. Assist teachers and Examiners in identifying students who will be tested.	Online Paper
5. For the SOL <i>Writing</i> tests, inform Examiners of the order of the test components and if they are to read the short-paper prompt to all students or just those who request it.	Online Paper
6. Ensure that suitable testing sites are available, including an alternate site for students who do not finish by the allotted test administration time.	Online Paper
7. Schedule all test sessions in your school. Remember to schedule Term Graduates and students who are retaking an EOC <i>Writing</i> or <i>Non-Writing</i> tests to earn verified credits.	Online Paper
8. Select Examiners, determine the size of each testing group, and determine whether use of Proctors will be necessary.	Online Paper
9. Collect a signed <i>School Division Personnel Test Security Agreement</i> from all individuals who may be exposed to secure test items and those involved in the administration of Growth and SOL assessments (including, but not limited to, Examiners, Proctors, Interpreters, and Scribes).	Online Paper
10. Receive non-secure materials and verify quantities with the DDOT.	Online Paper
11. Review completion of Growth and SOL answer document fields.	Paper
12. Ensure that teachers and Examiners understand which test accommodations are available for students with disabilities, ELs, and students with documented temporary conditions participating in Growth and SOL <i>Writing</i> and/or <i>Non-Writing</i> tests.	Online Paper
13. Receive secure materials from your DDOT. Report discrepancies to the DDOT.	Paper
14. Create and prepare online test sessions in PearsonAccess <sup>next</sup> according to the dates on the Virginia Assessment Program Schedule in the front of this manual.	Online
15. Be prepared to print the Student Testing Tickets for each test session. Print Proctor Testing Tickets for appropriate tests. All tickets should be printed <b>no more than 96 hours</b> (4 school days) prior to the test session start date and must be stored in a secure location until needed.	Online
16. Assist, as necessary, teachers/Examiners and students to access the test training resources.	Online Paper
17. Verify students who require online accessibility features such as audio tests and the Personal Needs Profile (PNP) Calculator, have the correct forms assigned and the accessibility feature selected.	Online

**Table 2. STC Testing Checklist, continued**

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

**Table 2. STC Testing Checklist, continued**

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

### Table 3. Required Technology

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

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

The TN8 Infrastructure Test in the PearsonAccess<sup>next</sup> Training Center is available for school divisions to use for testing the performance of school networks and equipment.

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

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

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

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

Technology
Verify that the performance of your Internet connection across all schools conducting online testing is consistent with expected levels of performance.
Alert your Internet Service Provider to your online testing window and confirm that no scheduled maintenance or outages are planned during that entire window.
Verify, as needed, that any high bandwidth network activity will be managed during the testing window such that it does not disrupt online testing.
Verify that the computers used to access the various administrative services and functions within PearsonAccess <sup>next</sup> have the recommended hardware and software. For specific information, refer to the PearsonAccess <sup>next</sup> system requirements located at: <b><a href="https://support.assessment.pearson.com/display/PAsup/System+Requirements">https://support.assessment.pearson.com/display/PAsup/System+Requirements</a></b> .
Verify that the testing devices and networks used for delivering online tests meet the recommended hardware and network requirements for delivering online tests to students. For specific information, refer to the <i>TestNav 8 System Requirements</i> located at: <b><a href="https://support.assessment.pearson.com/display/TN/TestNav+System+Requirements">https://support.assessment.pearson.com/display/TN/TestNav+System+Requirements</a></b> and the <i>Set Up TestNav on ChromeOS</i> located at: <b><a href="https://support.assessment.pearson.com/display/TN/Set+up+and+Use+TestNav">https://support.assessment.pearson.com/display/TN/Set+up+and+Use+TestNav</a></b> .
Online testing will be conducted with Pearson’s TestNav 8 application. The application must be installed and configured on all testing devices prior to the start of the online testing window, and the DDOT, STCs, Examiners/Proctors, and students should become familiar with the features of TestNav 8 before online testing begins.
Verify connectivity among the following: devices to be used for testing, any intermediate network devices (i.e., proxy servers, caching servers, Internet content filters, firewalls, etc.) and the PearsonAccess <sup>next</sup> websites (protocols: http and https, ports: 80 and 443).  In the PearsonAccess <sup>next</sup> Training Center, create one or more sample students for the TN8 Infrastructure Test and add them to a test session. Generate a test ticket for each sample student (via the “Resources” dropdown on the Students in Sessions screen). To verify connectivity for online testing, open the TestNav 8 application and log in to the TN8 Infrastructure Test using the test ticket to view test items. <b>NOTE:</b> the TN8 Infrastructure Test contains a wide variety of test items and is not intended for use with students.

**Table 3. Required Technology, continued**

Technology
Verify that any applications that take over the computer causing TestNav to close (such as screen savers, scheduled virus scans, email with auto message notification, power management software on laptops, etc.) have been disabled on the devices being used for online testing. If in doubt about an application's effect on TestNav, test that application prior to online testing using the TN8 Infrastructure Test.
If utilizing wireless network connections for online testing, ensure that all computers can effectively communicate with their access point from the same location(s) where they will be used for testing.
If using devices powered only by battery, ensure all batteries have been tested and completely charged. Verify that a plan has been developed for recharging batteries throughout the online testing window. (Low batteries can cause devices to drop their network connections.)

# 1. USE OF THIS MANUAL FOR FALL 2024

The *Test Implementation Manual* describes procedures that the Division Director of Testing (DDOT) and School Test Coordinator (STC) should follow before, during, and after administration of the Fall Virginia Assessment Program (VAP) tests. Most of the sections of this *Test Implementation Manual* apply to the following test administrations within PearsonAccess<sup>next</sup>: Fall and Winter Growth Assessments, Fall *Writing* SOL test administration, and Fall *Non-Writing* test administration.

This manual includes the following information:

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

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

Section 8: Fall and Winter Grades 3–8 *Reading* and *Mathematics* Growth Assessments

Section 9: Fall *Writing* test administration

Section 10: Fall SOL *Non-Writing* test administration.

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

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

and on the Growth Assessments website at:

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

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

*Grades 3–5 and Grades 6–8 Reading and Mathematics Growth Assessments, Writing, and Non-Writing Examiner's Manuals*—provides the information Examiners/Proctors need to administer the assessments.

Supplements to the *Grades 3–5 and Grades 6–8 Reading and Mathematics Growth Assessments, Writing, Growth, and Non-Writing Examiner's Manuals*—provides the information Examiners/Proctors need to administer paper SOL assessments.

*Examiner's Resource Guide*—contains additional information the Examiner/Proctor may need for the administration of Growth and SOL *Writing* and *Non-Writing* assessments (such as information regarding calculators, special testing accommodations, health management devices, hearing aids, testing condition adjustments available for all students, test irregularity form).

You can find documents on the PearsonAccess<sup>next</sup> website that cover topics on training, technology, testing schedules, student registration import, reports, extracts, and authorization to report:

**<https://va.pearsonaccessnext.com>**

Additional assistance with PearsonAccess<sup>next</sup> system basics, session set up, Pearson testing processes, and reporting can be accessed the PearsonAccess<sup>next</sup> Online Support page at:

**<https://support.assessment.pearson.com/x/BYDy>**



## 2. FALL 2024 TEST ADMINISTRATION SCHEDULES

Refer to the front of the manual for the separate administration schedules for the following test administrations: Grades 3–8 *Reading* and *Mathematics* Fall and Winter Growth Assessments, Fall *Writing*, and Fall *Non-Writing*. Each school division is to administer the VAP tests within their own established “testing windows” within the larger window established by the Virginia Department of Education. The DDOT, Project Manager, and STC must work together to establish the division’s online test schedule (number of concurrent tests, number of sessions each day, number of available labs/computers, etc.) and dates and times for paper testing in the schools. Ensure that all Test Examiners are advised of their school’s specific test dates and times.

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

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

## 3. SCHOOL DIVISION RESPONSIBILITIES FOR VAP TESTING

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

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

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

### Division Director of Testing

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

### Project Manager

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

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

## **School Test Coordinator**

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

## **Test Examiner**

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

## **Test Proctor**

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

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

Before testing, review the *Test Implementation Manual*, *Examiner's Manuals*, the *TestNav 8 System Requirements*, and the *Student Registration Import File Requirements* so that you are familiar with the responsibilities of all testing personnel.

### 4.1 Train School Test Coordinators

- DDOT**       Provide appropriate training to the division's STCs and school administrators based on information in the manuals and in other pertinent sources.
- Address the training topics listed below.
- STC**         Attend the training that the DDOT will provide in regard to the school division's administration of VAP tests.

<b>TRAINING TOPICS FOR SCHOOL TEST COORDINATORS</b>
Identifying responsibilities of STCs, Examiners/Proctors, and other appropriate personnel responsible for the administration of the VAP tests
Identifying responsibilities of school administration during testing and training all school personnel in the requirements for Test Security; training for school personnel who are not directly involved in test administration should include reminders that access to the secure test room is prohibited and the content of unreleased test items is not to be discussed with students or with other school staff; providing training for all school staff on how to report potential test security concerns
Maintaining an appropriate "school climate" during the testing schedule (such as appropriate student and staff behavior, avoiding distracting instances such as planned fire drills, reviewing division guidelines on cell phones, texting, and other electronics, etc.)  For <b>Growth Assessments</b> , the school can maintain its normal routine while the assessments are occurring.
Training of Examiners and Proctors, and preparing the entire school staff for the test administrations; ensuring that school staff are prepared to discuss with students the policies regarding cell phones, electronic devices, and other unauthorized materials during testing, and the consequences of cheating on a VAP test
Reviewing security requirements, including use of the <i>School Division Personnel Test Security Agreement</i> , reviewing local policies to ensure students have no access to cell phones or other electronic devices during testing
Preparing students for online testing with Practice Items and Guides, Practice Tools, Training Center Tests, and Released Tests as applicable  <b>NOTE:</b> It is recommended that students taking the <b>Growth Assessments</b> practice using the Training Center <i>Reading</i> and <i>Mathematics</i> tests.
Reviewing guidelines for participation of ELs and students with disabilities
Arranging for testing site and alternate test locations; establishing an appropriate test setting
Understanding what testing materials/manipulatives are available online and what hand-held manipulatives are permitted for online and/or paper tests
Creating test sessions, assigning forms, knowing how to distinguish audio forms; adding and moving students; removing students from test sessions

<b>TRAINING TOPICS FOR SCHOOL TEST COORDINATORS</b>
Ensuring audio forms and PNP calculators are successfully assigned and read-aloud sessions are correctly created for Growth and SOL tests
Preparing online test sessions according to the dates specified in the testing schedule at the front of this manual
Assign STCs access to “Get Authorizations – Testing Tickets” (the ability to print Student Testing Tickets and Proctor Testing Tickets)
Starting test sessions only on the day of testing and stopping test sessions at the end of the day
Administering tests under standardized conditions using the <i>Examiner’s Manuals</i> (for paper Growth and SOL tests, Examiners/Proctors must use the corresponding <i>Supplement to the Examiner’s Manual</i> )
For <i>Writing</i> tests, determining if the short-paper component prompt will be read to all students or only to students who request it
Understanding how to navigate in TestNav and the purpose of the various test screens
Understanding the monitoring duties of the Examiner and Proctor during testing, how student questions may be answered, and what level and kinds of assistance may be given
Establishing procedures for monitoring students and ensuring test security when a break is requested
Handling emergencies
Troubleshooting procedures
Resuming exited students
Understanding Connectivity/Save Warning and Error Codes
Reporting problems/errors on test forms
Identifying and reporting testing irregularities
During the Grades 3–8 <i>Reading</i> Growth and Grades 6–8 <i>Reading</i> SOL tests, identifying struggling ELs and discontinuing testing following the guidelines in the <i>Examiner’s Manuals</i>
During testing, moving students and testing materials to an alternate location
Marking SOL tests complete guidelines
Scheduling test sessions, make up sessions
Retaining and disposing test materials according to division guidelines
After testing, adding test-specific data in PearsonAccess <sup>next</sup> , such as testing accommodations and testing status codes
Removing online authorizations from users at the appropriate times

<b>TRAINING TOPICS FOR STCs SPECIFICALLY REGARDING PAPER TESTS</b>
Receiving and verifying non-secure and secure testing materials
Hand-coding demographic information on SOL answer documents
Ensuring correct test booklets/prompts are issued to students paying special attention to previous standards and current standards tests (for EOC SOL tests only)
Verifying hand-coded student demographic information on paper answer documents. Ensuring the test booklet form number on the answer document matches the test booklet used. <b>NOTE:</b> <i>Testing Status</i> and <i>Special Test Accommodations</i> should be coded in PearsonAccess <sup>next</sup> instead of the answer document.
Using the <i>Supplement to the Examiner's Manual</i> to administer paper Growth and SOL tests
After testing, preparing the <i>Header Sheets, paper bands, and SOL</i> answer documents
After testing, verifying, organizing, packing, and returning scorable and non-scorable materials
Returning all test materials to the DDOT in accordance with deadlines
<b>Refer to the <i>Supplement to the Virginia Assessment Program Test Implementation Manuals</i> for details regarding these topics.</b>

## 4.2 Train Examiners/Proctors

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

<b>TRAINING TOPICS FOR EXAMINERS/PROCTORS</b>
Identifying responsibilities of Examiners and Proctors
Thoroughly reviewing the security requirements of the <i>School Division Personnel Test Security Agreement</i> and the Virginia General Assembly Legislation on test security; reviewing local policies to ensure students have no access to cell phones or other electronic devices during testing
Reviewing with all school staff, who are not directly involved in test administration, access to the secure test room is prohibited and the content of unreleased test items is not to be discussed with students or with other school staff; reviewing with all school staff the process of how to report potential test security concerns
Preparing students for testing, using Practice Items, Training Center tests, Released Tests (if applicable), etc.
Providing guidance for the teacher/Examiner discussion with students regarding cell phones, electronic devices, and other unauthorized materials, and the consequences of cheating on the test  <b>NOTE:</b> If a student is found cheating on a <b>Growth Assessment</b> , the student's test must be placed in exited status and moved to a not-started session. An irregularity must be submitted to VDOE in order to exclude the test.
Reviewing the testing schedule
Preparing the test site
Using classroom Proctors and/or Interpreters (if necessary)

<b>TRAINING TOPICS FOR EXAMINERS/PROCTORS</b>
Understanding what testing materials/manipulatives are available online and what hand-held manipulatives are permitted for online and/or paper tests
Becoming familiar with the various functions of online testing, navigating in TestNav, and the purpose of the various screens by practicing with the TestNav application by using Practice Items and Guides and the Training Center Practice Tests
Administer the tests under standardized conditions using the <i>Examiner's Manuals</i> and Supplements assigned for those tests
Ensuring students receive the correct Student Testing Ticket
Ensuring eligible students receive authorized testing accommodations (refer to Appendix B)
Reviewing the monitoring duties of the Examiner and Proctor during testing, how student questions may be answered and what level and kinds of assistance may be given
Reviewing procedures if the Connectivity/Save Warning and Error Codes appears on a student's test
Reviewing the process of permitting student-requested breaks
Identifying and reporting testing irregularities
Handling emergencies
Notifying STC of student reported errors on test items
During SOL tests, identifying struggling ELs and discontinuing testing following the guidelines in the <i>Examiners' Manuals</i>
Reviewing the troubleshooting process
During testing, moving students and testing materials to an alternate location
Reviewing the process of notifying the STC of students not tested or requiring make-up sessions
Reviewing the process of returning testing material

<b>TRAINING TOPICS FOR EXAMINERS/PROCTORS SPECIFICALLY REGARDING PAPER TESTS</b>
Hand-coding demographic information on SOL answer documents
Completing the <i>Assembly ID Sheets</i> to verify and document the number of test booklets/prompts contained in packages before distributing to students
Using the appropriate <i>Supplement to the Examiner's Manual</i> to administer paper SOL tests
Coding Field F, <i>Form Number</i> , Field G, <i>Prompt Number</i> (if applicable) on the paper Growth and SOL answer documents
Organizing scorable and non-scorable test materials for return to the STC
Returning all test materials to the STC
<b>Refer to the <i>Supplement to the Examiner's Manual</i> for details regarding these topics.</b>



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

- STC**
- ☑ If the *Examiner’s Manuals* are used for training, it may be necessary to collect them after training and then redistribute them on the day of testing to ensure that all Examiners have a copy for test administration.
  - ☑ If paper SOL tests will be administered, ensure the corresponding *Supplement to the Examiner’s Manual* is provided and reviewed as well.
- DDOT**
- ☑ All test manuals may be viewed and downloaded from the Virginia Department of Education website at:

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

### **4.3 Online User Roles**

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

## 4.4 Test Preparation Training

### 4.4.1 Resources for test preparation

Students should be familiar with their test’s tools and materials and with the online test format before testing for the first time. The resources listed in the following chart are available for students, teachers, and Examiners to practice various functions of testing and to experience sample test items that are representative of the content and skills assessed on VAP tests. Students taking the Growth Assessments should have an opportunity for practice with the Training Center *Reading* and *Mathematics* tests.

**Table 4. Resources Available for Test Preparation**

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

Resource	Location	Purpose
Training Center Test	Access to a training center test is via a Student Testing Ticket created in the Training Center.	<p>The following Training Center tests are available:</p> <ul style="list-style-type: none"> <li>• EOC <i>Writing</i> (2010)</li> <li>• Elementary School <i>Mathematics</i> CAT Training Test</li> <li>• Middle School <i>Mathematics</i> CAT Training Test</li> <li>• Elementary School <i>Reading</i> CAT Training Test</li> <li>• Middle School <i>Reading</i> CAT Training Test</li> </ul> <p>Training Center Tests are available for student practice with:</p> <ul style="list-style-type: none"> <li>• signing in using a Student Testing Ticket;</li> <li>• selecting answer choices;</li> <li>• using the online tools;</li> <li>• practicing the procedures for exiting and submitting a test; and</li> <li>• practicing with the CAT format</li> </ul> <p>The Training Center test should not be used to review test content.</p> <p>Consult your STC for access to a Training Center test.</p> <p>NOTE: The Training Center Infrastructure Test should not be used with students.</p>



**Table 4. Resources Available for Test Preparation, continued**

Resource	Location	Purpose
<p>Desmos Virginia Four Function Calculator</p> <p>Desmos Virginia Scientific Calculator</p> <p>Desmos Virginia Graphing Calculator</p>	<p>Located within the PearsonAccess<sup>next</sup> Training Center. Access to these calculators is via a Student Testing Ticket created in the Training Center.</p>	<p>The Desmos Virginia Calculator may be used by students:</p> <ul style="list-style-type: none"> <li>• who have a documented need for a paper Grades 4–8 or EOC <i>Mathematics</i> test; or</li> <li>• who are eligible to receive the calculator accommodation. Refer to Appendix B for accommodation criteria details.</li> </ul>
<p>Introduction to TestNav 8</p>	<p><a href="https://www.doe.virginia.gov/teaching-learning-assessment/student-assessment/sol-practice-items-all-subjects">https://www.doe.virginia.gov/teaching-learning-assessment/student-assessment/sol-practice-items-all-subjects</a></p>	<p>The <i>Introduction to TestNav 8</i> is intended to be used with the Practice Item Sets. The <i>Introduction to TestNav 8</i> provides information on:</p> <ul style="list-style-type: none"> <li>• navigating through the practice item sets;</li> <li>• answering Technology Enhanced Items (TEI) and multiple-choice items;</li> <li>• using the online tools; and</li> <li>• using the accessibility features available in TestNav 8.</li> </ul>
<p>Practice Item Sets</p>	<p>Access the TestNav 8 application. The practice item sets are available on the Practice Items link below the <i>Sign In</i> button.</p> <p>Use the Guided Practice Suggestions with these Practice Item Sets.</p>	<p>The Practice Item Sets provide:</p> <ul style="list-style-type: none"> <li>• examples that are representative of content included in the SOL and VAAP tests;</li> <li>• opportunities for VAAP students and teachers to become familiar with the VAAP test format and supports;</li> <li>• examples of <b>all</b> types of TEI and opportunities to experience TEI functionality;</li> <li>• opportunities to practice with the online tools and features that are available during online testing;</li> <li>• practice with items in audio format; and</li> <li>• opportunities to navigate through and interact with the online testing software.</li> </ul>

Table 4. Resources Available for Test Preparation, continued

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

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

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

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

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

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

#### 4.4.3 Pre-testing discussion regarding cheating

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

**NOTE:** If a student is found cheating on a **Growth Assessment**, the student’s test must be placed in exited status and moved to a not-started session. An irregularity must be submitted to VDOE in order to exclude the test.

#### 4.5 Document the Need for Paper Assessment

See Appendix C, Documentation of Need for Paper Assessment, for additional information.

#### 4.6 Register Students for Testing

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

- DDOT**       For further instructions and details on how to submit a Student Registration Import file, refer to the *Student Registration Import File Requirements* documents located online within PearsonAccess<sup>next</sup> at:

<https://va.pearsonaccessnext.com>

- STC**       Inform the DDOT if you have any new students.

#### 4.7 Determine Where Tests Will Be Administered

- STC**       Make arrangements for appropriate physical conditions for testing. Testing rooms/labs should be quiet, well lighted, set to an appropriate temperature, and well ventilated. Each student’s workspace should be clear of books and other materials not needed for the test and large enough to accommodate testing materials. Crowding should be minimized and seating arranged to discourage students from copying or viewing one another’s work. Students must not have access to cell phones or any other device that is capable of providing an unfair advantage, be distracting to others, or items not authorized for testing. Students who are not taking a test are not permitted in the testing room/lab during the test session.
- Examiners administering the **Growth Assessments** do not need to take down or cover all materials, but instead ensure the student’s workstation is clear of books and other materials not needed for the test.
- Examiners administering **SOL tests** must remove from the testing site or cover all curricular materials and materials related to test content and test-taking strategies that might influence student performance or provide an unfair advantage. These materials include, but are not limited to, maps, timelines, graphic organizers, charts, posters, projections, computer programs, textbooks, dry-erase board displays, chalkboard displays, and bulletin board displays.

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

### **Establish Guidelines for the Alternate Test Site**

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

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

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



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

## **4.8 Schedule the School’s Testing Sessions**

**The Growth and SOL test administrations take precedence over other scheduled school activities.** Each Growth and SOL test is to be completed within one school day, with the exception of those students who qualify for the Multiple Test Sessions accommodation as described in Appendix B.

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

#### 4.9 Determine Testing Groups and Select Examiners

- STC
- ☑ Determine how students will be grouped for testing (e.g., in homerooms, in regular English classes, individual testing) and which staff members will serve as Examiners.
  - ☑ Examiner's for VAP tests may be teachers or other school staff. If resources permit, for SOL tests it is recommended that teachers do not serve as Examiners or Proctors to their own students. For the **Growth Assessments**, teachers may serve as Examiners to their own students.
  - ☑ All Growth and SOL Examiners must be trained in test administration and test security. Prior to testing all Growth and SOL tests, Examiners must read, understand, and sign the *School Division Personnel Test Security Agreement*.

#### 4.10 Determine the Need for Proctors and Arrange for Assistance

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

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

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

#### 4.11 Review Procedures for Ensuring Test Security

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

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

Security procedures must be followed to ensure complete test security.

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

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

## 4.12 Collect Completed Test Security Agreements

### 4.12.1 School Division Personnel Test Security Agreements

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

Division/school personnel involved with both online and paper testing may sign only one test security for the Fall and Spring test administrations. One Fall and Spring 2024–2025 *School Division Personnel Test Security Agreement* may be completed for all testing staff participation or anticipated participation in any or all of the Fall, Winter, and Spring test administrations. Refer to the the *Fall-Spring School Division Personnel Test Security Agreement* in Appendix A of this Test Implementation Manual for details.

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

### 4.12.2 School Division Test Security Agreement

Both the DDOT and the division's superintendent must complete and sign the *School Division Test Security Agreement* prior to the time the division is first scheduled to administer the Growth, *Writing*, *Non-Writing*, or Virginia Alternate Assessment Program (VAAP) assessments. One *School Division Test Security Agreement* for all school year Virginia Assessment Program tests may be completed if the division will participate in any or all of the Test Administrations (for details, refer to the *School Division Test Security Agreement* in Appendix A of this manual). Send the *School Division Test Security*



Agreement to Pearson by the date specified in the Test Administration Schedules posted in the front of this manual. The agreement, which may be photocopied, is in Appendix A.

#### 4.13 Additional Security Procedures for Online Testing

When a user initially logs into PearsonAccess<sup>next</sup> (<https://va.pearsonaccessnext.com>) to enter the Virginia Web-Based Assessments website, they will be prompted to read and accept the *School Division Personnel Test Security Agreement*, the *Privacy Policy*, and the *Terms of Use* for accessing and using PearsonAccess<sup>next</sup>. After reading these documents, the user may print and sign the *School Division Personnel Test Security Agreement* by clicking the *Print Friendly* link on the screen. The STC should collect the signed test security agreements and forward them along with the other test security agreements to the DDOT as directed in Section 6.4.

The online version of the *School Division Personnel Test Security Agreement* is the same as that provided in Appendix A of the *Test Implementation Manual* and the *Examiners Manuals*. Testing personnel need to sign only one copy for each testing administration. STCs and Examiners can refer to the manuals for copies of the required *School Division Personnel Test Security Agreement* for any subsequent test administrations. Paper copies of the agreement with actual signatures of the testing staff must be available and retained on file in the DDOT's office.

##### 4.13.1 Student Testing Tickets

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

#### 4.14 Provide Special Accommodations During Testing

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

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

All accommodations provided to students must be documented in PearsonAccess<sup>next</sup>. Refer to Appendix B, which includes accommodations, their guidelines, and their corresponding codes.

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



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

## 4.15 Testing Condition Adjustments Available During Testing

### 4.15.1 Testing Condition Adjustments Available to All Students

Refer to Appendix D of this manual for further information.

### 4.15.2 Health Management Device

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

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

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

### 4.15.3 Hearing Aids with Internet-Connected Device

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

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

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

## 4.16 Test Tools and Materials

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

- Section 8.3—Growth Assessment Tools and Materials
- Section 9.3—*Writing* SOL Test Tools and Materials
- Section 10.3—*Non-Writing* SOL Test Tools and Materials

#### **4.17 Preparing for Paper Testing**

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

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

#### **4.18 On-site Test Monitoring**

If your division is selected for on-site monitoring conducted by student assessment staff, the DDOT will be contacted in advance by the Office of Student Assessment.

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

### 5.1 Maintain a Contingency Plan

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

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

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

**If schools are closed:**

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

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

### 5.2 Coordinate the School's Administration of the Paper Assessments

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

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

#### 5.2.1 STC conducts check-out of secure Growth and SOL test materials to Examiners

- STC**
- For the paper tests, check out the test booklets to Examiners. You should use the *Test Booklets/Prompts Transmittal Form and Affidavit for Examiners/Proctors* or the *Special Test Forms/Kits Transmittal Form for Examiners/Proctors* (located in the Appendix of the *Supplement to the Virginia Assessment Program Test Implementation Manuals*) to assist with the distribution and collection of test booklets from the Examiners.
  - Review a sample of the *Assembly ID Sheet* (located in the Appendix of the *Supplement to the Virginia Assessment Program Test Implementation Manuals*) that will be included in the packages of test booklets. An *Assembly ID Sheet* shows a unique package number and identifies the form number of the test booklets /prompts contained in that package.

- ☑ Remind Examiners that upon opening a package, **but before distributing its contents to students**, they must count the number of test booklets/prompts contained in the package and complete the package’s *Assembly ID Sheet*, checking off the applicable statement.

If an Examiner must open more than one package of test booklets/prompts, the *Assembly ID Sheet* in each package must be completed. Examiners must return all *Assembly ID Sheets* to you, along with all test booklets/prompts, immediately after the testing session has concluded.

- ☑ If necessary, you may break packages of test booklets/prompts in order to distribute them more efficiently to the Examiners. Photocopy the package *Assembly ID Sheet* and write the new quantity of test booklets/prompts on the copy. Each divided set must have an *Assembly ID Sheet*.
- ☑ Maintain the security of the test booklets/prompts at all times.
- ☑ Remind Examiners to keep test booklets/prompts in packaging order when distributing to students.
- ☑ Ensure that each Examiner has the following test materials:
  - *Supplement to the Examiner’s Manual* (contains the paper test directions);
  - *Examiner’s Manual*;
  - Multiple-choice test booklets or prompts;
  - Answer documents (separate answer documents are required for *Growth*, *Writing*, and *Non-Writing* tests);
  - Supply of scratch paper;
  - Supply of No. 2 pencils;
  - Appropriate ancillary materials and manipulatives; and
  - “TESTING IN PROGRESS: DO NOT DISTURB” sign, if available.
- ☑ Check out materials needed for recording test sessions, as necessary. You should use the *Examiner’s/Proctor’s Transmittal Form and Affidavit for Recorded/Proctored Test Sessions* (Appendix C).

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

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

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

- STC
- ☑ Ensure that all test materials are returned to you no later than the end of the test administration day.
  - ☑ When the test materials are returned, verify the receipt of all materials using the information in Section 6.1, “Receive All Testing Materials from Examiners.”
  - ☑ You should count the test booklets/prompts and initial the *Test Booklets/Prompts Transmittal Form and Affidavit for Examiners/Proctors* or the *Special Test Forms/Kits Transmittal Form for Examiners/Proctors* (located in the Appendix of the *Supplement*

to the Virginia Assessment Program Test Implementation Manual) or another such form documenting the same information as the VDOE form to verify that all test booklets/prompts and answer documents have been returned. Immediately report any missing test booklets/prompts to the DDOT. Missing testing materials must be documented in TIWAS or on the *Test Irregularity Form* in Appendix E.

- ☑ Check in materials used for recording test sessions. You should use the *Examiner's/Proctor's Transmittal Form and Affidavit for Recorded/Proctored Test Sessions* (Appendix C).
- ☑ Verify that all answer documents have been returned.

### 5.3 Coordinate the School's Administration of the Online Assessments

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

- ☑ On the day of testing, distribute all materials necessary to administer the online Growth or SOL assessments.

**STC** ☑ For each test session, Examiners/Proctors should be provided with the following test materials:

- *Examiner's Manual* for grade-level and subject area tests;
- Student Testing Tickets (use the *Testing Ticket Transmittal Form and Affidavit for Examiners/Proctors* to assist with the distribution and collection of test tickets);
- Proctor Testing Ticket (if read-aloud session) for non-CAT Tests;
- Test session roster (optional);
- "TESTING IN PROGRESS: DO NOT DISTURB" sign, if available;
- Appropriate ancillary materials and manipulatives; and

- ☑ Check out materials needed for recording test sessions, as necessary. You should use the *Examiner's/Proctor's Transmittal Form and Affidavit for Recorded/Proctored Test Sessions* (Appendix C).

#### 5.3.1 Monitor online test sessions

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

### Student's Real-Time Test Status

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

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

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

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

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



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

STC

- ☑ **All active online test sessions must be stopped when all students are either in *Completed* or *Marked Complete* status.** Students in started sessions who are in a status other than *Completed* or *Marked Complete* must be locked or moved to a not-started session at the end of the day.
- ☑ **Online read-aloud sessions should never be left in Started status overnight in PearsonAccess<sup>next</sup>.** All read-aloud tests in *Exited* status must be moved to a not-started session. New testing tickets must be printed and the session started for the second day of testing.

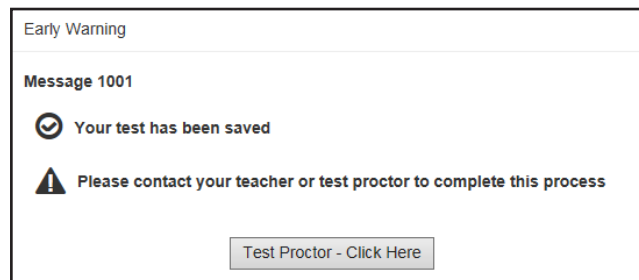
### 5.3.2 Connectivity/Save Warning and Error Codes

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

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

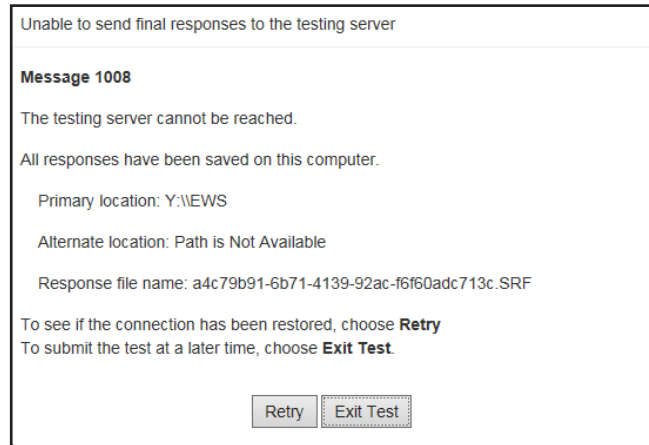
TestNav automatically displays a notification screen whenever the connection to the testing server is interrupted or when the system detects a potential problem with the designated response file save locations. The first screen displayed will always be one of two "notify" screens that prompt the student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

#### Notify Screen A—Notify Your Teacher or Test Proctor



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

## Notify Screen B—Your Test Has Been Saved



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

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

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




### 5.3.3 Troubleshooting

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

- **Student requires an audio test but there is no audio:** For the online Grades 3–8 *Reading* and *Mathematics* Growth assessments, Grades 6–8 *Reading* and *Mathematics* SOL tests, Grade 8 *Science*, EOC *Reading* (2017 SOL), EOC *Writing*, EOC *Mathematics* (2016 SOL), EOC *Biology* (2018 SOL), *Civics & Economics*, and *VA & US History* (2015 SOL) tests, the audio tools will appear on the right side of the student’s test screen for both the samples and the test questions.

For all EOC *Science* (2010 SOL) and all *History/Social Science* (2008 SOL) tests, the audio player will appear on the **first question** (not the samples).

For all audio tests, the student must select the *Play* button for the audio track to play. If an Examiner notices the audio player/tools do not appear, the Examiner should contact the STC immediately and should not permit the student to continue testing.

The STC or Examiner should verify the form assigned to the student using the Students in Sessions screen in PearsonAccess<sup>next</sup>. Scroll down to the student’s name and look at the form assigned to the student (in the **Form/Form Group Type** column). The icon  will appear next to the form number of students assigned an audio test. If the form assigned to the student is not an audio form, the STC or Examiner should have the student **EXIT** the test but keep the student seated at their workstation and contact the DDOT, who should immediately contact VDOE. In most cases, VDOE can change the student’s form to the correct audio form while the student waits in the test room. DO NOT mark the test complete or have the student Submit the test.


If the audio player/tools appears but no audio can be heard, the Examiner should have the student **EXIT** the test and wait while school staff check the computer’s audio control settings to make sure the computer is not set to MUTE. Be sure the headphones are functioning properly.

- **Student should not have an audio test, but the audio is playing, or the audio player/tools appeared at the first test question or samples:** The Examiner/Proctor should contact the STC immediately. Do not permit the student to continue testing. The STC or Examiner should have the student **EXIT** the test but keep the student seated at their workstation and immediately contact the DDOT, who should immediately contact VDOE. In most cases, VDOE can change the student’s form to the correct non-audio form while the student waits in the test room.
- **Shading is not visible on the test questions:** Some test questions refer to the “shaded section” of a map, graph, chart, etc. If the shading is not apparent to the student, the Examiner/Proctor may adjust the contrast setting on the student’s monitor until the shading is visible. If this adjustment does not resolve the problem, the Examiner has been instructed to contact the STC.
- **The PNP Calculator does not appear on the student’s tool bar:** Only students with disabilities who are eligible to use the Desmos Virginia calculator on non-calculator items may use the PNP Calculator.

Prior to the student signing in to TestNav with their Student Testing Ticket, the PNP Calculator accommodation must be assigned to the student. If a student does not have the PNP Calculator, the student should be directed to Exit their test. The STC should be contacted immediately. The STC should go to the Students in Sessions screen to determine if the student was assigned the PNP Calculator. The PNP Calculator is indicated under the student’s name. If the PNP Calculator is not

indicated, the STC must contact the DDOT who will contact VDOE. In most cases, VDOE will reassign the form and apply the appropriate coding while the student waits in the test room. DO NOT mark the test complete or have the student Submit the test.


■ **The student completed a question but the *Next* button does not appear (CAT only):**

- The Student may have attempted to answer the question using a “tool” other than the Pointer. The Examiner/Proctor may remind the student that **“The Pointer  must be used to answer the question.”**

**OR**


- The student may not have met all the requirements of the test question. For example, if a test item requires the student to select and drag 3 items to answer boxes, the *Next* button will not appear if the student only selects 1 or 2 items into the answer boxes. The *Next* button will only appear after the student places 3 items into the answer boxes. The Examiner/Proctor may tell the student to **“Read the screen carefully”** and/or **“Read the directions carefully.”**

■ **The Review dropdown indicates a question is “Not Answered” when the student is confident he/she answered the question:**

- The Student may have attempted to answer the question using a “tool” other than the Pointer. The Examiner/Proctor may remind the student that **“The Pointer  must be used to answer the question.”**

**OR**

- The student may not have met all the requirements of the test question. For example, if a test item requires the student to select and drag 3 items to answer boxes, the Review dropdown will show that question as “Not Answered” if the student only selects 1 or 2 items. The Examiner/Proctor may tell the student to **“Read the screen carefully”** and/or **“Read the directions carefully.”**

■ **Student is trying to use the Answer Eliminator tool  on a Technology Enhanced Item (TEI) question and it is not working:** Refer to Appendix F for online tool descriptions. The Examiner/Proctor may tell the student that the Answer Eliminator tool functions with multiple-choice questions and certain TEI items; it does not function on all TEI questions.

■ **Student has difficulty entering a specific symbol or character into a TEI answer box:** If the student asks the Examiner/Proctor which key to use for a specific symbol or character, the Examiner/Proctor may tell the student which keys to press and may point to the keys. For example, the student asks the Examiner, “How do I make a minus sign?” The Examiner may say, **“Use the hyphen key.”** Other examples include:

To make a colon, **“Hold the shift key down and then press the colon key.”**

To make a fraction, **“Use the forward slash key.”**

To make a plus sign, **“Hold the shift key down and then press the plus key.”**

To make a decimal, **“Use the period.”**

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

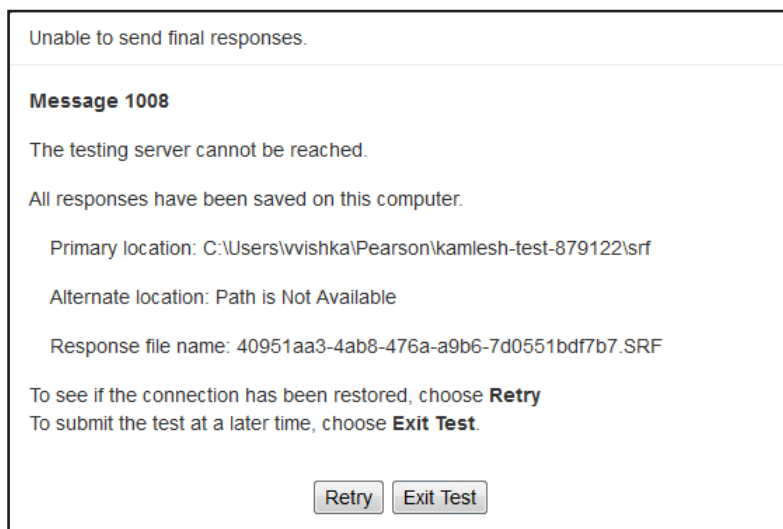
■ **Student cannot enter a specific “character” into a TEI answer box:** The Examiner/Proctor should look to see if the “Caps Lock” key is active on the student's keyboard. If

it is, the Examiner/Proctor may tell the student, “**Try pressing the ‘Caps Lock’ key on your keyboard.**”

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

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

- **The student submitted the test prematurely (non-CAT only):** If the student accidentally submitted the test, wants to return to it, and has not left the secure test room, the Examiner/Proctor should contact the STC immediately. The STC or Examiner should have the student remain in the test room seated at their workstation and immediately contact the DDOT, who should immediately contact VDOE. In most cases, VDOE can “unsubmit” the student’s test so the student can log back into the test.
- **This message is displayed on the student’s workstation, “Are you still there? This test will be exited in 30 seconds if no activity is detected.”:** This message is indicating that the student has been inactive for nearly two hours. To reset the inactivity timer, the student should move the mouse, press a key, or touch the screen (on touch screen devices).
- **The student’s test is *Exited* and the workstation is showing Error 3124.** The student’s test was automatically *Exited* by TestNav after at least two hours of inactivity. The message for Error 3124 states, “TestNav has closed the test session due to inactivity. To continue testing, ask your proctor to resume your test, and sign in again.” To enable the student to continue with the test, the STC must *Resume* the student’s test in PearsonAccess<sup>next</sup>; then the student can sign in with the Student Testing Ticket.
- **The student was attempting to Exit or Submit the test, but an error message, “Message 1008,” appeared with a *Retry* and an *Exit Test* button and a message that “The testing server cannot be reached. All responses have been saved on this computer.”**



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

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

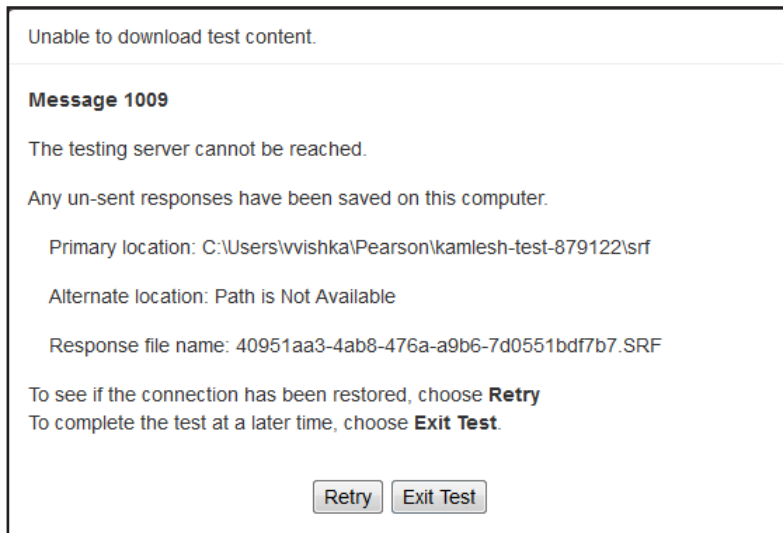
- on a single or a few workstations, the workstation connectivity should be checked to ensure the device(s) can communicate to the Pearson server.
- throughout the school or division, the local network and connectivity to the Internet should be checked to ensure the testing devices can communicate to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

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

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

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

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



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

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

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

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

- Select the *Exit Test* button and make a note of the exact testing device the student was using.
- If possible, to avoid having to retest the student, maintain secure test conditions among the students while connectivity is being restored. Consult with your STC regarding how long you should wait for connectivity to be restored before discontinuing the testing session.
- Once connectivity is restored to the student's testing device, the STC must Resume the student's test in PearsonAccess<sup>next</sup> before the student can sign in to the test again.
- The STC should notify the DDOT. The DDOT may need to contact VDOE for next steps.

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

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

## 5.4 During Test Administration

### 5.4.1 Monitoring the test administration

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

**STC**        Monitor the administration of testing in the school.

Be actively involved in test administration by carefully supervising the procedures described in this manual and the *Examiner's Manual*.

Be available to answer questions and resolve problems as they arise.

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

**Upon entering the testing room and monitoring.** Once students and the test Examiner/Proctor enter the testing room, all instruction and/or review of the content covered by the test or discussion of testing strategies must stop. During the test administration, Examiners/Proctors must monitor the testing process by moving as unobtrusively as possible about the room. Examiners/Proctors must not engage in other activities that would interfere with monitoring. Such activities include, but are not limited to, reading, grading papers, using electronic devices, etc. Students may not be left unattended for any length of time.

**Student access to unauthorized materials.** Examiners/Proctors should ensure that students are working independently and do not have access to unauthorized materials, cell phones, or any other electronic devices in the testing room while any students are testing. Immediately notify the STC if a student accessed or had access to a cell phone, electronic device, or other unauthorized material that could provide an unfair advantage while any students were testing. **If the student is testing at the time of the discovery of the cell phone, electronic device, or unauthorized material, the student must not be permitted to continue testing. The test must be placed in *Exited* status and moved to an irregularity session, and the STC must notify the DDOT immediately if test security may be compromised.** The STC must submit an irregularity to the DDOT providing the details about the incident. The student may not retest until the division receives a response to the irregularity from the Office of Student Assessment.

**Cheating.** Examiners/Proctors must immediately notify the STC if a student is found cheating on the test. **If the student is testing at the time of the discovery of cheating, the student must not be permitted to continue testing. The test must be placed in *Exited* status and moved to an irregularity session. The STC must notify the DDOT immediately if test security may be compromised.** For both Growth and SOL tests, the STC must submit an irregularity to the DDOT providing the details about the incident. If the school division makes the determination that a student cheated, the student is not eligible for a retest during the current administration. For **SOL** tests, the STC/DDOT 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. For **Growth** Assessments, VDOE will exclude the test from reporting.

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

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

**“To move to the next question, select the *Right Arrow*.”**

**“To go back to previous question, select the *Left Arrow*.”**

**“To go back to a question from the Review dropdown, select the question's number.”**



**“To submit your test, select the *Submit Final Answers* button.”**

- ☑ **Assistance with the zoom feature.** If a student needs assistance zooming in or out or returning the screen to the default screen size for a test, the Examiner/Proctor may provide directions to the student:

On a PC or Chromebook:

**“To zoom in, press the CTRL and + keys at the same time.”**

**“To zoom out, press the CTRL and – keys at the same time.”**

**“To return to the default screen size, press the CTRL and 0 keys at the same time.”**

On a Mac:

**“To zoom in, press the CMD and + keys at the same time.”**

**“To zoom out, press the CMD and – keys at the same time.”**

**“To return to the default screen size, press the CMD and 0 keys at the same time.”**

On a touch screen device:

**“To zoom in, touch two points on the screen, and then move your fingers away from each other.”**

**“To zoom out, touch two points on the screen, and then move your fingers toward each other.”**

- ☑ **Student Inactivity.** If the Examiner/Proctor observes an inactive student during testing, the Examiner/Proctor may ask the student, **“Are you finished with your test?”** If the student responds “No,” then the Examiner/Proctor may say, **“You need to continue working on your test.”** If the student responds, “Yes,” then the Examiner/Proctor should direct the student through the Submit process. After two hours of inactivity, TestNav will automatically *Exit* the student’s test. The Examiner must contact the STC to *Resume* the student’s test. Refer to the Troubleshooting, Section 5.3.3, for details.
- ☑ **Answer document monitoring.** Examiners/Proctors for paper testing should check that students are only using a No. 2 Pencil to mark the answer document.
- ☑ **Circling in the test booklet.** Examiners/Proctors for paper testing must not direct students to circle answer choices in their test booklets first and then transfer their answers to their answer documents. Examiners/Proctors may withhold answer documents only from students with the mark-in-test-booklet accommodation and direct the students to circle their answers in their test booklets. After testing, Examiners/Proctors, **not the students**, must then transcribe the circled answers to the students’ answer documents.
- ☑ **Paper tests answer selection.** If during a paper test a student needs assistance with the mechanics of selecting a response, the Examiner/Proctor may provide directions to the student, such as: **“Fill in the circle on your answer document for the letter you have chosen.”**
- ☑ **Paper test prompting.** Examiners/Proctors for paper tests must not prompt the student to go back to any specific questions, such as any left not answered or questions *multiple-marked*.



- If an Examiner/Proctor notices the student left any questions not answered or *multiple-marked*, the Examiner/Proctor may only tell the student, “**Review your answer document carefully.**”
- ☑ **Collected answer document.** Once the student’s answer document has been collected it may not be returned to the student.

#### 5.4.2 Answering student questions

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

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

#### 5.4.3 Allowing student breaks during testing

All VAP assessments are untimed, and ample time should be allotted for all students to complete the test prior to the end of the scheduled school day. To minimize interruptions during testing, make sure that all students have had an opportunity to visit the restroom and to get a drink of water before beginning the testing session. A break is permissible for any student who requires one during testing. Students who are still testing by lunch time may be given a lunch break. All breaks must be supervised, and test security must be maintained at all times during the break. The student must not be allowed to discuss the test or course content in any way with anyone. The student must not have access to any educational materials, cell phones, electronic devices, or other unauthorized materials during the break, and must not disrupt other students who are continuing to test. The student’s test materials must not be accessible or viewable to other students. Student breaks must not be planned unless the accommodation is stipulated in the student’s IEP, 504 Plan, or EL Assessment Participation Plan.

#### 5.4.4 Identifying and resolving testing irregularities

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

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

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

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

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

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

All testing irregularities must be reported using the Testing Irregularities Web Application System (TIWAS) and as directed by the DDOT. The *User's Guide for the Testing Irregularities Web Application System (TIWAS)* will provide step-by-step instructions for accessing TIWAS to report the division's testing irregularities. The *User's Guide* is located on the SOL Test Administration and Development webpage at:

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

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

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

**<https://p1pe.doe.virginia.gov/ssws/login.page.do>**

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

#### 5.4.5 Setting up irregularity sessions for online testing

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

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

#### 5.4.6 Reporting problems/errors on the assessments

If during a testing session, a student reports that a test question and/or answer choice contains an error, the Examiner or Proctor has been instructed to record the name of the student, subject area, test level, question number, and a brief statement describing the student's concern. However, under no circumstances are Examiners/Proctors to write down the test question or answer or discuss it with the student or with other staff members. The student should be told that the concerns will be reported. The student may continue with the test, and the Examiner/Proctor may tell the student to **“Read the question carefully and choose the best answer.”** The Examiner/Proctor is to notify the STC of the student's concern, and the STC will, in turn, contact the DDOT. The STC should provide student's STI along with the form number the student used in the report to the DDOT. Do not communicate information related to the test questions and/or answer choices through electronic mail or in any other manner that will jeopardize the security of the test item.

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

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

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

#### 5.4.7 Marking SOL Tests Complete guidelines

**NOTE:** The guidelines in this section do not pertain to Growth Assessments. Refer to Section 5.4.9 for details regarding students not assessed and incomplete Growth tests.

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

- they were exempt due to EL status as specified in the EL Assessment Participation Plan;
  - they were absent during the entire test window;
  - their parent/guardian refused to permit the student to test;
  - they refused or were disruptive;
  - they cheated; or
  - they were involved in a medical emergency and unable to return during the test window to take the test.
- ☑ To account for a student using PearsonAccess<sup>next</sup>, an online test record may be submitted by selecting the *Mark Test Complete* button and selecting the testing status reason from the dropdown in PearsonAccess<sup>next</sup>.

Refer to PearsonAccess<sup>next</sup> Online Support, located at <https://support.assessment.pearson.com/x/BYDy>, for more information on marking a test complete.

- ☑ Students who are retesters (students who have passed the course but failed the SOL) or are enrolled in a remediation program do not have to be accounted for if they are not tested.
- ☑ Because absent students are to be afforded an opportunity for make-ups, **do not mark an absent student’s test complete until the end of your testing window.** Only the DDOT or STC has authorization to mark a test complete and assign a testing status.
- ☑ Follow established guidelines regarding the Mark Test Complete functionality. The guidelines are explained in terms of non-test irregularity and test irregularity situations. In the case of

test irregularities, follow the procedures in Section 5.4.7.2 before marking a test complete. Once a test is in “Stopped” status, an alternate form cannot be assigned.



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

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

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

#### 5.4.7.2 Marking a test complete for SOL online test irregularity situations

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

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

### 5.4.8 Struggling EL students on SOL tests

Testing may be discontinued after an EL student has had sufficient time to answer items on an SOL test and indicates that they are unable to complete any more items. Refer to Section 5.4.9 for guidance with the Growth Assessments.

- When the Examiner encounters this situation, the Examiner is instructed to have the student *Sign out* of TestNav. The student’s test will appear in *Exited* status. The STC/DDOT must mark this test complete and select “no testing status” on the testing status

dropdown menu. If this test is then alerted, the student answered fewer than five questions, and an irregularity must be submitted to VDOE. If the student answered five or more questions, the test will not alert and will be scored as is.

#### 5.4.9 Growth Assessments: Students not assessed and incomplete tests

**Online Growth Assessments:** Students who are not tested are not to be marked complete with a testing status. Remove these students from the session. No growth data will be collected. For any Growth Assessment in which a student started but did not complete the test, the STC should place the test in Exited or Resumed status and move the test to a not-started, Irregularity session. The STC must submit an irregularity to the DDOT for the incomplete tests. The DDOT submits the irregularity to VDOE via TIWAS. Office of Student Assessment staff will resolve the irregularity.

**Paper Growth Assessments:** Students who are not assessed, or who do not complete the test with more than three questions left blank, not including the samples, are not to be accounted for. Do not submit either a paper test or an online test with a testing status. No growth data will be collected. Students who do not complete the test with three or fewer questions left blank, not including the samples, should have their tests submitted to Pearson for scoring.

### 5.5 Make-Up Testing Sessions

- STC
- All students who are absent or miss a Growth or SOL regular test session (paper or online) must be provided with an opportunity to take, on a make-up basis, the test(s) they missed.
  - Verify the local testing window for make-up testing sessions with the DDOT.
  - All make-up sessions must be completed in time to submit materials to meet the local deadlines set by the DDOT.
  - Schedule make-up sessions as necessary and secure appropriate numbers of Examiners and Proctors for these sessions.
  - Contact the DDOT if additional testing materials are needed for make-up testing sessions.
  - After make-up sessions have been completed, submit the answer document of each student who has taken a make-up test with the answer documents used by students in her/his regular classroom.

#### 5.5.1 Paper test make-up sessions

- All paper make-up sessions must be completed in time for the DDOT to ship all answer documents to Pearson no later than by the last day of the division's test window.
- Growth, Non-Writing, and multiple-choice component of Writing tests paper make-up sessions:** Students will use a test booklet from the school's original order of main materials. However, for SOL test irregularities that require retesting using the alternate multiple-choice form as directed by the Office of Student Assessment, you must request the **alternate forms** from your DDOT.
- Short-paper component of the Writing test make up sessions:** Students will not write to the main prompt assigned to their division. Instead, students taking the make-up short-paper component will write to the **alternate prompt** assigned to the division. Refer to Table 11 in Section 9 for additional information.

- ☑ **Term graduate Multiple-choice or short-paper component of the *Writing* test make-up sessions:** Term Graduates will make up the component of the test they missed using the **original** multiple-choice test booklet or prompt that was assigned on the day they were absent. Refer to the notes for Table 14 in Section 9 for additional information.
- ☑ After make-up sessions have been completed, bundle the SOL answer document of each student who has taken a make-up test with the answer documents used by students in the regular classroom.
- ☑ At the close of the last testing session, Examiners are instructed to inspect the students' answer documents, verify the testing materials, as directed by the STC, and organize and return all test materials to the STC. For detailed information, refer to the *Supplement to the Examiner's Manual*.

### 5.5.2 Online test make-up sessions

- ONLINE**
- ☑ For make-up sessions, students will take the same test form taken by other students on the regular testing date(s).
  - ☑ Students who are absent on the day of testing must either be moved from the testing session and placed in a make-up session or their test must be locked at the end of the day. Students in started sessions who are in a status other than *Completed* or *Marked Complete* must be locked at the end of the day.

## 5.6 Term Graduate Testing

- ☑ For the Fall *Writing* Test Administration, a Term Graduate is defined as a student who is scheduled to graduate by August 31, 2025, and who needs a verified credit in writing in order to graduate.
- ☑ For the Fall *Non-Writing* Test Administration, a Term Graduate is defined as a student who is scheduled to graduate by the end of first semester, and who needs one or more verified credits in non-writing content areas in order to graduate.
- ☑ Term Graduates will take designated ***Term Graduate Form Group Type Context*** forms.
- ☑ **Assigning forms for online testing:** Staff creating test sessions in PearsonAccess<sup>next</sup> for Term Graduates must select the ***Term Graduate Form Group Type Context***, and then select the appropriate “attempt” from the drop-down menu in order to ensure previously equated forms are used for Term Graduate testing.

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

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



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

## 5.7 Expedited Retake Testing

The Expedited Retake test is an optional opportunity for students to retake a failed SOL *Non-Writing* test during the same administration. **NOTE:** Students participating in the **Growth** Assessments and **Writing** tests will not participate in any Expedited Retake testing.

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

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

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

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

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

#### Extenuating Circumstance

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

#### Significant Achievement Discrepancy

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



## Required Documentation

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

## Parental Permission

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

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

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

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

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

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

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

### 5.7.3 Ordering materials for Expedited Retakes

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

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

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

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

### 5.7.5 Coding Expedited Retake tests in PearsonAccess<sup>next</sup>

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

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

## 6. SPECIFIC DUTIES OF THE STC: AFTER TESTING

### 6.1 Receive All Testing Materials from Examiners

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

For online tests, follow the procedure below:

- Examiners are instructed to return all test materials to the STC after each day of testing. This includes Student Testing Tickets, Proctor Testing Tickets (if read-aloud session), used and unused scratch paper, the test session roster (optional), *Examiner's Manual*, and any test manipulatives/materials.
- The STC counts the test tickets and initials the *Testing Ticket Transmittal Form and Affidavit for Examiners/Proctors* to verify that all test tickets have been returned.
- The STC provides the affidavit to Test Examiners/Proctors to sign.

### 6.2 Complete Coding of Student Demographic Information

#### 6.2.1 Testing Status

After all make-up testing sessions are finished, select the Testing Status code to explain why a student did not take or complete the required SOL test. The Testing Status code may be applied to either completed processed online tests or completed processed paper tests by completing the status code box on the students' Test Details screen in PearsonAccess<sup>next</sup>. Table 5 describes the coding options. Contact the Office of Student Assessment if you have a situation in which a student was not tested and none of the codes in Table 5 apply. For guidance regarding **Growth** assessments which were not completed, refer to Section 5.4.9.

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

Testing status codes do **not** apply to **Growth** assessments.

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

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

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

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

☑ **Coding an Online SOL Test with a Testing Status:**

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

☑ **Coding a Paper SOL Test with a Testing Status:**

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

- ☑ **Do not submit a test with a testing status code for any EOC or Term Graduate student designated as a retester.** A retester is a student who has passed the course and has failed the SOL test prior to this administration and needs this test for verified credit in order to meet their specific diploma requirements.

- ☑ **Substitute Tests:** Divisions that have students who take an approved substitute test for verified credit or Federal accountability submit score data directly to the Virginia Department of Education via the *SOL Substitute Test (SOL Sub Test)* application within the Single Sign-on for Web Systems (SSWS) from November 2024 to August 2025 for substitute tests taken during the time frame: Summer 2024, Fall 2024, and Spring 2025. Consult the SSWS SOL Sub Test application to determine the availability

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

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

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

## 6.2.2 Special Test Accommodations

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



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

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

The *Writing and Non-Writing Tables of Testing Accommodations* in Appendix B defines the special testing accommodations that correspond to the codes in PearsonAccess<sup>next</sup>.

## 6.3 Conduct Transcription of Student Responses

Transcribing students' test responses is **only** available for students with certain accommodations as stated in their IEPs, 504 Plans, EL Assessment Participation Plans, or due to a documented temporary condition. Refer to Appendix B, *Transcription of Student's Answers—Information for all*, for detailed information.

## 6.4 Prepare and Transmit Affidavits and Forms

**NOTE:** Separate School Affidavits are required for these administrations: Fall Growth Assessments, Winter Growth Assessments, Fall *Writing* tests, and Fall *Non-Writing* tests. Refer to the directions on the forms for assistance.

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

**Table 6. STC Management of Test Materials**

	<b>Item(s)</b>	<b>Required Signatures</b>
<b>Scorable test materials</b>	<ul style="list-style-type: none"> <li>■ All Growth and SOL answer documents (includes completed and partially completed)</li> <li>■ <i>Header Sheet</i> (ensure the updated Header Sheet with the VAP logo is used)</li> </ul>	None
<b>Non-scorable, secure test materials</b>	<ul style="list-style-type: none"> <li>■ All Growth, <i>Writing</i>, and <i>Non-Writing</i> test booklets and prompts</li> <li>■ Braille and large-print test booklets/prompts and audios, and Examiner’s copies of test booklets/prompts</li> <li>■ Audio copies of test booklets</li> </ul>	None
	<ul style="list-style-type: none"> <li>■ From paper tests: used (written on) mathematics formula sheets, z-tables, and <i>Periodic Table of the Elements</i></li> <li>■ All tests: used scratch paper written on by students</li> <li>■ All Testing Tickets</li> </ul>	None
	<ul style="list-style-type: none"> <li>■ Student paper, audio, or electronic responses used for transcriptions damaged, “VOID” answer documents from an irregularity</li> <li>■ Audio/video/electronic copies of testing sessions (e.g., read-aloud, interpreting, etc.)</li> </ul>	None
	<ul style="list-style-type: none"> <li>■ <i>Test Irregularity Form</i> (if used)</li> </ul>	STC
<b>Required forms</b>	<ul style="list-style-type: none"> <li>■ Locally required accounting documents for secure materials and/or <i>Transmittal Forms and Affidavits for Examiners/Proctors</i></li> <li>■ <i>Assembly ID Sheets</i> for test booklets/prompts including those with discrepancies</li> <li>■ <i>School Division Personnel Test Security Agreements</i></li> </ul>	As stipulated on the form
	<ul style="list-style-type: none"> <li>■ <i>School Affidavits</i></li> </ul>	STC/Principal
<b>Non-scorable, non-secure test materials</b>	<ul style="list-style-type: none"> <li>■ <i>Test Implementation Manual</i></li> </ul>	N/A
<b>Non-secure materials</b>	<ul style="list-style-type: none"> <li>■ <i>Examiner’s Manuals</i> and <i>Examiner’s Resource Guide</i></li> <li>■ <i>Supplements to the Examiner’s Manuals</i></li> <li>■ <i>Supplement to the Virginia Assessment Program Test Implementation Manuals</i></li> </ul>	N/A
	<ul style="list-style-type: none"> <li>■ Unused answer documents, paper bands, and <i>Header Sheets</i></li> <li>■ Calculators, compasses, protractors, angle rulers, and rulers</li> </ul>	N/A

## 7. SPECIFIC DUTIES OF THE DDOT: AFTER TESTING

### 7.1 Paper Testing

If your division administered any paper Growth or SOL assessments during this test administration, refer to the *Supplement to the Virginia Assessment Program Test Implementation Manuals* for the specific information regarding the DDOT's management of the paper test materials after testing.

**Paper Growth Assessments:** Students who are not assessed, or who do not complete the test with more than three items left blank, not including the samples, are not to be accounted for. Do not submit either a paper test or an online test with a testing status. No growth data will be collected. Students who do not complete with three or fewer questions left blank, not including the samples, should have their tests submitted to Pearson for scoring.

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

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

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

Fall and Winter Test Administration	Specific Box Contents	Address Label Color
Fall Growth Assessments	<u>Only</u> answer documents from the Fall Growth Assessments administration	<b>Aqua</b>
Winter Growth Assessments	<u>Only</u> answer documents from the Winter Growth Assessments administration	<b>Lavender</b>
Fall <i>Writing</i>	<u>Only</u> answer documents from the EOC <i>Writing</i> SOL fall tests	<b>Blue</b>
Fall <i>Non-Writing</i>	<u>Only</u> answer documents from these fall SOL tests: Grades 6–8 <i>Reading and Mathematics</i> , Grade 8 <i>Science</i> ; <i>Civics &amp; Economics</i> , EOC <i>History/Social Science</i> , EOC <i>Reading</i> , EOC <i>Mathematics</i> , and EOC <i>Science</i>	<b>Red</b>

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

Fall/Winter Test Administration	Specific Box Contents	Address Label Color
Fall Growth Assessments	<u>Only</u> test booklets from the Fall Growth Assessments administration	<b>Magenta</b>
Winter Growth Assessments	<u>Only</u> test booklets from Winter Growth Assessments administration	<b>Gold</b>
Fall <i>Writing</i>	<u>Only</u> test booklets and prompts from EOC <i>Writing</i> SOL fall tests	<b>Green</b>
Fall <i>Non-Writing</i>	<u>Only</u> test booklets from these fall SOL tests: Grades 6–8 <i>Reading</i> and <i>Mathematics</i> , Grade 8 <i>Science</i> ; <i>Civics &amp; Economics</i> , EOC <i>History/Social Science</i> , EOC <i>Reading</i> , EOC <i>Mathematics</i> , and EOC <i>Science</i>	<b>Yellow</b>

### 7.2 Complete and Return the School Division Affidavit

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

### 7.3 Review Disposition of All Test Materials

Refer to Table 9, DDOT Disposition of Test Materials, to review your division’s disposition of all testing materials.



**Table 9. DDOT Disposition of Test Material**

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

**Table 9. DDOT Disposition of Test Material, continued**

	Item(s)	Required Signatures	Disposition
<b>Required Forms</b>	<ul style="list-style-type: none"> <li>Locally required accounting documents for secure materials and/ or <i>Transmittal Forms and Affidavits for Examiners/ Proctors</i></li> </ul>	Per local requirements	Retained in DDOT's file in accordance with the local Records Retention and Disposition Schedule
	<ul style="list-style-type: none"> <li><i>Packing List/Transmittal Form (Assembly ID Sheets with noted discrepancies attached)</i></li> <li><i>Assembly ID Sheets</i></li> </ul>	Examiners/STC	
	<ul style="list-style-type: none"> <li><i>School Division Personnel Test Security Agreements</i></li> </ul>	Examiners/ Proctors	
	<ul style="list-style-type: none"> <li>Locally required accounting documents for secure materials</li> </ul>	Per local requirements	
	<ul style="list-style-type: none"> <li><i>School Affidavits</i></li> </ul>	STC/Building Principal	
	<ul style="list-style-type: none"> <li><i>School Division Affidavits</i></li> </ul>	DDOT/ Division Superintendent	Scanned and emailed to the Office of Student Assessment
<b>Non-secure materials</b>	<ul style="list-style-type: none"> <li><i>Examiner's Manuals (and Supplements), Examiner's Resource Guide</i></li> <li>Unused answer documents</li> <li>Unused <i>Header Sheets</i></li> <li>Unused paper bands</li> </ul>	N/A	Retain for use during the spring/summer administration.
<b>Non-scorable, non-secure test materials</b>	<ul style="list-style-type: none"> <li><i>Test Implementation Manuals</i></li> <li>Unused return shipping labels</li> </ul>	N/A	Dispose of according to local procedures.
	<ul style="list-style-type: none"> <li>Calculators, compasses, protractors, angle rulers, and rulers</li> </ul>	N/A	Store according to local procedures.

#### 7.4 Resolve Alerted Student Tests in PearsonAccess<sup>next</sup>

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

For assistance with resolving alerted student tests, refer to the document, *Resolving Student Test Alerts*, located on the *Support* page in PearsonAccess<sup>next</sup>.

## 7.5 Access Test Results

DDOTs will be notified by email from Pearson when each test administration's test results begin to be available in PearsonAccess<sup>next</sup>. For detailed information, including a description of each report and where each is located, refer to the various Report Charts which are located on the Support page in PearsonAccess<sup>next</sup>.

## 7.6 Review Data

School and division staff should use the student extract file to view the test results. This file can be opened as a spreadsheet and is filterable. Because the extract file contains all the codes applied to a student's test record, the specific *Student Data Extract Layout* should be used to interpret the data provided in each field. The *Student Data Extract Layout* documents are available in PearsonAccess<sup>next</sup> on the *Support* page and may be accessed by selecting *Extracts* under *Resources*.

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

## 7.7 Request ATR

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

Refer to the testing schedules at the front of this manual to determine when ATR is due. After the division has reviewed the data and has made corrections to ensure every student who is required to be tested is accounted for and every student/test is coded properly, the DDOT must request the Authorization to Report (ATR). Requesting ATR is a two step process:

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

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

## 7.8 Order Final Reports

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

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

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

## 7.9 Post ATR Record Changes

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

### Process for requesting post ATR record changes:

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

## 8. Fall and Winter Growth Assessments 2024–2025

### General Information

Legislation passed in the 2021 General Assembly requires the administration of fall and winter Growth Assessments in grades 3–8 *Reading* and *Mathematics* in addition to the spring Standards of Learning (SOL) assessment in Grades 3–8 *Reading* and *Mathematics*. The test results are to be used to help inform instruction and will be used to measure growth.

- The Growth Assessment score reports will not include a performance level showing whether the student passed or failed the assessment; however, a report does show how the student performed on each of the items included on the student’s assessment. This information is to help teachers and other school staff identify areas of focus for the student in the school year. These assessments serve as a baseline or starting point for the year, and as result, are not considered “high stakes” tests. With this in mind, the testing can be less stressful. Staff should place less emphasis on remediation and test preparation activities and instead tell their students, “There is no passing or failing score, but do your best to answer the questions you are asked. If you are unsure how to answer a question, pick the answer that you think is best and move to the next question.”
- The online and paper Growth Assessments have been reduced in length and are designed to be completed in a single day. Students will complete only one test in reading and mathematics. Expedited retake tests will not be offered.
- Paper Growth Assessments will be administered when there is a documented need for a paper assessment. This includes braille, large-print, and regular paper tests. Refer to the *Documentation of Need for Paper Assessment* in Appendix C.
- The forms designated as MOP and MOP forms may only be administered to students whose curriculum and delivery are provided by a Virginia Department of Education (VDOE) approved Multidivision Online Provider (MOP). The list of VDOE approved providers is available on the Multidivision Online Provider page on the VDOE website:

**<https://www.doe.virginia.gov/teaching-learning-assessment/instructional-resources-support/virtual-learning/multidivision-online-provider>**

- To test MOP students virtually, separate online forms have been developed for these students. These online MOP forms will be administered to students in a virtual setting in accordance with procedures established by VDOE. provided on the VDOE website:

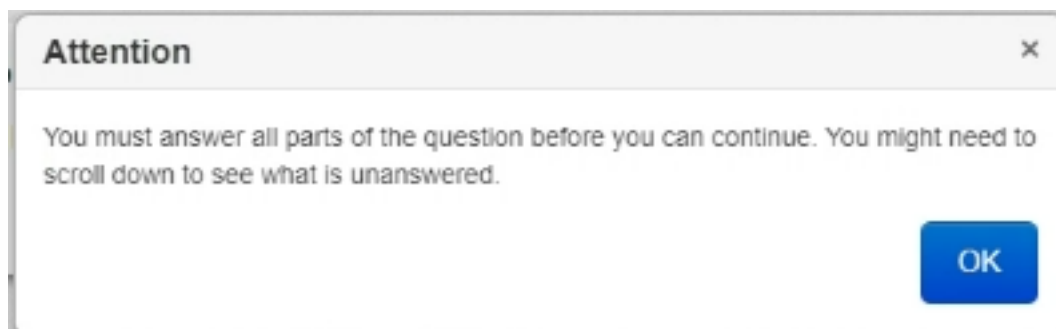
**<https://www.doe.virginia.gov/home/showdocument?id=51480>**

- The fall and winter Growth Assessments will be managed in the Growth Assessments 2024–2025 Test Administration within PearsonAccess<sup>next</sup>.

## Test Details

All online Grades 3–8 *Reading/Mathematics* Growth Assessments are Computer Adaptive Tests (CAT).

- **Online Tests**—are available in regular and audio formats.
- **Online Read-Aloud tests**—because the items selected are customized for each student, an Examiner/Proctor test cannot be created on a separate workstation. If the student requires a read-aloud administration of a Computer Adaptive Test, follow the Read-Aloud test guidelines in Reading of Test Items Aloud—Information for all Assessments and Read-Aloud Guidelines for Computer Adaptive Tests (CAT), located in Appendix B.
- **Paper tests**—are available for students with a documented need for a paper test in regular, large-print, and braille formats.
- **Paper Audio and Read-Aloud tests**—audio tests are not available in paper format. Students who usually receive the audio form must be provided a read-aloud administration.
- **Must Answer to Continue**—in the online *Reading* and *Mathematics* Growth Assessments, students must answer the test question on their screen before they can move on to the next question. The Right Arrow at the top of their screen will take them to the next question. If the student has not answered the question, a message will pop up on their screen when they select the Right Arrow. The screen must be read to students who have read-aloud or audio accommodations.



**Examiner's Manuals for Online Growth Assessments**—the online Grades 3–8 Growth Assessments directions will be contained in separate *Examiner's Manuals* created for these assessments:

- *Fall and Winter Grades 3–5 Reading and Mathematics Growth Assessments Examiner's Manual*
- *Fall and Winter Grades 6–8 Reading and Mathematics Growth Assessments Examiner's Manual*

**Examiner's Manuals for Paper Growth Assessments**—the paper Grades 3–8 Growth Assessments directions will be contained in separate supplements to the *Examiner's Manuals* created for these assessments:

- *Fall and Winter Supplement to the Grades 3–5 Reading and Mathematics Growth Assessments Examiner's Manual*
- *Fall and Winter Supplement to the Grades 6–8 Reading and Mathematics Growth Assessments Examiner's Manual*

**Examiner's Resource Guide**—contains additional information the Examiner/Proctor may need for the administration of any Growth or SOL assessment (such as information regarding special testing accommodations, health management devices, hearing aids, testing condition adjustments available for all students, test irregularity form).

All Growth Manuals and the *Examiner's Resource Guide* are available for download from the Virginia Department of Education Growth Assessments website at:

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

## **8.1 Fall and Winter Growth Assessments Test Schedules**

Refer to the front of this manual for the Fall and Winter Growth Assessments Administration Schedules. Refer to Section 2 for additional guidance regarding testing windows.

## **8.2 Identify Students to be Tested**

### **Students with Fall 2024 Semester Block Schedules**

Students who will complete Grades 6–8 Reading and/or Mathematics courses during the fall semester should be administered the Fall Growth Assessment and Fall SOL test for the course for which they are registered. These students will not be administered the Winter Growth Assessment for the course.

### **Students with Spring 2025 Semester Block Schedules**

Students who are enrolled in the spring semester and will complete Grades 6–8 Reading and/or Mathematics courses during the spring semester should be administered the Winter Growth Assessment and Spring SOL test for the course for which they are registered. These students will not be administered the Fall Growth Assessment for the course.

### **Students with 2024–2025 Full Year Schedules**

Students enrolled in year-long Grades 3–8 Reading and/or Mathematics courses should be administered the Fall Growth Assessment, Winter Growth Assessment, and Spring SOL test for the course for which they are registered.

## **8.3 Test Tools and Materials**

Refer to the tools tables and information on the following pages for approved materials and manipulatives permitted on online and paper Growth Assessments.

### **8.3.1 Test tools and materials permitted with online Growth assessments**

Please refer to Appendix F, and the table: **Online Tools, Icons, and Descriptions of Functions** for the images of the tools and a description of their functions.

### **8.3.2 Test tools and materials permitted with paper Growth assessments**

Testing staff should be familiar with the tools and materials students need for the test they will be taking. Refer to the materials listed in the following tables.

**Table 10. Materials Permitted on the Paper Grades 3–8 *Mathematics* Growth Assessments**

For the Fall 2004 Growth Administration, school divisions should order paper booklets for the previous grade level, except in Grade 3.

Growth Test	Metric, Standard Ruler or Straightedge Tool	Calculator*	Protractor Or Angle Ruler	Middle School Formula Sheet
Grade 3 <i>Mathematics</i>	yes			
Grade 4 <i>Mathematics</i>	yes	Desmos Virginia or Hand-Held Four-Function Calculator on Part 2 only		
Grade 5 <i>Mathematics</i>	yes	Desmos Virginia or Hand-Held Four-Function Calculator on Part 2 only	yes	
Grade 6 <i>Mathematics</i>	yes	Desmos Virginia or Hand-Held Scientific Calculator on Part 2 only	yes	yes
Grade 7 <i>Mathematics</i>	yes	Desmos Virginia or Hand-Held Scientific Calculator on Part 2 only		yes
Grade 8 <i>Mathematics</i>	yes	Desmos Virginia or Hand-Held Scientific Calculator		yes

\*For students with a documented need for a paper Grades 4–7 *Mathematics* Growth Assessments (where students only use a calculator on the calculator portion of the test), and for the entire Grade 8 Growth Assessment, students may use a state-approved hand-held calculator or have access to the appropriate Desmos Virginia calculator using the Desmos Virginia Calculator tests available in the PearsonAccess<sup>next</sup> Training Center using a separate device. Refer to the information box above in Appendix B: **Providing the Desmos Virginia Calculators or Hand-Held Calculators for Virginia Assessment Program Mathematics and Science Assessments.**



## Additional Information for Some Materials for Paper Tests

### Test Booklets

- Regular test booklets, or as required:
- Large-Print Test Booklet Kit—large-print test booklet, Examiner’s copy of the test in regular print
- Braille Test Booklet Kit—braille test booklet, Examiner’s copy of the test in regular print, two sheets of braille paper. Refer to the Forms Matrix regarding the braille formats available for each SOL test.

**NOTE:** Audio kits are not available for the Grades 3–8 *Reading* and *Mathematics* Growth Assessments. Students who usually receive the audio form must be provided a read-aloud administration.

**Answer Documents**—use only the specific grade level reading and mathematics Growth Assessments answer documents (Version 1.0)

**Pencils**—only No. 2 pencils or mechanical pencils with No. 2 lead must be used when completing the answer document. Have extra No. 2 pencils available.

**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. The use of patty paper, dry-erase markers, and transparencies is not permitted. Students may not trace images directly from the computer monitor. Students may not hold anything up to the computer monitor. Examples of acceptable grid/graph paper are posted on the VDOE Web site at:

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

**Calculators**—For calculator information, refer to the information box on a previous page in Section 8: **Providing the Desmos Virginia Calculators or Hand-Held Calculators for Virginia Assessment Program Mathematics and Science Assessments.**

**Middle School Mathematics Formula Sheets**—students taking paper Grade 6, 7, or 8 *Mathematics* Growth Assessments, will use the Middle School Mathematics Formula Sheet contained in their test booklet. Kits containing the braille and large-print version of the Grades 6–8 Mathematics Growth Assessments will include the large-print or braille version of the Middle School Mathematics Formula Sheet

**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.

**Materials needed for accommodations**—as appropriate, provide students any needed materials or equipment required for accommodations. Refer to Appendix B for guidelines.

## 9. SOL Writing 2024–2025 Test Administration, Fall 2024

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

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

### 9.1 Fall 2024 SOL Writing Test Schedule

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

**EOC Testing Schedule:** The online test window is October 21–November 8, 2024. The multiple-choice/technology enhanced item (TEI) and short-paper components are combined in one test session. Each component is administered on a separate day. Divisions may choose the order of the components and their testing dates. These students' test sessions must be created using the *Regular Form Group Type Context* and include selection of the appropriate Main, Audio, or Read-Aloud (multiple-choice/TEI component only) forms. All EOC *Writing* online make-up tests must be completed by November 8, 2024.

#### Online Term Graduate Testing Schedule:

- **1st Opportunity:** Term Graduate students may have two online testing opportunities. The first online opportunity will be given October 21–November 1, 2024. Term Graduate students must be assigned to test sessions created in PearsonAccess<sup>next</sup> using the *Term Graduate Form Group Type Context*; then select the appropriate *1<sup>st</sup> Attempt* form from the drop-down menu.
- **2nd Opportunity:** If a Term Graduate student fails the 1<sup>st</sup> attempt, he/she may re-take the EOC *Writing* test during the second online opportunity test window (November 11–December 6, 2024). The second online opportunity test session will be created using the *Term Graduate Form Group Type Context*; then select the appropriate *2<sup>nd</sup> Attempt* form from the drop-down menu.

**Paper Test Window Schedule:** The SOL EOC *Writing* test is available in paper format only for students with a documented need for a paper test. Refer to Section 4.5 for paper guidelines.

**Table 11. Test Dates for Paper Tests: EOC Multiple-Choice and Short-Paper Administration Information**

(Do not use this table for Term Graduate Students)

<b>Division Selected Paper Test Window Date:</b>	<b>Multiple-Choice (MC) Information</b>	<b>Short-Paper (SP) Information</b>
<p><b>Paper Test Window</b> <b>October 21–23, 2024</b></p> <p>Ship answer documents to Pearson by November 8, 2024</p>	<p>Refer to the paper forms matrix sent to your division to identify the correct regular, read-aloud, audio, large print, and braille MC form numbers.</p> <p>Administer the MC component on either October 21 or 22 using the Main MC form. If the student is absent, administer this same form anytime October 22–November 8, 2024. Do not use the Alternate MC form unless directed to do so by the Office of Student Assessment as a response to an Irregularity.</p>	<p>Refer to the paper forms matrix sent to your division to identify the correct regular, read-aloud, audio, large print, and braille SP prompt numbers.</p> <p>Administer the SP component on October 23 using the Main Prompt. If the student is absent, administer the Alternate Prompt any time October 24–November 8, 2024.</p>

Term Graduate students may have two paper testing opportunities. Refer to the following table for the administration information of the paper Term Graduate test attempts.

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

<b>SOL Writing Test</b>	<b>Writing Test Components</b>	<b>Statewide Test Dates</b>
<p>EOC Term Graduate First Attempt</p> <p>Ship completed tests no later than November 8, 2024.</p>	Multiple-Choice*	<p>October 21 or 22, 2024</p> <p>Administer the MC component on either October 21 or 22 using the Term Grad 1st attempt MC form. If the student is absent, administer this same form anytime October 22–November 8, 2024.</p>
<p>EOC Term Graduate First Attempt</p> <p>Ship completed tests no later than November 8, 2024.</p>	Short-Paper*	<p>October 23, 2024</p> <p>Administer the SP component on October 23 using the Term Grad 1st attempt Prompt. If the student is absent, administer this same Prompt any time October 24–November 8, 2024</p>
<p>EOC Term Graduate Second Attempt</p>	Multiple-Choice and Short-Paper*	<p>October 24–November 8, 2024</p> <p>Administer the Term Grad 2nd attempt, MC and SP components anytime October 24–November 8, 2024.</p>

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

## 9.2 Identify Students to be Tested

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

1. Students who will complete high school English classes that cover grades 9–11 English SOL in the Fall semester.
2. Students who have previously passed the course in which the EOC *Writing* test is usually taken but failed the test and need it for verified credit.
3. Students eligible to graduate by August 31, 2025, are considered to be Term Graduates for the Fall *Writing* administration. If these students have not earned the writing verified credit, they may have two opportunities in the Fall administration to earn the required verified credit.
4. Students who have already left school and are returning to take the SOL EOC *Writing* test to earn verified credit.

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

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

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

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

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

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









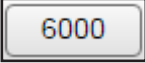
## 9.3 Test Tools and Materials

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

- **Must Answer to Continue**—on the short-paper component of the online EOC *Writing* test, students must enter a response into the writing area before they can move to the submit screen. The Right Arrow at the top of the screen for the EOC short-paper component takes the student to the End Test screen where they can submit their short paper. If the student has not entered a response, a message will pop up on their screen when they select the Right Arrow. The pop-up screen must be read to students who have read-aloud or audio accommodations.

You must answer all parts of the question before you can continue. You might need to scroll down to see what is unanswered.

**Table 13. Online Tools Available in TestNav on the Short-Paper Component of the Writing Test**

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

**NOTE: The online spell check is available to all students; therefore, students may not use a dictionary except when permitted as an accommodation. Refer to Table 17 for English and bilingual dictionary assistance.**

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

**Table 14. Hand-Held Materials Permitted on the Multiple-Choice/TEI and Short-Paper Components of the Online Writing Tests**

Material	Multiple Choice/TEI Component	Short-Paper Component
<p style="text-align: center;"><b>Scratch Paper</b></p> <p>Scratch paper must be of a <u>single</u> color and <u>blank</u> (must not contain any words, numbers, symbols, labels, or graphics). Acceptable scratch paper includes plain paper (no lines), lined paper, grid paper, sticky notes, and note cards. Students may not be issued any form of a graphic organizer, writing web, template, outline, enhanced scratch/grid paper (such as with added raised lines, some lines darker than others), etc. Students may be issued multiple sheets and multiple types of scratch paper; however, Examiners must keep track of all scratch paper distributed to students and ensure that it is <u>all</u> collected and accounted for before students are dismissed from the testing session. The STC may distribute the scratch paper to Examiners prior to testing or on the day of testing, or may instruct Examiners to provide their own scratch paper for testing sessions. All used and unused scratch paper must be returned to the STC.</p> <p>For online testing, the use of patty paper, dry-erase markers, and transparencies is not permitted. Students may <u>not</u> trace images directly from the testing device’s screen.</p> <p>Examples of acceptable grid/graph paper are posted on the VDOE Web site at:</p> <p><b><a href="https://www.doe.virginia.gov/teaching-learning-assessment/student-assessment/virginia-sol-assessment-program/sol-test-administration-development/ancillary-test-materials">https://www.doe.virginia.gov/teaching-learning-assessment/student-assessment/virginia-sol-assessment-program/sol-test-administration-development/ancillary-test-materials</a></b></p>	<b>Yes</b>	<b>Yes</b>
<p style="text-align: center;"><b>Writing Implements</b></p> <p>Each student may receive one pencil <b>or</b> one pen to use on the scratch paper.</p> <p>In addition to the pencil or pen, students may be provided <u>two</u> additional writing implements such as highlighters, colored pencils, or colored pens.</p> <p>The student may use the writing implements on the scratch paper.</p>	<b>Yes</b>	<b>Yes</b>
<p style="text-align: center;"><b>Dictionary</b></p> <p>The online spell check is available to all students; therefore, <u>students may not use a dictionary</u> (except as noted in Table 17).</p> <p>Refer to Table 17 for details regarding the use of English and bilingual dictionaries.</p>	<b>No</b>	<b>No</b>
<p><b>NOTE:</b> STCs may distribute the hand-held manipulatives to Examiners/Proctors prior to testing or on the day of testing.</p>		

### 9.3.1 Materials needed for paper testing

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

**Table 15. Materials Permitted on the Multiple-Choice and Short-Paper Components of the Paper *Writing* Tests**

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

Material	Permitted on the Multiple-Choice Component	Permitted on the Short-Paper Component
<p style="text-align: center;"><b>OPTIONAL: Highlighter, Colored Pencil, or Pen</b></p> <p>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.</p> <p>The highlighters, colored pencils, or pens must not be used anywhere on the student's answer document. Answer documents submitted with highlighter, colored pencil, or pen marks will not scan properly and therefore cannot be scored. The student's answer document must only be completed with the No. 2 pencil.</p>	<b>Yes</b>	<b>Yes</b>

### 9.3.2 Guidelines for use of the English and bilingual dictionaries

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

**Table 16. Use of the English Dictionary and Bilingual Dictionary on the 2010 Standards of Learning (SOL) Writing Test Components**

#### EOC 2010 *Writing* Test (Online Mode)

	Multiple Choice		Short Paper	
	English Dictionary	Bilingual Dictionary	English Dictionary	Bilingual Dictionary
<b>English Learners</b>	<b>NO</b>	<b>YES<sup>1</sup></b> Accommodation only	<b>YES<sup>1</sup></b> Accommodation only	<b>YES<sup>1</sup></b> Accommodation only
<b>Students with Disabilities</b>	<b>NO</b>	Not applicable	<b>YES<sup>2</sup></b> Accommodation only	Not applicable
<b>General Education Students</b>	<b>NO</b>	Not applicable	<b>NO</b>	Not applicable



### EOC 2010 *Writing* Test (Paper Mode)

	Multiple Choice		Short Paper	
	English Dictionary	Bilingual Dictionary	English Dictionary	Bilingual Dictionary
<b>English Learners</b>	<b>NO</b>	<b>YES<sup>1</sup></b> Accommodation only	<b>YES<sup>3</sup></b>	<b>YES<sup>1</sup></b> Accommodation only
<b>Students with Disabilities</b>	<b>NO</b>	Not applicable	<b>YES<sup>3</sup></b>	Not applicable
<b>General Education Students</b>	<b>NO</b>	Not applicable	<b>YES<sup>3</sup></b>	Not applicable

#### Notes

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

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

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

#### 9.3.3 Materials needed for accommodations

Refer to Section 4.14 and Appendix B for additional information regarding accommodations.

#### 9.4 Preparing for Paper Testing

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

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

## 10. SOL Non–Writing Test Administration, Fall 2024

Section 10 contains specific guidance for the Fall *Non-Writing* test administration.

### 10.1 SOL Non–Writing Test Schedule

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

### 10.2 Identify Students to be Tested

The Fall SOL *Non-Writing* test administration is designed to accommodate the following groups of students:

1. Students who will complete classes in the Fall semester requiring the following SOL tests: Grades 6–8 *Reading* and *Mathematics*; Grade 8 *Science*; and *Civics & Economics*; and any class with an associated EOC test when students need verified credits to meet graduation or Federal accountability requirements.

**NOTE: Students with Fall 2024 Semester Block Schedules**—Students who will complete Grades 6–8 Reading and/or Mathematics courses during the fall semester should be administered both the Fall Growth Assessment and Fall SOL test for the course for which they are registered. These students will not be administered the Winter Growth Assessment for the course.

2. Students who have previously passed the class associated with an EOC SOL test, but failed the test and need it for verified credit, must be afforded the opportunity to retake the test. These students' tests should be coded as Retest in PearsonAccess<sup>next</sup>.
3. Students in 9<sup>th</sup> grade who failed a Grade 8 *Reading* or *Mathematics* test in the previous school year and participated in a remediation recovery program may retake the applicable test(s).
4. Students who are classified as Term Graduates and are attempting to graduate by the end of Fall Semester, and who need verified credits to fulfill graduation requirements.
5. Students who have already left school and are returning to take the SOL test(s) to earn verified credit, and/or students who are beyond school age but return to take an SOL test for verified credit. Such students may be enrolled in a class within an adult education program.
  - Determination as to how students with disabilities and English Learners (ELs) will participate in the SOL Non–Writing tests should be made in accordance with the following guidelines:
  - *Participation in the Virginia Assessment Program: A Resource for Educators and Parents of Students with Disabilities Testing*
  - *Accommodations for Students with Disabilities: Growth Assessments and Standards of Learning Tests*
  - *Procedures for Determining English Learner Participation in the Virginia Assessment Program*


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

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

### 10.3 Test Tools and Materials

☑ Information regarding test manipulatives is listed in Table 22. The hand-held manipulatives are typically stored in the school division. If you have not already arranged for the distribution of these manipulatives, you must do so before testing is to begin. Make sure that STCs are aware of the information included in the *Examiner's Manuals* regarding the use of test manipulatives.

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

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

- Grades 6–8 *Mathematics* CAT—If the student uses a tool other than the Pointer to indicate their answer, the student will not be able to advance to the next question.
- All other online tests—If a student informs the Examiner or Proctor that their Review dropdown shows a question as *Not Answered* and the student feels that he/she did answer the question, the Examiner or Proctor should instruct the student to go back to the test item to make sure that the Pointer was used to indicate the answer. **NOTE:** Grades 6–8 *Reading* and *Mathematics* CATs do not have a Review screen.

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

☑ The table on the following pages list the manipulatives and materials available to students on the Fall Grades 6–8 *Reading* and *Mathematics*, Grade 8 *Science*, *Civics & Economics*, and EOC SOL tests. Students should be familiar with the tools and materials needed for the test they will be taking.

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

**Table 17. Allowable Test Manipulatives for the Fall *Non-Writing* Tests**

SOL Test	Scratch Paper	Calculator	Protractor Or Angle Ruler	Compass	Metric/ Standard Ruler	Formula Sheet
					Straightedge Tool	Periodic Table of the Elements
6-8 <i>Math</i>	Yes <sup>1</sup>	Scientific Calculator <sup>3</sup>	Grade 6 only <sup>2</sup>		Yes <sup>2</sup>	
Gr 8 <i>Science</i>	Yes <sup>1</sup>	Scientific Calculator <sup>3</sup>			Yes <sup>2</sup>	Periodic Table of the Elements <sup>2</sup>
<i>Civics &amp; Economics</i>	Yes <sup>1</sup>					
Grades 6-8 Reading and EOC <i>Reading</i>	Yes <sup>1</sup>					
EOC <i>Algebra I</i>	Yes <sup>1</sup>	Graphing Calculator <sup>3</sup>			Yes <sup>2</sup>	Formula Sheet
EOC <i>Geometry</i>	Yes <sup>1</sup>	Graphing Calculator <sup>3</sup>		Compass <sup>2</sup> A Safe-T <sup>®</sup> compass may be used on the paper test.	Yes <sup>2</sup>	Formula Sheet
EOC <i>Algebra II</i>	Yes <sup>1</sup>	Graphing Calculator <sup>3</sup>			Yes <sup>2</sup>	Formula sheet and Table of Standard Normal Probabilities (z-table)
EOC <i>Earth Science</i>	Yes <sup>1</sup>	Graphing Calculator <sup>3</sup>			Yes <sup>2</sup>	
EOC <i>Biology</i>	Yes <sup>1</sup>	Graphing Calculator <sup>3</sup>			Yes <sup>2</sup>	
EOC <i>Chemistry</i>	Yes <sup>1</sup>	Graphing Calculator <sup>3</sup>			Yes <sup>2</sup>	Periodic Table of the Elements <sup>2</sup>
VA & US History, World History I, World History II, World Geography	Yes <sup>1</sup>					

**NOTES:**

<sup>1</sup>Scratch paper must be of a single color and blank (must not contain any words, numbers, symbols, labels, or graphics). Acceptable scratch paper includes plain paper (no lines), lined paper, grid/graph paper, sticky notes, and note cards. Students may not be issued any form of a graphic organizer, writing web, template, outline, enhanced scratch/grid paper (such as with added raised lines, some lines darker than others), etc. Patty paper may be used for paper testing only. Students may be issued multiple sheets and multiple types of scratch paper; however, Examiners must keep track of all scratch paper distributed to students and ensure that it is 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.

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

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

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

<sup>3</sup>Refer to Calculator Details following this table.

## Grades 6–8 and EOC Mathematics Formula Sheets

- Students taking an online Grade 6, 7, or 8 *Mathematics* test must use the online version of the formula sheet. A paper copy of the Middle School Mathematics Formula Sheet is only permitted for eligible students with disabilities and must be downloaded from the VDOE webpage regarding ancillary test materials at:

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

- Students taking online *Algebra I*, *Geometry*, or *Algebra II* tests may access the formula sheet from their test's tool bar in addition to receiving a paper formula sheet (ordered from Pearson).
- Students taking paper Grade 6, 7, or 8 *Mathematics* tests will be instructed to remove the formula sheet included in their test booklets and return them to the Examiner. The Examiner will provide the new, Middle School Mathematics Formula Sheet. Kits containing the large print or braille versions of the *Mathematics* test include the Middle School large-print or braille version of the formula sheet.
- Students taking paper *Algebra I*, *Geometry*, or *Algebra II* tests will use the formula sheet/z-table (as applicable) included in their test booklet. Kits containing the large print or braille versions of the *Mathematics* test include the corresponding large-print or braille version of the formula sheet/z-table (as applicable).
- Students attending Special Situation schools who receive a Quad 8 Grade 6, 7, or 8 *Mathematics* SOL test booklet, will receive the paper Middle School Mathematics Formula Sheet provided in the Quad 8 test booklet.

## Grade 8 Science and EOC Chemistry Periodic Table of the Elements

- For students taking Grade 8 *Science* or EOC *Chemistry*, the Periodic Table of the Elements will be available for students. Students taking the online test will use the Periodic Table of the Elements available on the test's tool bar and may not be issued a paper copy. A paper copy of the Periodic Table of the Elements is only permitted for eligible students with disabilities and must be downloaded from the VDOE webpage regarding ancillary test materials at:

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

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

## Online Tools

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

## Pencil or Pen

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

## Additional Writing Implements

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

## Hand-held Manipulatives

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

## Calculator Details

- Students taking online Grades 6–8 and EOC *Mathematics* and Grade 8 and EOC *Science* tests will be required to use the Desmos Virginia calculator provided on the test’s tool bar. Students taking the online tests may not be issued a hand-held calculator unless the student requires a hand-held calculator as part of an accommodation as documented in the student’s IEP or 504 Plan and using the *Calculator Accommodation Criteria Form* to determine the need for a hand-held calculator.
- Students taking paper Grades 6–8 and EOC *Mathematics* and Grade 8 and EOC *Science* tests may use the appropriate state-approved hand-held calculator or have access to the appropriate Desmos Virginia calculator using the Desmos Virginia Calculator tests available in the PearsonAccess<sup>next</sup> Training Center using a separate device.

### 10.3.1 Materials needed for accommodations

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

Refer to Section 4.14 for additional information regarding accommodations.

### THANK YOU

We appreciate your time and effort in administering the 2024–2025 Fall and Winter Growth Assessments, Fall 2024 *Writing* tests, and the Fall 2024 *Non-Writing* tests.

Please email any comments or suggestions for improving this manual to: [student\\_assessment@doe.virginia.gov](mailto:student_assessment@doe.virginia.gov)

# APPENDIX A

## Test Security

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## APPENDIX A

**Virginia Assessment Program  
2024–2025 Fall–Spring School Division Personnel Test  
Security Agreement**

The *School Division Personnel Test Security Agreement* that follows should be read and understood by all school division personnel. All individuals who may be exposed to secure test items and those involved in the administration of the Virginia Assessment Program (VAP) tests (including, but not limited to, Examiners, Proctors, Interpreters, and Scribes) **MUST** read, understand, and agree to adhere to the following:

1. Students must never be exposed to unreleased (secure)<sup>1</sup> test items (except while completing an official VAP test attempt) or exposed to answers to secure test items. **Using secure test items in any form (including reworded test items) at any time is a violation of test security.** If in doubt whether test items are secure, contact your Division Director of Testing for assistance.
2. All persons are prohibited from providing students with answers to secure test items, suggesting how to respond to secure test items, or influencing student responses to secure test items. Prohibited actions include, but are not limited to, the following: providing clues or hints, providing reminders of content or testing strategies, prompting students to correct or check/recheck specific responses, permitting access to curricular materials<sup>2</sup> (e.g., textbooks, notes, review materials, bulletin boards, posters, charts, maps, timelines, etc.), or using voice inflection, facial gestures, pointing, gesturing, tapping, or other actions to indicate a response or accuracy of a student's response.
3. Examiners should be in possession of secure test materials only on the day they are administering a test, or in accordance with the procedures for advanced access to a test, and only for the specific test being administered. For the paper VAP *Writing* tests only, Examiners are not permitted to open sealed packages of prompts more than 30 minutes before the administration of the short-paper component.
4. Reading or reviewing any part of a secure test (e.g., test items, answer options, passages, pictures, diagrams, charts, maps, etc.) before, during, or after the test administration is a violation of test security unless an Examiner is reading the test items as part of an accommodation (e.g., read-aloud, interpretation/transliteration, etc.) or is reviewing the test items in preparation for providing that accommodation.
5. Any Login IDs and passwords issued for the administration of VAP tests are secure and must remain confidential.
6. Logging into or navigating throughout a secure online test by anyone except the student whose name appears on the Student Testing Ticket is a violation of test security<sup>3</sup>. Any exceptions to this must first be authorized by the Virginia Department of Education through the Division Director of Testing.
7. Capturing **ALL OR ANY PART** of a secure test **is a violation of test security**. Prohibited actions include, but are not limited to, copying, photographing, recording, outlining, or summarizing test content or details regarding the secure test content. Any exceptions to this must first be authorized by the Virginia Department of Education through the Division Director of Testing.
8. All VAP tests must be administered strictly in accordance with the instructions provided in the VAP test manuals. This includes, but is not limited to, adhering to procedures for the handling, distribution and use of test materials and test manipulatives, adhering to specific requirements associated with test accommodations (e.g., read-aloud accommodation, dictation to scribe, etc.), and reading all test directions to students exactly as written. VAP test directions must not be paraphrased, altered, or expanded without prior authorization from the Virginia Department of Education through the Division Director of Testing unless the *Examiner's Manual* allows flexibility in providing specific directions.
9. Sample items are included at the beginning of each VAP test and are the only items on the test that may be used with students to review, as directed in the *Examiner's Manual*, test item format and procedures for indicating responses. Students should also be provided with opportunities prior to the day of their test administration to become familiar with VAP test item formats and how to indicate responses. Resources such as SOL Practice Items are available for these purposes on the Virginia Department of Education website.
10. All persons are prohibited from attempting to formally or informally score secure VAP tests or individual test items. Prohibited actions include, but are not limited to, creating an answer key, reviewing or scoring a student's test item response or responses, reviewing or scoring student scratch paper, or tracking student performance on test items<sup>4</sup>.
11. All persons are prohibited from altering, in any manner, student responses to secure test items. Prohibited actions include, but are not limited to, erasing or deleting student responses, changing student responses, or providing responses to items left unanswered or partially unanswered.

<sup>1</sup>VAP test items remain secure before, during, and after all test administrations until such time that the Virginia Department of Education publishes the test item on its website as released. The end of a test administration does NOT indicate secure VAP test items are released.

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

<sup>3</sup>Examiner's administering assessments for the Virginia Alternate Assessment Program are permitted to sign in, navigate, and respond to items based on the needs of the individual student being assessed and in accordance with the procedures in the *Examiner's Manual*.

<sup>4</sup>Examiner's administering assessments for the Virginia Alternate Assessment Program are permitted to record student responses on the Examiner's Copy of the test to track student advancement through the test and to enter item responses at a later date in TestNav in accordance with the procedures in the *Examiner's Manual*.

---

**Complete the following prior to participating in test administration activities involving secure test materials:**

**2024–2025 Fall-Spring Test Administrations (check all that apply):**

**2024–2025 Fall/Winter *Reading and Mathematics* Growth Assessments**

**2024–2025 Fall/Spring *Writing* Tests**

**2024–2025 Fall/Spring *Non-Writing* Tests**

**2024–2025 Virginia Alternate Assessment Program (VAAP) Assessments**

I acknowledge that I will have access to the Virginia Assessment Program (VAP) tests for the purpose of administering a test. I also acknowledge that I have read, understand, and agree to adhere to all elements of the *School Division Personnel Test Security Agreement* and the following:

1. I have read the legislation passed by the Virginia General Assembly (§ 22.1–19.1 Action for violations related to secure mandatory tests and § 22.1–292.1 Violations related to secure mandatory tests).
2. I understand that if test security procedures are not followed, my license may be suspended or revoked and/or I may be assessed a civil penalty for each violation.
3. All known or suspected violations of Virginia Assessment Program test security shall be reported to appropriate school division personnel or to the Virginia Department of Education. To contact the Virginia Department of Education to report a known or suspected violation, call student assessment staff at (804) 225-2102, or mail details to Department of Student Assessment and Accountability, Virginia Department of Education, P.O. Box 2120, Richmond, VA 23218-2120.

**Please be sure to sign and return the *School Division Personnel Test Security Agreement* to the appropriate test administrator before participating in any Virginia Assessment Program test administration activities involving secure test materials.**

<b>Signed:</b>	<b>Print Name:</b>
<b>Position:</b>	<b>Date:</b>
<b>School:</b>	<b>Division:</b>

**Pages 1–2 of this document should be photocopied.**

**Please read legislation passed by the Virginia General Assembly (§ 22.1–19.1 Action for violations related to secure mandatory tests) regarding the repercussions of violating test security.**

**§ 22.1–19.1. Action for violations related to secure mandatory tests.**

A. The Office of the Attorney General, on behalf of the Board of Education, may bring a cause of action in the circuit court having jurisdiction where the person resides or where the act occurred for injunctive relief, civil penalty, or both, against any person who knowingly and willfully commits any of the following acts related to secure mandatory tests required by the Board to be administered to students:

1. Permitting unauthorized access to secure test questions prior to testing;
2. Copying or reproducing all or any portion of any secure test booklet;
3. Divulging the contents of any portion of a secure test;
4. Altering test materials or examinees' responses in any way;
5. Creating or making available answer keys to secure tests;
6. Making a false certification on the test security form established by the Department of Education;
7. Excluding students from testing who are required to be assessed; or
8. Participating in, directing, aiding or abetting, or assisting in any of the acts prohibited in this section.

For the purpose of this subsection, "secure" means an item, question, or test that has not been made publicly available by the Department of Education.

B. Nothing in this section may be construed to prohibit or restrict the reasonable and necessary actions of the Board of Education, Superintendent of Public Instruction, or the Department of Education or their agents or employees engaged in test development or selection, test form construction, standard setting, test scoring, reporting test scores, or any other related activities which, in the judgment of the Superintendent of Public Instruction or Board of Education, are necessary and appropriate.

C. Any person who violates any provisions of this section may be assessed a civil penalty not to exceed \$1,000 for each violation. Furthermore, any person whose administrative or teaching license has been suspended or revoked pursuant to § 22.1-292.1 may be assessed a civil penalty for the same violation under this section and the reasonable costs of any review or investigation of a violation of test security.

All civil penalties paid to the Commonwealth pursuant to this section shall be deposited into the Literary Fund.

D. For the purpose of this section, "person" shall not mean a student enrolled in a public school.

**Please read legislation passed by the Virginia General Assembly (§ 22.1–292.1 Violations related to secure mandatory tests) regarding the repercussions of violating test security.**

**§ 22.1-292.1. Violations related to secure mandatory tests.**

A. The Board of Education may (i) issue a written reprimand to or (ii) suspend or revoke the administrative or teaching license of any holder of a Board-issued administrative or teaching license who knowingly and willfully commits any of the following acts related to secure mandatory tests administered to students as required by this title or by the Board of Education:

1. Giving unauthorized access to secure test questions;
2. Copying or reproducing all or any portion of any secure test booklet;
3. Divulging the contents of any portion of a secure test;

4. Coaching or assisting examinees during testing or altering test materials or examinees' responses in any way;
5. Making available any answer keys;
6. Failing to follow test security procedures established by the Department of Education;
7. Providing a false certification on any test security form required by the Department of Education;
8. Retaining a copy of secure test questions;
9. Excluding students from testing who are required to be assessed; or
10. Participating in, directing, aiding, assisting in, or encouraging any of the acts prohibited by this section.

For the purposes of this section, "secure test" means an item, question, or test that has not been made publicly available by the Department of Education.

Nothing in this section shall be construed to prohibit educational personnel from providing input to administrators or other authorized personnel, including school board members and members of the General Assembly, except when done in a manner that violates test integrity or security regarding the accuracy, clarity, or propriety of test items or test administration procedures.

B. Nothing in this section shall be construed to prohibit or restrict the reasonable and necessary actions of the Board of Education, the Superintendent of Public Instruction, or the Department of Education in test development or selection, test form construction, standard setting, test scoring and reporting, or any other related activities which, in the judgment of the Superintendent of Public Instruction or the Board of Education, are necessary and appropriate.

C. Any suspension or revocation imposed for the acts enumerated in this section shall be rendered pursuant to Board regulations promulgated pursuant to the Administrative Process Act (§ 2.2-4000 et seq.) and § 22.1-298.1, governing the licensure of teachers.

**These pages may be photocopied.**

**Virginia Assessment Program  
2024–2025 School Division Test Security Agreement  
For Growth, Writing, Non-Writing, and VAAP Test  
Administrations**

**Directions:** School divisions are required to submit the *School Division Test Security Agreement* one time annually agreeing to maintain security for all Virginia Assessment Program tests administered during the school year (refer to the list below).

**Check all test administrations that the division is participating in during the 2024–2025 school year.**

- Growth Assessments**
- Writing Assessments**
- Non-Writing Assessments**
- Virginia Alternate Assessment Program (VAAP) Assessments**

**Scan and email the Division Test Security Agreement no later than by the Friday before the first week of the division’s first testing windows.**

**TO: Pearson  
Virginia Assessment Program  
VAATR@pearson.com**

The Virginia school division \_\_\_\_\_ (School Division Name) acknowledges that the 2024–2025 Virginia Assessment Program tests are secure tests and agrees to the following to ensure test security:

1. The school division will take all necessary precautions to safeguard all secure test materials by limiting access to persons within the school division with a responsible, professional interest in the tests’ security.
2. All persons having access to secure test materials (other than students to whom the test is administered) will read the legislation passed by the Virginia General Assembly (§ 22.1–19.1 Action for violations related to secure mandatory tests and § 22.1–292.1 Violations related to secure mandatory tests), will read and sign the *School Division Personnel Test Security Agreement*, complete and sign affidavits and transmittal forms as directed in the *Test Implementation Manual*, and will observe all other security-related procedures established and required by the Virginia Department of Education. Copies of all completed and signed security agreements, transmittal forms, and affidavits will be kept on file by the Division Director of Testing.
3. Student Testing Tickets, Proctor Testing Tickets and Student Resource Materials will be printed no more than 96 hours (4 school days) prior to the test session start date. Secure paper test materials, including test booklets and audio/special forms kits, will be delivered to schools no earlier than 96 hours (4 school days) prior to the date of testing. School Test Coordinators will deliver the secure materials to Examiners no sooner than the date of testing.
4. Under no circumstances will students be permitted to remove test materials from the testing location.
5. The school division will take all necessary precautions to ensure that students’ responses are not altered in any way.
6. Upon completion of testing, the school division will ensure proper disposition of all test materials as directed in the *Test Implementation Manual*.

**By signing this document, I am assuring the Virginia Department of Education and Pearson that I, and anyone having access to the Virginia Assessment Program test materials, will abide by the above conditions.**

<b>Signature:</b>		
<b>Title:</b>	<b>Division Director of Testing</b>	<b>Division Superintendent</b>
<b>Date:</b>		

**This page may be photocopied.**

## Virginia Assessment Program Fall/Winter 2024–2025 School Affidavit

**Division Name:** \_\_\_\_\_

**School Name:** \_\_\_\_\_

A separate *School Affidavit* must be completed at the end of each test administration and signed by the school test coordinator (STC) and the building principal and submitted to the Division Director of Testing (DDOT), who must keep the signed school affidavits on file.

**Check the Fall/Winter 2024–2025 Administration (choose one):**

- Fall 2024 Grades 3–8 *Reading and Mathematics* Growth Assessments
- Winter 2024–2025 Grades 3–8 *Reading and Mathematics* Growth Assessments
- Fall 2024 *Writing* Assessments
- Fall 2024 *Non-Writing* Assessments (includes the Integrated Reading and Writing Component)

**Complete all Sections:**

**Section I. Violations of the *School Division Personnel Test Security Agreement*. Select one only:**

- I certify that, to my knowledge, no one in the school building has violated the *School Division Personnel Test Security Agreement* for this test administration.
- I certify that I am aware of a violation(s) of the *School Division Personnel Test Security Agreement* in this school building for this test administration. The violation(s) has been reported to the Division Director of Testing.

**Section II. Test Monitoring. Select if applicable:**

- Our school was selected for monitoring for this test administration. Monitoring was completed and the required documentation was submitted to the Division Director of Testing.
- Our school was selected for monitoring for this test administration, but all monitoring requirements were not completed. Please explain:

**Section III. Return of secure testing materials for paper tests. Select one only:**

- Our School did not receive or administer any paper tests for this test administration.
- All secure testing materials for paper tests for this test administration have been returned to the Division Director of Testing as directed.
- A testing irregularity has been filed with the Division Director of Testing regarding the secure paper test materials that were lost or destroyed during this test administration. All other secure testing materials, received from the Division Director of Testing, have been returned.

<b>STC Name (printed or typed):</b>	<b>STC Signature:</b>	<b>Date:</b>
<b>Building Principal's Name (printed or typed):</b>	<b>Building Principal's Signature:</b>	<b>Date:</b>

The STC may keep a copy of the completed form for the school files. **This page may be photocopied.**

## Virginia Assessment Program Fall/Winter 2024–2025 School Division Affidavit

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

Email the completed form to: Virginia Department of Education Office of Student Assessment,  
Student\_Assessment@doe.virginia.gov

School Division Name: \_\_\_\_\_

Check the Fall/Winter 2024–2025 Administration (choose one):

- Fall 2024 Grades 3–8 *Reading and Mathematics* Growth Assessments
- Winter 2024–2025 Grades 3–8 *Reading and Mathematics* Growth Assessments
- Fall 2024 *Writing* Assessments
- Fall 2024 *Non-Writing* Assessments (includes the Integrated Reading and Writing Component)

Complete all Sections:

**Section I. Violations of the *School Division Personnel Test Security Agreement*. Select one only:**

- I certify that, to my knowledge, no one in the school building has violated the *School Division Personnel Test Security Agreement* for this test administration.
- I certify that I am aware of a violation(s) of the *School Division Personnel Test Security Agreement* for this test administration. The violation(s) has been reported to the Virginia Department of Education Office of Student Assessment.

**Section II. Test Monitoring. Select if applicable:**

- Our division completed monitoring of the identified schools for this test administration and the required documentation is maintained in the office of the DDOT.
- Our division did not complete the monitoring requirements for this test administration. Please explain:

**Section III. Return of secure testing materials for paper tests. Select one only:**

- Our School Division did not order any paper tests for this test administration.
- All secure testing materials for paper tests for this test administration, received from Pearson, have been returned to Pearson as directed.
- A testing irregularity has been filed with the Virginia Department of Education regarding the secure paper test materials that were lost or destroyed during this test administration. All other secure testing materials, received from Pearson, have been returned.

<b>DDOT Name (printed or typed):</b>	<b>DDOT Signature:</b>	<b>Date:</b>
<b>Division Superintendent Name (printed or typed):</b>	<b>Division Superintendent Signature:</b>	<b>Date:</b>

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

**This page may be photocopied.**

# APPENDIX B

## Special Testing Accommodations

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## VIRGINIA ASSESSMENT PROGRAM

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

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

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

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

### Paper Test Format

All students are required to take the online version of the tests with the exception of students who meet the criteria in Appendix C Documentation of Need for Paper Assessment.

### Additional materials required for testing accommodations

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

## VIRGINIA ASSESSMENT PROGRAM

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

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

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

Timing/Scheduling Accommodations	Setting Accommodations
Adjust the scheduling of a test: <ul style="list-style-type: none"> <li>■ multiple test sessions</li> <li>■ time of day</li> <li>■ order of tests</li> <li>■ planned breaks during test</li> </ul>	Adjust the place in which the testing normally occurs: <ul style="list-style-type: none"> <li>■ test location</li> <li>■ adaptive or special furniture</li> <li>■ special lighting</li> </ul>
Presentation Accommodations	Response Accommodations
Adjust the presentation of test material and/or test directions: <ul style="list-style-type: none"> <li>■ written directions accompanying oral directions</li> <li>■ specific verbal prompts</li> <li>■ visual aids</li> <li>■ auditory aids</li> <li>■ large-print test</li> <li>■ braille test</li> <li>■ read-aloud test</li> <li>■ audio test</li> <li>■ interpreting/transliterating testing directions</li> <li>■ interpreting/transliterating the test</li> </ul>	Adjust the manner in which students respond to or answer test items: <ul style="list-style-type: none"> <li>■ enlarged copy of the answer document</li> <li>■ communication board or choice cards</li> <li>■ Examiner records responses</li> <li>■ braille</li> <li>■ word processor or word processor with speech-to-text</li> <li>■ augmentative communication device</li> <li>■ word prediction software</li> <li>■ spelling aids</li> <li>■ English dictionary</li> <li>■ dictation using a recording device</li> <li>■ dictation to a scribe</li> <li>■ read back student response</li> <li>■ calculator and arithmetic tools</li> <li>■ calculator with additional capabilities</li> <li>■ math aids</li> <li>■ dry erase board</li> <li>■ additional writing implements</li> </ul>

## Timing/Scheduling Accommodations

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

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

### ■ Multiple Test Sessions

#### Use accommodation code 1.

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

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

### ■ Flexible Schedule

#### Use accommodation code 31.

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

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

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

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

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

## Setting Accommodations

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

### ■ Setting

#### Use accommodation code 32.

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

- Location: The test is administered in an alternate location, to minimize distractions for the student, or the student is assessed in a non-school setting as determined by the IEP team or the 504 committee.
- Adaptive or Special Furniture: The student is assessed using adaptive or special furniture, such as balance balls, cushions, or a raised desk surface.

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

The following conditions must be implemented:

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

### Presentation Accommodations

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

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

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

- **Specific Verbal Prompts**  
Use accommodation code 20.

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

- “Please continue with your test.”
- “Keep working.”
- “Keep going.”
- “Focus.”
- “Stay focused.”

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

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

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

## ■ Visual Aids

### Use accommodation code 4.

Visual aids may include:

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

■ Auditory Aids

**Use accommodation code 5.**

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

**Guidance for Hearing Aids with Internet-Connected Devices**

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

■ Large-Print Test

**Use accommodation code 6.**

**Available with paper tests only**

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

■ Braille Test

**Use accommodation code 9.**

**Available with paper tests only**

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

Content Area Test	English Braille American Edition (EBAE) with Nemeth	Unified English Braille (UEB)	Unified English Braille (UEB) with Nemeth
Grades 3–8 and EOC Reading (2017 SOL)		X	
EOC Reading (2010 SOL)	X		
Grades 3–8 and EOC Mathematics (2016 SOL)		X	X
History/Social Science (2015 SOL)		X	
EOC History/Social Science (2008 SOL)	X		
Grades 5 and 8 Science and EOC Biology (2018 SOL)		X	X

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

### Guidance for Reading Tests Aloud—Information for all Assessments

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

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

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

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

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



■ **Read-Aloud Accommodation on Mathematics, Science, History/Social Science, and Writing Assessments**

**Use accommodation code 10.**

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

■ **Read-Aloud Accommodation on the Reading Assessment**

**Use accommodation code 14.**

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

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

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

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

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



## Guidance for Creating an Online Read-Aloud Test Session

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

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

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

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

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

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

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

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

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

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

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

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

### ■ Audio Accommodation on the Reading Assessment Use accommodation code 15.

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

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

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

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

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

### Guidance for Online Audio Test Sessions

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

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

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

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

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

■ **Interpreting/Transliterating Test Directions (sign language, cued speech)**

**Use accommodation code 7, Test Directions Delivery.**

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

■ **Interpreting/Transliterating Mathematics, Science, History/Social Science, and Writing Assessments**

**Use accommodation code 12.**

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

■ **Interpreting/Transliterating the Reading Assessment**

**Use accommodation code 16.**

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

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

### **Guidance for Creating an Interpreting/Transliterating Online Test Session**

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

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

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

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

## Response Accommodations

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

### ■ **Enlarged Copy of Answer Document**

**Use accommodation code 8.**

**Available with paper tests only**

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

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

### ■ **Communication Board, Choice Cards**

**Use accommodation code 13.**

The communication board or choice cards must rest on the work surface and may not be held by the Examiner. The student must independently indicate the response on the communication board or choice cards. Student responses selected from a communication board or choice cards must be transcribed to the regular answer document or entered online by testing staff exactly as the student indicated. The student and the scribe must have previously used this method of communication during instruction. For online testing, practice items must be used so that both the student and the scribe are familiar with the level of communication required to complete the Technology Enhanced Items (TEI). The test administration must be video recorded and/or proctored. Follow the *Guidelines for Proctoring and/or Recording a Test Session* located in Appendix C of the *Test Implementation Manual*. The student's answer choices for paper or online assessments must be verified by a second school official to ensure that no errors in transcription occurred.

### ■ **Examiner Records Responses**

**Use accommodation code 18.**

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

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

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

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

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



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

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

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

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

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

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

**NOTE:** The format (i.e., paper or online) used for the short-paper component of the *Writing* test must be the same format used for the multiple-choice component. When using the online format, two separate devices must be made available to the student. The student must first use one device to log into TestNav using their Student Testing Ticket to access the prompt and the Checklist for Writers, and the other device will be used as a word processor to compose the short paper.

**Word Processor or Word Processor with Speech-to-Text Guidelines:**

If the speech-to-text capability of a word processor (software or a device) is used, the student must be assessed individually to ensure that other test takers are not distracted. The device must be set up in accordance with the policies noted in the Test Implementation Manual. Sessions involving speech-to-text must be recorded and/or proctored. Any automatic correction, thesaurus, or grammar check features of the word processor must be disabled.

The Examiner must ensure the student:

- uses only a single blank document when composing the short paper response.
- uses only speech-to-text as a speech recognition tool.
- does not have access to the Internet, other software applications, any saved documents, or other resources during the test session.
- does not save, audio or video record, or take screen shots of materials during testing.

All staff persons present for the test session, including the Examiner, Scribe, and/or Proctor, as applicable, must sign written statements indicating that:

- the student only had access to speech-to-text software on a separate workstation during testing.
- the test was administered under secure testing conditions.

If the device used to access the word processor or word processor with speech-to-text software is connected to the Internet and that connection must be present for the software to work properly, a proctor must directly observe the student throughout the duration of the test. The proctor must ensure the student does not access the Internet, other applications, or software features not permitted for testing. All staff members present for the test session must sign a written statement indicating:

- the student was monitored throughout the entire test,
- the student only had access to the word processor or word processor with speech-to-text software, and
- the test was administered under secure test conditions.

These written statements must be kept on file in the office of the Division Director of Testing until the student's score reports are verified, and ATR is approved for this test administration.

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

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

### Guidance for Augmentative Communication Devices with Additional Features

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

#### ■ **Augmentative Communication Device**

**Use accommodation code 22.**

**Use these guidelines when using this accommodation on Writing assessments. Also use the guidelines provided under the Dictation to a Scribe accommodation (accommodation code 25).**

- The student must be assessed individually to ensure that other test takers are not distracted.
- The test format (i.e., paper or online) used for the short-paper component of the Writing test must be the same format used for the multiple-choice component.
- The entire testing session must be video recorded and/or proctored. Follow the *Guidelines for Proctoring and/or Recording a Test Session* located in Appendix C of the *Test Implementation Manual*.
- When using the online test format, two separate devices must be made available to the student. One device will be the testing device where the student will use their Student Testing Ticket to log into TestNav to access the multiple-choice component or the short-paper component of the test. The other device will be the augmentative communication device. This device must not be connected to the Internet or the device's Internet access must be disabled during the test session (see the following note).
- **Multiple-choice/TEI component of the Writing test**—prior to the assessment, the student and scribe should use the augmentative communication device to complete practice items which include TEI. Based on these practice sessions, staff may use the vocabulary software of the augmentative communication device to create preset word banks of 'direction' words which will allow the student to



direct the scribe to complete TEI items. The word bank may include words such as 'select,' 'drag,' 'drop,' 'up,' 'down,' 'right,' 'left,' etc. Additionally, the student may use a preset template to select multiple-choice letter responses. The student may not have access to subject-linked vocabulary options within the augmentative communication device. The Examiner must record the student's responses on the student's testing device or paper answer document exactly as the student indicates. The student's responses must be verified by a second staff member to ensure that no errors in transcription occurred.

- **Short-paper component of the *Writing test***—the student may use the augmentative communication device to type the short paper using the QWERTY keyboard. The student may not have access to subject-linked vocabulary options of the augmentative communication device. The spell-checking capacity of the augmentative communication device may be used, but the student must not be prompted to use it. If a word prediction feature is used, it must provide only single words (not phrases) triggered by the letters chosen by the student. The word options may not be linked by subject. The student may not use any automatic correction, thesaurus, or grammar check features. The student's typed or printed response to the writing prompt must be transcribed into the response screen of the online test or onto the paper answer document by testing staff.
- Prior to submitting the test for scoring, the transcribed student's response must be verified by a second school official to ensure that no errors in the transcription occurred. A paper or electronic copy (audio/video of the session, output from the device, flash drive, CD, etc.) of the short paper must be made and securely stored. After making a copy of the student's short paper, it must be deleted from the device used to compose the short paper. After the scores are received and verified, and Authorization to Report (ATR) is approved for that test administration, the paper or electronic copy must then be securely destroyed.
- A document stating that the response to the writing prompt is entirely the student's work and that no "automatic correction, thesaurus, or grammar checker features" were used must be signed by the Test Examiner and Proctor (when present) and retained on file in the office of the Division Director of Testing until the scores are received and verified and Authorization to Report (ATR) is approved for that test administration.

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

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

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

#### **NOTE:**

If the augmentative communication device is connected to the Internet and that connection must be present for the software to work properly, a proctor must directly observe the student throughout the duration of the test. The proctor must ensure the student does not access the Internet, other applications, or software features not permitted for testing. All staff members present for the test session must sign a written statement indicating:

- the student was monitored throughout the entire test,
- the student only had access to the augmentative communication device, and

- the test was administered under secure test conditions.

#### ■ **Word Prediction Software**

**Use accommodation code 21, Response Devices.**

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

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

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

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

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

When using the online test format, two separate devices must be made available to the student. The student must first use one device to log into TestNav using their Student Testing Ticket to access the prompt and the Checklist for Writers. The other device will be used to compose the short paper using word prediction software.

- The student’s short paper is then typed into the response area in TestNav. As specified in the IEP/504 Plan, the student may transcribe their own paper into TestNav, or it may be transcribed and verified by testing staff. Refer to the Guidance for Transcribing Student’s Answers—Information for All Assessments, located in this document, for additional information.

If the device used to access the word prediction software is connected to the Internet and that connection must be present for the software to work properly, a proctor must directly observe the student throughout the duration of the test. The proctor must ensure the student does not access the Internet, other applications, or software features not permitted for testing. All staff members present for the test session must sign a written statement indicating:

- the student was monitored throughout the entire test,
- the student only had access to the word prediction software, and the test was administered under secure test conditions.

#### ■ **Spelling Aids**

**Use accommodation code 23.**

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

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

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

■ **English Dictionary**

**Use accommodation code 29.**

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

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

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

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

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

■ **Dictation to a Recording Device**

**Use accommodation code 24.**

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

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

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

■ **Dictation to a Scribe**

**Use accommodation code 25.**

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

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

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

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

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

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

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

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

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

■ **Read Back Student Response**  
**Use accommodation code 30.**

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

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

**Read-Back Accommodation Provided by the Test Examiner:**

- The student must be tested individually so other test takers are not distracted.
- The student may request any portion of the draft and/or final short paper to be read back as often as necessary. The student may continue to edit and request read-back until the final short paper is submitted for scoring.
- The Test Examiner must read the student's response back verbatim without providing any assistance. Examples of prohibited help include but are not limited to: correcting or providing clues to spelling, grammar, and/or punctuation, rewording the response, providing hints and clues, giving reminders, and/or giving verbal indications or non-verbal clues about the correctness of the student's response. If the student uses interpreter services, the Interpreter must sign the Test Examiner's oral reading of the student's short paper.
- All read-back sessions must be audio or video recorded and/or proctored. Video recording is required if an Interpreter is used to sign the Test Examiner's read back. Follow the *Guidelines for Proctoring and/or Recording a Test Session* located in Appendix C of the *Test Implementation Manual*.
- The final short paper must be written on the regular answer document or entered into the online test's response area in TestNav.

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

- The student must be tested individually or with headphones so other test takers are not distracted.
- When using the online format, two separate devices must be made available to the student. The student must first use one device to log into TestNav using their Student Testing Ticket to access the prompt and the Checklist for Writers, and the other device will be used to compose the short paper using a program with text-to-speech capabilities that reads the student's response verbatim. The student may use the text-to-speech function as often as necessary.
- If the text-to-speech program includes automatic correction, thesaurus, or grammar check, these features must be disabled. The student may use the manual spell-checking capacity of the text-to-speech program, but the student must not be prompted to use it.

- The Test Examiner must not provide any assistance. Examples of prohibited help include, but are not limited to: correcting spelling, grammar, and/or punctuation, rewording the response, providing hints and clues, giving reminders, and/or giving verbal indications or non-verbal clues about the correctness of the student's response.
- The student's short-paper response from the device with the text-to-speech capability must be printed. The short paper must be transcribed to the regular answer document or into the online test's response area in TestNav by testing staff. The transcribed student's response must be verified by a second school official to ensure that no errors in the transcription occurred.
- After the transcription is complete, the paper copy of the short paper must be securely stored. The student's short paper must be deleted from the device used to compose the short paper. After the scores are received and verified, and Authorization to Report (ATR) is approved for that test administration, the paper copy must then be securely destroyed.
- A document stating that the printed response to the writing prompt is entirely the student's work and that no "automatic correction, thesaurus, or grammar checker features" were used must be signed by the Test Examiner and Proctor (when present) and retained on file in the office of the Division Director of Testing until the scores are received and verified and ATR is approved for that test administration.

If the device used to access the read-back accommodation provided by a device with text-to-speech capability software is connected to the Internet and that connection must be present for the software to work properly, a proctor must directly observe the student throughout the duration of the test. The proctor must ensure the student does not access the Internet, other applications, or software features not permitted for testing. All staff members present for the test session must sign a written statement indicating:

- the student was monitored throughout the entire test,
- the student only had access to the word prediction software, and
- the test was administered under secure test conditions.

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

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

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

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

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

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

### ■ Calculators and/or Arithmetic Tools

**Use accommodation code 26.**

**Available on the SOL Grades 3–7 or the Grades 3–8 Mathematics Growth Assessments only**

Students with disabilities may use approved calculators, such as the Personal Needs Profile (PNP) calculator, Desmos Virginia calculator from the training center, or state approved hand-held calculators, and/or arithmetic tools on test items or sections of the Grades 3–8 *Mathematics* Fall Growth and/or SOL assessments in which a calculator is not allowed. Arithmetic machines and tables/charts are defined as tools that serve the same function as a simple calculator (e.g. four-function calculator). Examples include multiplication charts, addition charts, subtraction charts, or division charts. In order to use a calculator or arithmetic tool, students with disabilities must be found eligible by their IEP Team or 504 Committee using the *Calculator Accommodation Criteria Form*. If the student is determined eligible, the IEP Team or 504 Committee must document the decision on the student's IEP or 504 Plan and must complete and sign the *Calculator Accommodation Criteria Form* and maintain a copy in the student's educational record. The *Calculator Accommodation Criteria Form* is located on the Virginia Department of Education website at:

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

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

**Coding the Personal Needs Profile (PNP) Calculator:** The *PNP Calculator* is available for the online Grades 3–8 *Mathematics* Growth Assessments. Divisions must code tests for eligible students with disabilities who require the calculator on non-calculator items so that the appropriate Desmos Virginia calculators will appear on the tool bar in TestNav for the entire test. Prior to testing, the *PNP Calculator* accommodation must be assigned through the Student Registration Import process or manually in PearsonAccess<sup>next</sup>. In addition, accommodation code Calculator/Arithmetic Tools (26) must be checked on the Manage Student Tests screen in PearsonAccess<sup>next</sup>.

**“No Calculator” icon:** For online tests, a “No Calculator” appears in the upper-right corner of each test question that assesses a non-calculator standard.



No Calculator

Eligible students with disabilities may use the *PNP Calculator* or other approved calculators and/or arithmetic tools on all test items including those with the “No Calculator” icon. Examiners/Proctors may remind students to ignore the “No Calculator” icon and use the calculator/arithmetic tools provided on the entire test.



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

### 1. Online Tests.

For students taking online Grades 3–8 *Mathematics* Growth and/or Standards of Learning (SOL) tests, End-of-Course (EOC) *Mathematics* SOL tests, Grades 5, 8, and EOC *Science* SOL tests, the appropriate Desmos Virginia calculator will be available on the test’s tool bar for items that are assessed with the use of a calculator. Students taking the online tests are not to be issued a hand-held calculator unless the student requires a hand-held calculator as part of an accommodation as documented in the student’s IEP or 504 Plan (refer to #5).

Students taking online Grades 3–8 *Mathematics* Growth and/or SOL tests and who require a hand-held calculator, as documented in the student’s IEP or 504 Plan (refer to #5), will be tested in a 1:1 environment where the examiner manages when the student can access their hand-held calculator. The calculator may be used only with items where the online calculator appears on the toolbar in TestNav.

### 2. Paper Tests.

Students with a documented need for a paper Grades 3–8 *Mathematics* Fall Growth (3–7 for Winter), and/or SOL tests are to be issued a state-approved hand-held calculator or provided access to the Desmos Virginia Calculator in the PearsonAccess<sup>next</sup> Training Center by the examiner following the Examiner’s Manual directions for the portion of the test where a calculator is permitted.

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

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

For students with disabilities whose IEP/504 Plan determined eligibility, through the use of the Calculator Accommodation Criteria form, to use calculators on sections of the online Grades 3–8 *Mathematics* Growth and/or SOL tests in which a calculator is not allowed (refer to #5), the student is to be assigned the Personal Needs Profile (PNP) calculator in PearsonAccess<sup>next</sup> and marked with accommodation code 26, Calculator/Arithmetic Tables, prior to signing into the test. The appropriate Desmos Virginia calculator will be available on the student’s tool bar during the entire test. Students taking the online tests are not to be issued a hand-held calculator unless the student requires a hand-held calculator as part of an accommodation as documented in the student’s IEP or 504 Plan (refer to #5).

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

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

### 5. IEP/504 Plan Requirements

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

In order to provide a calculator accommodation for either online or paper tests, the IEP team/504 Committee is to use the *Calculator Accommodation Criteria* Form to determine the need for a calculator with accessibility features, the use of a calculator and/or arithmetic tools on non-calculator items, or the use of a calculator with additional mathematical functions to access the assessment based on::

- the student’s disability in mathematics and science that impedes the student’s ability to perform mathematical calculations;
- how the additional capabilities/features, the use of a calculator and/or arithmetic tools on non-calculator items, or the use of a calculator with accessibility features will address the student’s ability to access statewide assessments beyond what the Desmos Virginia calculator provides.

**Desmos Virginia Calculators Permitted on Virginia Assessment Program *Mathematics* and *Science* Tests, continued**

Content Area Test	PearsonAccess <sup>next</sup> Training Center Test to Use to Access Appropriate Desmos Calculator	Corresponding Desmos Virginia Calculator Provided in the Online Test
Grade 3 <i>Mathematics</i> Growth and SOL tests	Desmos Virginia Four Function Calculator (D4FUN)	Desmos Virginia Four-Function Calculator*. The Personal Needs Profile (PNP) calculator is available to be assigned to eligible online students enabling the calculator to be available on the entire test.
Grades 4–6 <i>Mathematics</i> Growth and SOL tests	Desmos Virginia Four Function Calculator (D4FUN)	Desmos Virginia Four-Function Calculator*. The Personal Needs Profile (PNP) calculator is available to be assigned to eligible Grades 4 and 5 online students enabling the calculator to be available on the entire test.
Grades 6–8 <i>Mathematics</i> Growth and SOL tests	Desmos Virginia Scientific Calculator (DSCI)	Desmos Virginia Scientific Calculator*. The Personal Needs Profile (PNP) calculator is available to be assigned to eligible Grades 6 and 7 online students enabling the calculator to be available on the entire test.
EOC <i>Mathematics</i> SOL tests	Desmos Virginia Graphing Calculator (DGRPH)	Desmos Virginia Graphing Calculator
Grade 5 <i>Science</i> tests	Desmos Virginia Four Function Calculator (D4FUN)	Desmos Virginia Four-Function Calculator
Grade 8 <i>Science</i> tests	Desmos Virginia Scientific Calculator (DSCI)	Desmos Virginia Scientific Calculator
EOC <i>Science</i> tests	Desmos Virginia Graphing Calculator (DGRPH)	Desmos Virginia Graphing Calculator

\*NOTE: The Personal Needs Profile (PNP) calculator is available to be assigned to eligible students taking Grades 3, 4, 5, 6, 7, or 8 online *Mathematics* Growth Assessments and SOL tests enabling the designated Desmos Virginia Calculator to be available for the entire test.



## Hand-Held Calculator Guidelines

- Students taking the online tests may not be issued a hand-held calculator unless the student requires a hand-held calculator as part of an accommodation as documented in the student's IEP or 504 Plan and using the *Calculator Accommodation Criteria Form* to determine the need for a hand-held calculator.
- Students with a documented need for a paper test may use a state-approved hand-held calculator or have access to the appropriate Desmos Virginia calculator using the Desmos Virginia Calculator tests available in the PearsonAccess<sup>next</sup> Training Center using a separate device.
- Students may only use one hand-held state-approved calculator during a test and are allowed to use only one model of a calculator.
- All calculators must meet the guidelines and/or be reset/prepared prior to each test session. If a student is moved to an alternate test site, they may continue to use the original calculator issued for the test. However, if the student is issued a different calculator, it must meet the guidelines and/ or be reset/prepared prior to being issued to the student. Refer to the document, *Approved Calculators for the Virginia Standards of Learning Assessments*, located on the VDOE Test Administration and Development webpage under VDOE Guidelines, at:

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

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

## ■ Calculator with Additional Capabilities

### Use accommodation code 28.

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

#### ● Calculator with Accessibility Features:

##### **Available for all Mathematics and Science assessments**

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

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

#### ● Calculator with Additional Mathematical Capabilities:

##### **Available for all Mathematics and Science assessments**

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

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

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

### ALLOWED

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

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

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

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

### NOT ALLOWED

A calculator with additional mathematical capabilities is NOT allowed if the additional mathematical capabilities:

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

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

- **Math Aids**

**Use accommodation code 19.**

**Available on Mathematics assessments only**

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

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

- **Dry Erase Board**

**Use accommodation code 2.**

In place of scratch paper, a student may use a dry erase board. If using a large wall-mounted board, the student must be tested individually and testing staff must ensure the student’s dry erase board is not visible to others. This may require windows to be covered. If using a small dry erase board, testing staff must ensure the student’s dry erase board is not visible to others. Individual testing or physical barriers between students must be used. The Test Examiner must ensure that the dry erase board is completely erased prior to the beginning of the testing session, and at the completion of the test session. The student must use the dry erase board independently without assistance from the Examiner. Prohibited help includes, but is not limited to, reminders to use the board, discussing test items, providing hints or clues, giving verbal indications or non-verbal cues about the correctness of a student’s answer. The test session must be video recorded and/or proctored. Follow the *Guidelines for Proctoring and/or Recording a Test Session* in Appendix C of the *Test Implementation Manual*.

- **Additional Writing Implements**

**Use accommodation code 3.**

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

## Guidance for Transcribing Students' Answers—Information for all Assessments

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

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

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

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

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

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

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

## Procedures for Requesting a Special Assessment Accommodation

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

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

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

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

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

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

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

## VIRGINIA ASSESSMENT PROGRAM

All accommodations for eligible English Learners (ELs) must be documented in the EL Assessment Participation Plan. For detailed information regarding EL participation in the assessments, refer to *Procedures for Determining English Learner Participation in the Virginia Assessment Program*, available on the Virginia Department of Education's website at:

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

### ■ Exempting ELs from the Virginia Assessments

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

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

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

### ■ Former EL

#### Former EL— Monitor Status Year 1

A student is considered Former EL—Year 1 when the student in spring 2024:

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

#### Former EL— Monitor Status Year 2

A student is considered Former EL—Year 2 when the student in spring 2023:

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

#### Former EL— Monitor Status Year 3

A student is considered Former EL—Year 3 when the student in spring 2022:

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

### Former EL– Monitor Status Year 4

A student is considered Former EL–Year 4 when the student in spring 2021:

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

### Former EL Testing Accommodations

Former EL Years 1 and 2 are eligible for direct and indirect testing accommodations on assessments described in this section. The accommodations must first be documented in EL Assessment Participation Plans. Former EL Years 3 and 4 are not eligible for direct and indirect testing accommodations on assessments. However, if a Former EL is also a student with a disability, the student may receive testing accommodations based upon their IEP/504 Plan.

#### ■ Direct and Indirect Linguistic Testing Accommodations for Virginia Assessment Program Tests

Testing accommodations for the assessments provide ELs the opportunity to be assessed on content knowledge rather than English language proficiency. Testing accommodations may involve changes to testing procedures, testing materials, or the testing situation to allow students meaningful participation in an assessment. Direct linguistic testing accommodations involve adjustments to the language of the test, such as the use of a bilingual dictionary. Indirect linguistic testing accommodations involve adjustments to the conditions under which ELs take the test, such as a flexible schedule that may include breaks. Additionally, testing accommodations should not provide an unfair advantage during testing, should be determined prior to testing, and documented in the EL Assessment Participation Plan.

While all direct and indirect testing accommodations are available to all ELs as deemed appropriate, certain testing accommodations may be more appropriate for students at particular English language proficiency levels.

**NOTE:** All references for accommodations for ELs also include Former EL year 1 and Former EL year 2.

The following Key applies to Table on the next page.

#### Key

<b>H</b>	The testing accommodation is available for the <i>History/Social Studies</i> SOL test.
<b>M</b>	The testing accommodation is available for the <i>Mathematics</i> test.
<b>R</b>	The testing accommodation is available for the <i>Reading</i> test.
<b>S</b>	The testing accommodation is available for the <i>Science</i> SOL test.
<b>W</b>	The testing accommodation is available for both the multiple-choice and short-paper components of the <i>Writing</i> SOL test.
<b>W-SP</b>	The testing accommodation is available for the short-paper (SP) component of the <i>Writing</i> SOL test but is not available for the multiple-choice component.
	The testing accommodation is <u>not</u> available for the content area.

## Direct and Indirect Linguistic Testing Accommodations for English Learners (ELs)

Content Area					Code	Testing Accommodation and Description Refer to <b>Selection of Testing Accommodations for English Learners (ELs)</b> for additional details regarding these accommodations.
<b>Direct Linguistic Testing Accommodations</b>						
H	M	R	S	W	7	<b>Test Directions Delivery</b> <ul style="list-style-type: none"> <li>Written directions (in English only) to accompany oral test directions.</li> </ul>
H	M		S	W	10	<b>Read-Aloud Test</b> <ul style="list-style-type: none"> <li>Tests are read (in English only) to the student. Must be recorded and/or proctored.</li> </ul>
H	M		S	W	11	<b>Audio Test</b> <ul style="list-style-type: none"> <li>A pre-recorded (in English only) version of the test items.</li> </ul>
		R			14	<b>Read-Aloud Reading Test</b> <ul style="list-style-type: none"> <li><i>Reading</i> test is read (in English only) to the student. Must be recorded and/or proctored. Student must meet specific criteria.</li> </ul>
		R			15	<b>Audio Reading Test</b> <ul style="list-style-type: none"> <li>A pre-recorded (in English only) version of the <i>Reading</i> test items. Student must meet specific criteria.</li> </ul>
H	M	R	S	W	17	<b>Bilingual Dictionary</b> <ul style="list-style-type: none"> <li>ELs may use a word-to-word bilingual dictionary.</li> </ul>
				W-SP	25	<b>Dictation to a Scribe</b> <ul style="list-style-type: none"> <li>Dictation (in English only) to a scribe (short-paper component only). Must be recorded and/or proctored. Requires transcription.</li> </ul>
H	M	R	S	W-SP	29	<b>English Dictionary</b> <ul style="list-style-type: none"> <li><b>Non-Writing Tests:</b> ELs may use a general English dictionary.</li> <li><b>Writing Tests:</b> <ul style="list-style-type: none"> <li>Only permitted on short-paper component for EOC <i>Writing</i> test (2010 SOL).</li> </ul> </li> </ul>
<b>Indirect Linguistic Testing Accommodations</b>						
H	M	R	S	W	1	<b>Multiple Test Sessions</b> <ul style="list-style-type: none"> <li>Testing over two or more school days. Requires a paper test; refer to accommodation guidelines.</li> <li><u>Multiple test sessions are not permitted on the short-paper component of the <i>Writing</i> test.</u></li> </ul>
H	M	R	S	W	4	<b>Visual Aids</b> <ul style="list-style-type: none"> <li>Visual templates showing one word, sentence, line, or test item at a time. Code test accommodation 4 only when used on a paper test.</li> </ul>
H	M	R	S	W	18	<b>Examiner Records Responses</b> <ul style="list-style-type: none"> <li>Student marks in test booklet, responds verbally, points, or otherwise indicates a response. May need to be recorded and/or proctored. Requires transcription.</li> </ul>
H	M	R	S	W	31	<b>Flexible Schedule</b> <ul style="list-style-type: none"> <li>Testing with breaks requires the test to be completed within one school day.</li> </ul>



## Direct Linguistic Testing Accommodations

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

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

## Guidance for Reading Tests Aloud—Information for all Assessments

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

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

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

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

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

### ■ **Read-Aloud (Use accommodation code 10.) or Audio (Use accommodation code 11.) on the Mathematics, Science, History/Social Science, and Writing Assessments**

The read-aloud or audio accommodation on *Mathematics, Science, History/Social Science, and Writing* assessments is allowed for ELs as specified in the EL Assessment Participation Plan.

### ■ **Read-Aloud Reading Assessment (Use accommodation code 14.) or Audio Reading Assessment (Use accommodation code 15.)**

The read-aloud or audio accommodation is available to ELs for the *Reading* assessment if the EL also has an eligible disability and the accommodation is documented in the student’s IEP or 504 Plan. See *Participation in the Virginia Assessment Program: A Resource for Educators and Parents of Students with Disabilities* located at:

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

ELs may receive the read-aloud or audio testing accommodation on the EOC *Reading* test under the following circumstances:

The EL meets all of the following criteria:

- the student is retaking the EOC *Reading* test, having failed the previous attempt(s) without using the read-aloud or audio testing accommodation; and
- the student's EL Assessment Participation Plan lists the read-aloud or audio testing accommodation for other tests; and
- the student receives the read-aloud or audio testing accommodation in the classroom.

For ELs retaking the EOC *Reading* test, the read-aloud or audio testing accommodation will be considered a non-standard testing accommodation (accommodation code B). In addition to marking the student's test with accommodation codes 14 or 15 and B, the EOC *Reading* test must be marked as retest on the Student Test Details screen in PearsonAccess<sup>next</sup>.

**NOTE:** Providing the read-aloud or audio testing accommodation to an EL on the EOC *Reading* retest will generate a test alert. Only the Office of Student Assessment staff can clear this test alert. Before the test alert can be cleared, the Division Director of Testing or designee must submit a request to VDOE to clear the test alert. The request must include the following:

- the student's name and State Testing Identifier (STI); and
- a statement verifying that the student is EL, Former EL-Year 1 or 2, or dually identified and meets all eligibility criteria for the read-aloud or audio testing accommodation on the EOC *Reading* retest.

Requests to clear the test alert must not be sent via email. These requests must be sent via the dropbox in the Single Sign-on for Web Systems (SSWS) to LaShel Bradley and copied to Kevin McClintock.

### Guidance for Creating an Online Read-Aloud Test Session

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

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

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

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

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

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

## Guidance for Online Audio Test Sessions

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

## Guidance for Choosing the Online Audio Test Accommodation for ELs Who Typically use the Read-Aloud Accommodation in the Classroom

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

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

### ■ Bilingual Dictionary

#### **Use accommodation code 17.**

ELs may use a bilingual dictionary on tests following these guidelines:

- The bilingual dictionary must be individually offered to each EL documented to have this accommodation for testing.
- The bilingual dictionary must be a general, word-to-word bilingual dictionary.
- The bilingual dictionary must not be a specialized dictionary, such as a subject specific dictionary, rhyming dictionary, picture dictionary, etc.
- The bilingual dictionary must be a paper dictionary. Electronic bilingual dictionaries or translators are not allowed.
- The bilingual dictionary may be either school-owned or student-owned.
- The bilingual dictionary should be familiar to the EL. Testing should not be the first time an EL uses a bilingual dictionary.
- The bilingual dictionary must not be altered with hand-written notes in the margins nor include additional materials, such as class notes.
- The bilingual dictionary may be used alone or with the English dictionary.

### ■ English Dictionary

#### **Use accommodation code 29.**

Because an English dictionary may provide definitions of subject-specific vocabulary that ELs are expected to know (e.g., median, simile) for the tests, the use of this testing accommodation should be carefully considered. ELs may use an English dictionary on tests following these guidelines:

- The English dictionary must be a general dictionary without a thesaurus section.
- The English dictionary must not be a specialized dictionary, such as a subject-specific dictionary, rhyming dictionary, picture dictionary, etc.
- The English dictionary must be a paper dictionary. An electronic dictionary is not allowed.
- The English dictionary may be either school-owned or student-owned.
- The English dictionary should be familiar to the EL. Testing should not be the first time an EL uses the English dictionary.
- The English dictionary must not be altered with hand-written notes in the margins nor include additional materials, such as class notes.
- The English dictionary may be used alone or with the bilingual dictionary on *Non-Writing* SOL tests and the short-paper component of the *Writing* test.
- The English dictionary is not permitted on the multiple-choice component of the EOC *Writing* test.

**NOTE:** For any paper short-paper component of the *Writing* test, the English dictionary is available to all students and should not be designated as a testing accommodation.

■ **Dictation to a Scribe**

**Use accommodation code 25.**

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

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

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

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

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

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

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

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

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

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

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

## Indirect Linguistic Testing Accommodations

The VAP tests are untimed, but ample time should be allotted for all students to complete the test prior to the end of the scheduled school day. Based on their English language proficiency and/or the language demands of the assessment, some ELs may require breaks or multiple test sessions.

### ■ Multiple Test Sessions

#### Use accommodation code 1.

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

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

### ■ Flexible Schedule

#### Use accommodation code 31.

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

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

**NOTE:** The paper answer document does not list accommodation code 31. If this accommodation is used, this test code must be applied to the student's completed test record in PearsonAccess<sup>next</sup>.

### ■ Visual Aid (Masking templates)

#### Use accommodation code 4 when this accommodation is used on paper tests.

Templates (or masks) that are blank allow a student to see one word, sentence, line, or test item at a time.

- Use accommodation code 4 with the paper tests of ELs who require a paper test and the use of a mask or template.
- Use of accommodation code 4 is not required for students taking an online test. The Line Reader Mask, Answer Mask, and Highlighter tools are available to all students taking an online test and are not considered accommodations. Students may not hold a template or mask up to or over the testing device's screen.
- Students taking online tests must receive prior practice using the Line Reader Mask, Answer Mask, and Highlighters tools on practice items using TestNav.

### ■ Examiner Records Responses

#### Use accommodation code 18.

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

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

The student may give the Examiner directions on how to respond to online TEI items by responding verbally, pointing, or otherwise indicating their answers.

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

The student's answer choices for paper or online assessments must be verified by a second school official to ensure that no errors in transcription occurred.



## VIRGINIA ASSESSMENT PROGRAM

The testing accommodations listed in the table on the following pages are intended for students with disabilities and English learners (ELs) as noted. In order to receive an accommodation, the student must meet the criteria established for that accommodation. **The table is a summary only and does not contain all the criteria or details associated with the accommodation.** The conditions on how the accommodations listed in the table should be administered during testing are explained in greater detail in the Testing Accommodations for Students with Disabilities or Testing Accommodations for English Learners (ELs) in this Guide. The **Description** column on the table contains a brief description of the accommodation and any notations or restrictions for its use.

School staff are reminded that accommodations must only be used to provide equal access to the Virginia Assessment Program tests and may not provide an unfair advantage or be selected to enhance performance. All accommodation determinations must be documented in the student's IEP, 504 Plan, and/or EL Assessment Participation Plan.

**Dually Identified Students.** ELs who are also students with disabilities are referred to as “dually identified.” IEP/504 Teams **and** EL Committees must work collaboratively to determine the assessment participation for dually identified students.

- The IEP/504 Team and EL Committee jointly determine the statewide assessment participation based on the dually identified student's disability and EL status.
- The IEP/504 Team and EL Committee jointly determine special test accommodations based on the student's disability and EL status.
- Statewide assessment participation and special test accommodations must be documented in the student's IEP/504 Plan and EL Student Assessment Participation Plan.

**Students with Temporary Conditions.** Students may be provided with appropriate special test accommodations needed to access the Virginia Assessment Program tests if they have a documented temporary condition, such as a broken arm or injured hand. Documentation of the temporary condition and necessary accommodations must be maintained in the student's school/division file and appropriately coded in PearsonAccess<sup>next</sup>.



Refer to the Key below for an explanation of abbreviations or symbols encountered on the Table.

**Key**

Abbreviation Symbol	Explanation
SWD	This accommodation may be considered for students with disabilities and dually identified students.
EL	This accommodation may be considered for English learners, Former EL-Year 1 or 2, and dually identified students.
SWD EL	If SWD and EL appear together in a cell, this indicates that the accommodation may be considered for students with disabilities, ELs, Former EL-Year 1 or 2, and dually identified students.
H	The accommodation is available on the <i>History/Social Science</i> test.
M	The accommodation is available on the <i>Mathematics</i> test.
R	The accommodation is available on the <i>Reading</i> test.
S	The accommodation is available on the <i>Science</i> test.
#	Under certain circumstances, an SWD and/or EL who is <u>retesting</u> on the EOC <i>Reading</i> test may receive the accommodation even though the student has not been determined as eligible by the school division according to the criteria required for the read-aloud/audio accommodation on the <i>Reading</i> test. Refer to the SWD or EL guidelines for criteria.
	The accommodation is not available for this test administration or on the content area indicated.

### Table of Testing Accommodations Available for the Growth and SOL Non-Writing Tests

Refer to the Testing Accommodations for Students with Disabilities or Testing Accommodations for ELs for additional details regarding these accommodations.

Code	Accommodation	Student	Content Area				Description
B	Non-Standard	SWD EL	H	M	R	S	■ Contact VDOE for assistance.
1	Multiple Test Sessions	SWD EL	H	M	R	S	■ Testing over two or more school days. Requires a paper test, refer to accommodation guidelines.
2	Dry Erase Board	SWD	H	M	R	S	■ Use dry erase board as scratch paper. Must be video recorded and/or proctored.
3	Additional Writing Implements	SWD	H	M	R	S	■ The student may be provided additional (3 or more) writing implements such as highlighters, markers, colored pens, colored pencils, etc.
4	Visual Aids	SWD EL	H	M	R	S	■ Magnification, color overlays, templates/masks, blank graphic organizers, template software, etc.
5	Auditory Aids	SWD	H	M	R	S	■ Amplification equipment ■ Whisper phone ■ Noise-dampening equipment
6	Large-Print Test	SWD	H	M	R	S	■ Available as a paper test only.
7	Test Directions Delivery	SWD EL	H	M	R	S	■ Written directions to accompany oral test directions. ■ Interpret/transliterate testing directions. Available for SWD only.
8	Enlarged Answer Document	SWD	H	M	R	S	■ Available with paper tests only. Transcription to a standard answer document required.
9	Braille Test	SWD	H	M	R	S	■ Available as a paper test only.
10	Read-Aloud Test	SWD EL	H	M		S	■ Test items are read (in English only) to the student. Must be recorded and/or proctored.
11	Audio Test	SWD EL	H	M		S	■ A pre-recorded version of the test items. Audio format is not available for some paper tests. Refer to the forms matrix for availability.
12	Interpret/Transliterate the Test	SWD	H	M		S	■ Interpret/transliterate test items. Must be video recorded and/or proctored.
13	Communication Board/Choice Cards	SWD	H	M	R	S	■ Communication board, choice cards. Must be video recorded and/or proctored. Requires transcription.
14	Read-Aloud <i>Reading</i> Test	SWD EL			R		■ <i>Reading</i> test is read (in English only) to the student. Student must meet eligibility criteria. Must be recorded and/or proctored. ■ For SWD & EL high school retesters, see # in Key.
15	Audio <i>Reading</i> Test	SWD EL			R		■ A pre-recorded version of the <i>Reading</i> test items. Student must meet eligibility criteria. ■ For SWD & EL retesters, see # in Key.
16	Interpret/Transliterate the <i>Reading</i> Test	SWD			R		■ Interpret/transliterate the <i>Reading</i> test. Must be video recorded and/or proctored. Student must meet eligibility criteria.
17	Bilingual Dictionary	EL	H	M	R	S	■ ELs may use a bilingual dictionary. Refer to EL accommodation guidelines.
18	Examiner Records Responses	SWD EL	H	M	R	S	■ Student marks in test booklet, responds verbally, points, or otherwise indicates a response. May need to be recorded and/or proctored. Requires transcription.

Code	Accommodation	Student	Content Area				Description
19	Math Aids	SWD		M			<ul style="list-style-type: none"> <li>Use approved math aids, examples: abacus, number line, colored shapes. Refer to SWD accommodation guidelines for assistance.</li> </ul>
20	Specific Verbal Prompts	SWD	H	M	R	S	<ul style="list-style-type: none"> <li>Examiner uses specific verbal prompts to keep student focused. Must be recorded and/or proctored.</li> </ul>
21	Response Devices	SWD	H	M	R	S	<ul style="list-style-type: none"> <li>Student records responses to MC items using braille writer. Requires a paper test. Requires transcription.</li> </ul>
22	Augmentative Communication Device	SWD	H	M	R	S	<ul style="list-style-type: none"> <li>Student responds by augmentative communication device. Must be video recorded and/or proctored. Requires transcription.</li> </ul>
23	Spelling Aids						
24	Dictation to a Recording Device						
25	Dictation to a Scribe						
26	Calculator/Arithmetic Tools	SWD		M			<ul style="list-style-type: none"> <li>Available only for Grades 3–8 Fall Growth, Math winter Growth, and SOL Assessments and SOL Math tests. Students must meet eligibility requirements.</li> <li>Not applicable for EOC SOL Math tests.</li> </ul>
27	VDOE Approved Special Accommodation Request	SWD	H	M	R	S	<ul style="list-style-type: none"> <li>Prior approval from VDOE required. DDOT must submit the <i>Special Assessment Accommodation Request</i> form by the published deadline.</li> </ul>
28	Calculator with Additional Capabilities	SWD		M		S	<ul style="list-style-type: none"> <li>Use calculator with accessibility features; or additional Mathematical capabilities.</li> <li>Students must meet eligibility requirements.</li> <li>Available for all Math and Science assessments.</li> </ul>
29	English Dictionary	EL	H	M	R	S	<ul style="list-style-type: none"> <li>ELs only may use a general English dictionary. Refer to EL accommodation guidelines.</li> </ul>
30	Read Back Student Response						
31	Flexible Schedule	SWD EL	H	M	R	S	<ul style="list-style-type: none"> <li>Time of day, order of tests, and scheduled breaks.</li> </ul>
32	Setting	SWD	H	M	R	S	<ul style="list-style-type: none"> <li>Location, adaptive or special furniture, special lighting, fidget/sensory items.</li> </ul>

## VIRGINIA ASSESSMENT PROGRAM

The testing accommodations listed in the table on the following pages are intended for students with disabilities and English learners (ELs) as noted. In order to receive an accommodation, the student must meet the criteria established for that accommodation. **The table is a summary only and does not contain all the criteria or details associated with the accommodation.** The conditions on how the accommodations listed in the table should be administered during testing are explained in greater detail in the Testing Accommodations for Students with Disabilities or Testing Accommodations for English Learners (ELs) in this Guide. The **Description** column on the table contains a brief description of the accommodation and any notations or restrictions for its use.

School staff are reminded that accommodations must only be used to provide equal access to the Virginia Assessment Program tests and may not provide an unfair advantage or be selected to enhance performance. All accommodation determinations must be documented in the student's IEP, 504 Plan, and/or EL Assessment Participation Plan.

**Dually Identified Students.** ELs who are also students with disabilities are referred to as “dually identified.” IEP/504 Teams **and** EL Committees must work collaboratively to determine the assessment participation for dually identified students.

- The IEP/504 Team and EL Committee jointly determine the statewide assessment participation based on the dually identified student's disability and EL status.
- The IEP/504 Team and EL Committee jointly determine special test accommodations based on the student's disability and EL status.
- Statewide assessment participation and special test accommodations must be documented in the student's IEP/504 Plan and EL Student Assessment Participation Plan.

**Students with Temporary Conditions.** Students may be provided with appropriate special test accommodations needed to access the Virginia Assessment Program tests if they have a documented temporary condition, such as a broken arm or injured hand. Documentation of the temporary condition and necessary accommodations must be maintained in the student's school/division file and appropriately coded in PearsonAccess<sup>next</sup>.

Refer to the Key below for an explanation of abbreviations or symbols encountered on the Table.

### Key

Abbreviation Symbol	Explanation
SWD	This accommodation may be considered for students with disabilities and dually identified students.
EL	This accommodation may be considered for English learners, Former EL-Year 1 or 2, and dually identified students.
SWD EL	If SWD and EL appear together in a cell, this indicates that the accommodation may be considered for students with disabilities, ELs, Former EL-Year 1 or 2, and dually identified students.
MC/TEI	The accommodation is available on the multiple-choice/technology enhanced item (TEI) component of the <i>Writing</i> test. NOTE: Paper <i>Writing</i> tests do not include TEI.
SP	The accommodation is available on the short-paper component of the <i>Writing</i> test.
	The accommodation is not available for this test administration or on the component indicated.

### Table of Testing Accommodations Available for the SOL Writing Tests

Refer to the Testing Accommodations for Students with Disabilities or Testing Accommodations for ELs for additional details regarding these accommodations.

Code	Accommodation	Student	Writing Test Components		Description
			MC/TEI	SP	
B	Non-Standard	SWD EL	MC/TEI	SP	<ul style="list-style-type: none"> <li>■ Contact VDOE for assistance.</li> </ul>
1	Multiple Test Sessions	SWD EL	MC/TEI		<ul style="list-style-type: none"> <li>■ Testing over two or more school days; requires a paper test. Not permitted on the short-paper component of the <i>Writing</i> test.</li> </ul>
2	Dry Erase Board	SWD	MC/TEI	SP	<ul style="list-style-type: none"> <li>■ Use dry erase board as scratch paper. Must be video recorded and/or proctored.</li> </ul>
3	Additional Writing Implements	SWD	MC/TEI	SP	<ul style="list-style-type: none"> <li>■ The student may be provided additional (3 or more) writing implements such as highlighters, markers, colored pens, colored pencils, etc.</li> </ul>
4	Visual Aids	SWD EL	MC/TEI	SP	<ul style="list-style-type: none"> <li>■ Magnification, color overlays, templates/masks, blank graphic organizers, template software, etc.</li> </ul>
5	Auditory Aids	SWD	MC/TEI	SP	<ul style="list-style-type: none"> <li>■ Amplification equipment</li> <li>■ Whisper phone</li> <li>■ Noise-dampening equipment</li> </ul>
6	Large-Print Test	SWD	MC/TEI	SP	<ul style="list-style-type: none"> <li>■ Available as a paper test only.</li> </ul>
7	Test Directions Delivery	SWD EL	MC/TEI	SP	<ul style="list-style-type: none"> <li>■ Written directions to accompany oral test directions.</li> <li>■ Interpret/transliterate testing directions. Available for SWD only.</li> </ul>
8	Enlarged Answer Document	SWD	MC/TEI	SP	<ul style="list-style-type: none"> <li>■ Available with paper tests only. Transcription to a standard answer document required.</li> </ul>
9	Braille Test	SWD	MC/TEI	SP	<ul style="list-style-type: none"> <li>■ Available as a paper test only.</li> </ul>
10	Read-Aloud Test	SWD EL	MC/TEI	SP	<ul style="list-style-type: none"> <li>■ Test items and prompt are read (in English only) to the student. Must be recorded and/or proctored.</li> </ul>
11	Audio Test	SWD EL	MC/TEI	SP	<ul style="list-style-type: none"> <li>■ A pre-recorded version of the test items. Audio format is not available for the prompts of the paper tests.</li> </ul>
12	Interpret/Transliterate the Test	SWD	MC/TEI	SP	<ul style="list-style-type: none"> <li>■ Interpret/transliterate test items. Must be video recorded and/or proctored.</li> </ul>
13	Communication Board/Choice Cards	SWD	MC/TEI	SP	<ul style="list-style-type: none"> <li>■ Communication board, choice cards. Must be video recorded and/or proctored. Requires transcription.</li> </ul>
14	Read-Aloud <i>Reading</i> Test				
15	Audio <i>Reading</i> Test				
16	Interpret/Transliterate the <i>Reading</i> Test				
17	Bilingual Dictionary	EL	MC/TEI	SP	<ul style="list-style-type: none"> <li>■ ELs may use a bilingual dictionary. Refer to EL accommodation guidelines.</li> </ul>
18	Examiner Records Responses	SWD EL	MC/TEI	SP	<ul style="list-style-type: none"> <li>■ Student marks in test booklet, responds verbally, points, or otherwise indicates a response. May need to be recorded and/or proctored. Requires transcription.</li> </ul>
19	Math Aids				
20	Specific Verbal Prompts	SWD	MC/TEI	SP	<ul style="list-style-type: none"> <li>■ Examiner uses specific verbal prompts to keep student focused. Must be recorded and/or proctored.</li> </ul>

**Table of Testing Accommodations Available for the SOL Writing Tests, continued**

Code	Accommodation	Student	Writing Test Components		Description
21	Response Devices	SWD	MC/TEI	SP	<ul style="list-style-type: none"> <li>Student responds by word processor, word processor with speech-to-text, braille (requires a paper test), word prediction software, etc. May need to be recorded and/or proctored. May require transcription.</li> </ul>
22	Augmentative Communication Device	SWD	MC/TEI	SP	<ul style="list-style-type: none"> <li>Student responds by augmentative communication device. Must be video recorded and/or proctored. Requires transcription.</li> </ul>
23	Spelling Aids	SWD		SP	<ul style="list-style-type: none"> <li>Use of spellchecker, spelling dictionary.</li> </ul>
24	Dictation to a Recording Device	SWD		SP	<ul style="list-style-type: none"> <li>For student use only for pre-writing/draft composition. Final SP may <u>not</u> be transcribed from a recording device by testing staff.</li> </ul>
25	Dictation to a Scribe	SWD EL		SP	<ul style="list-style-type: none"> <li>Dictation (in English only) to a scribe. Allowed only on SP component. Must be recorded and/or proctored. Requires transcription.</li> </ul>
26	Calculator/Arithmetic Tools				
27	VDOE Approved Special Accommodation Request	SWD	MC/TEI	SP	<ul style="list-style-type: none"> <li>Prior approval from VDOE required. DDOT must submit the <i>Special Assessment Accommodation Request</i> form by the published deadline.</li> </ul>
28	Calculator with Additional Capabilities				
29	English Dictionary	SWD EL		SP	<ul style="list-style-type: none"> <li>ELs refer to EL accommodation guidelines. Permitted only on the <u>short-paper</u> component.</li> <li>SWD refer to SWD accommodation guidelines.</li> </ul>
30	Read Back Student Response	SWD		SP	<ul style="list-style-type: none"> <li>The student's short paper is read back to the student by the Examiner or from a workstation equipped with text-to-speech capabilities. Must be audio or video recorded and/or proctored. May require transcription.</li> </ul>
31	Flexible Schedule	SWD EL	MC/TEI	SP	<ul style="list-style-type: none"> <li>Time of day, order of tests, and scheduled breaks.</li> </ul>
32	Setting	SWD	MC/TEI	SP	<ul style="list-style-type: none"> <li>Location, adaptive or special furniture, special lighting, fidget/sensory items.</li> </ul>

# APPENDIX C

## Guidance and Forms

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**NOTE: All the forms may be photocopied.**





## VIRGINIA ASSESSMENT PROGRAM

Some special test accommodations require that the test administration be audio/video recorded and/or proctored. These accommodations include but are not limited to:

- read back response
- dry erase board
- specific verbal prompts
- interpreting/transliterating
- Examiner records responses
- dictation to a scribe
- augmentative communication device
- communication board, choice cards
- read-aloud test administration

For more information on which test sessions must be recorded and/or proctored, please refer to the Special Test Accommodations section found in the appendices of the *Test Implementation Manuals* (TIM) and the *Examiner's Manuals*.

### Using a Proctor

VDOE recommends that a proctor be present with the Examiner during all recorded sessions to avoid possible retesting in the event of technological failure. If the session is proctored, the Proctor must sign the affidavit that the test administration was conducted according to the *School Division Personnel Test Security Agreement*. This written verification must be retained on file and secure in the office of the DDOT until after scores have been received and verified, and Authorization to Report (ATR) is approved for that test administration. The Proctor's Affidavit is on the *Examiner's/Proctor's Transmittal Form and Affidavit for Recorded/Proctored Test Sessions*, which is available on the next page.

### Recording Devices

Test sessions may be audio/video recorded using the following types of devices:

Tape recorder; handheld digital recorder; micro-cassette recorder; or a PC, laptop, or netbook with recording capabilities. A device or application that saves the recording to the cloud must not be used.

### Storing Devices

All recorded test sessions must be securely stored on one of the following types of devices/media: CD, DVD, encrypted flash drive, audiotape, videotape, or floppy disk. When saving the audio/video file, VDOE recommends the use of a naming convention that allows easy identification of the specific student, test, and form number. Recorded test sessions may not be saved to the cloud.

### Maintain Security

All recordings of test sessions are considered secure test materials and must be stored by the DDOT in a secure, locked location until scores are received and verified, and Authorization to Report (ATR) is approved for that test administration. If a digital recording is created, the digital file must not remain on any device or media that is readily accessible to the general school population and/or public, including, but not limited to, teachers, students, paraprofessionals, custodial staff, library/media staff, building administrators, and parents. Once the scores are received and verified, the recordings of test sessions should be securely destroyed following your division's policy as directed by the DDOT.

### Recording Technology Training

Examiners and Proctors should be trained prior to testing on the use of the recording technology to be used during the test session. The training should include opportunities for the Examiner and Proctor to have hands-on practice with the recording hardware, software, and/or storage device/medium. Training should include procedures for handling technical difficulties should they arise. The STC should keep a record of staff trained, date of training, and topics covered.

### Proctor Training

The Proctor works with the Examiner in administering the assessments and assists in maintaining an appropriate testing environment. A Proctor is also an observer who may be called upon to verify that students did not receive help on the test, that the test was administered according to the procedures outlined in the *Examiner's Manual*, and according to the *School Division Personnel Test Security Agreement*. Proctors must receive the same training as Examiners and must read and then sign the *School Division Personnel Test Security Agreement*.

## APPENDIX C

### Examiner's/Proctor's Transmittal Form and Affidavit for Recorded/Proctored Test Sessions

#### Fall/Winter 2024–2025 Test Administrations

Use this form to document the distribution and return of test tickets/booklets/prompts, recording hardware, and storage media used for recorded and/or proctored test sessions. This form also provides the Examiner's and Proctor's affidavits, certifying the tests were administered according to the *School Division Personnel Test Security Agreement*.

**Check the Test Administration (one only):**     Fall Grades 3–8 Growth Assessments     Winter Grades 3–8 Growth Assessments  
 Fall 2024 Writing     Fall 2024 Non-Writing

**Division Name:** \_\_\_\_\_ **School Name:** \_\_\_\_\_ **Test Date:** \_\_\_\_\_

**Directions:** Column (1): list the test name. Column (2): enter the quantity of test tickets/test booklets/prompts issued (student and Examiner copies). Column (3): list the type of hardware used to conduct the recording, such as digital audio/video recorder, laptop, tape recorder, etc. Column (4): list the storage medium used to store the session, such as CD, DVD, flash-drive, cassette tape, etc. Column (5): Examiners initial the “OUT” column verifying the quantity and receipt of the test tickets/booklets/prompts, recording equipment, and storage media. Column (6): STC initials the “IN” column, verifying the return of the test tickets/booklets/prompts, recording equipment, and storage media. Column (7): after testing, the Examiner reads then signs the Examiner's Affidavit. Column (8): after testing, if applicable, the Proctor reads then signs the Proctor's Affidavit.

(1) Test name	(2) Test ticket/ booklet/ prompt quantity	(3) Type of hardware used to record session	(4) Type of storage medium	(5) OUT Examiner's initials	(6) IN STC's initials	(7) Examiner's Affidavit  My signature below affirms that I administered the Growth or SOL Assessment(s) according to the <i>School Division Personnel Test Security Agreement</i> .	(8) Proctor's Affidavit (if applicable)  My signature below affirms that I observed the Growth or SOL test administration conducted by the Examiner listed in Column 7, and I am certifying that the test was conducted according to the <i>School Division Personnel Test Security Agreement</i> .

**SOL Testing Ticket Transmittal Form and Affidavit for Examiners/Proctors**

**Fall/Winter 2024–2025 Test Administrations**

Check the Test Administration (one only):  Fall Grades 3–8 Growth Assessments  Winter Grades 3–8 Growth Assessments  
 Fall 2024 *Writing*  Fall 2024 *Non-Writing*

Division Name: \_\_\_\_\_ School Name: \_\_\_\_\_ Date: \_\_\_\_\_

**Directions:** Use this transmittal form to track and verify the distribution of Student/Proctor Testing Tickets issued to Examiners and the session for which the Examiner is responsible. At the completion of the test session, the Examiner must read and sign the Examiner’s Affidavit. Proctors who were present for some or all of the test session must provide their name, session name, and sign the Proctor’s Affidavit.

Examiner/ Proctor Name (type or print)	Test Session Name or Identification to which the Examiner or Proctor is assigned	# of Testing Tickets issued to the Examiner of the session listed	Examiner’s Initials verifies receipt of the secure testing tickets for the session listed	STC Initials verifies return of the session’s secure testing tickets	Examiner’s Affidavit  My signature below affirms: I administered the Growth or SOL assessment, associated with the test session listed on this form, according to the School Division Personnel Test Security Agreement.	Proctor’s Affidavit  My signature below affirms: I assisted with/observed the administration of the Growth or SOL assessment, associated with the test session listed on this form, and certify that the test was administered according to the School Division Personnel Test Security Agreement.

## VIRGINIA ASSESSMENT PROGRAM

**Directions:** The interpreter should complete a separate form and read and sign an affidavit for each student who received interpretation services. All signed affidavits for Virginia Assessment Program tests must be securely maintained in the Office of the Division Director of Testing. **NOTE:** This form is not required for VAAP 2024—2025 tests.

### Student Receiving Interpretation Services

<b>Student Name</b>	<b>State Testing Identifier</b>	<b>Grade Level</b>
<b>School Name</b>	<b>Division Name</b>	

### Test(s) Interpreted:

**Test Administration (check one only):**     Fall 2024             Spring 2025             Summer 2025

### Test Type (check all that apply):

- Fall Growth Assessments     Winter Growth Assessments     *Non-Writing* SOL Assessments  
 *Writing* SOL Assessments

### Content Area(s) (check all that apply):

- History/Social Science                       Mathematics                       IRW  
 Reading     Science                                       Writing

### Interpreter's Affidavit

My signature below affirms:

I have:

- provided interpretation services for the student on the assessment (noted above) in an appropriate and professional manner according to the *School Division Personnel Test Security Agreement*.
- maintained confidentiality of the student's responses.

I have not:

- provided hints, clueing, prompting, or any other type of inappropriate assistance that would give the student answers to assessment items or provide an unfair advantage.
- fabricated, altered, or modified student responses or evidence in any way.

<b>Signed:</b>	<b>Print Name:</b>
<b>Position:</b>	<b>Date:</b>
<b>School:</b>	<b>Division:</b>

## VIRGINIA ASSESSMENT PROGRAM

**Directions: NOTE:** This form is not required for students participating in VAAP. This form must be completed for students with disabilities or those with medical conditions who need a paper Virginia Assessment Program (VAP) test but who do NOT meet the following criteria:

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

For a student with disabilities, this form should be completed by the Individual Education Program (IEP) team/504 committee. For a student with medical conditions, this form should be completed by a team composed of the Division Director of Testing, building principal, course content teacher, parent, and other appropriate school staff. A separate form must be completed for each assessment, and a copy of each signed and completed form must remain in the student's education record and on file in the office of the Division Director of Testing.

### Section I: Student Information

Student Name: \_\_\_\_\_ Date of Birth: \_\_\_\_\_

State Testing Identifier (STI): \_\_\_\_\_ Current Grade of Enrollment: \_\_\_\_\_

VAP Assessment Considered for Paper: \_\_\_\_\_

### Section II: School Division Information

School Division Name: \_\_\_\_\_ School Name: \_\_\_\_\_

Course Content Teacher: \_\_\_\_\_ Date: \_\_\_\_\_

### Section III: Eligibility Determination

*Eligibility for paper administration of VAP assessments is determined based on a student's disability or the student's medical need. Section IIIA should be completed by the student's IEP or 504 team if the need for a paper administration is based on an identified disability. Section IIIB should be completed by a team composed of the Division Director of Testing, building principal, parent, and other appropriate school staff if a medical condition is the basis for the need for a paper test.*

**Section IIIA: (Complete for a Student with a Disability)**

*The student's IEP Team/504 Committee must determine that a student is eligible for a paper assessment based on answers to the following three questions. A response of "No" for any question indicates that the student is NOT eligible for a paper assessment in the content area listed in Section I of this form.*

**1) Does the student have a current IEP/504 Plan or is one being developed?**

Yes     No

**2) As a result of a disability, the student requires an accommodation other than large-print test, braille, or multiple test sessions, that can only be provided in a paper format. List accommodation requiring a paper administration:**

Yes     No

**3) Does the student require paper classroom tests in order to access content?**

Yes     No

**Justification Statement:** *The IEP Team/504 Committee must also provide a justification statement as to why the IEP Team or 504 Committee has determined that the impact of the student's disability prevents access to online VAP assessments even with accommodations. Data should be referenced from the student's educational record, including the most recent evaluation information, teacher observations, and classroom and state assessment performance history.*

**Signed:**

\_\_\_\_\_ Date: \_\_\_\_\_  
Course Content Teacher

\_\_\_\_\_ Date: \_\_\_\_\_  
Special Education Teacher

\_\_\_\_\_ Date: \_\_\_\_\_  
Parent

\_\_\_\_\_ Date: \_\_\_\_\_  
Building Administrator or Designee

\_\_\_\_\_ Date: \_\_\_\_\_  
Other

\_\_\_\_\_ Date: \_\_\_\_\_  
Other

*This completed form must be retained in the student's education record and on file in the office of the Division Director of Testing.*

**Section IIIB: (Complete for a Student with a Medical Condition)**

The school team must determine that a student is eligible for a paper assessment based on answers to the three questions below. A response of “No” for any question indicates that the student is NOT eligible for a paper assessment in the content area listed in Section I of this form.

1) Does the student have a current medical condition documented by a physician or other health professional? (Letter must be attached.)

Yes     No

2) As a result of the medical condition, is the student unable to demonstrate their individual achievement on the online Virginia Assessment Program test for the assigned course and grade level?

Yes     No

3) Does the student require paper classroom tests in order to access content?

Yes     No

**Justification Statement:** The school team must also provide a justification statement as to why it has determined that the impact of the student's medical condition prevents access to online VAP assessments. Data should be referenced from teacher observations and from classroom and state assessment performance history. A letter from the student's physician must also be attached that documents the current medical condition that prevents access to online VAP assessments.

**Signed:**

\_\_\_\_\_ Date: \_\_\_\_\_  
Division Director of Testing

\_\_\_\_\_ Date: \_\_\_\_\_  
Building Administrator or Designee

\_\_\_\_\_ Date: \_\_\_\_\_  
Course Content Teacher

\_\_\_\_\_ Date: \_\_\_\_\_  
Parent

\_\_\_\_\_ Date: \_\_\_\_\_  
Other

\_\_\_\_\_ Date: \_\_\_\_\_  
Other

*This completed form must be retained in the office of the Division Director of Testing.*

## VIRGINIA ASSESSMENT PROGRAM

The following adjustments to the conditions under which a VAP test may be administered are available to any student as needed.

Adjustment to Testing Conditions	Guidance
Group size	Students may be tested individually or in small groups with the size of the group determined by the STC.
Environmental modifications	Students may be tested with modifications to the environment to include amount or type of lighting, noise buffers, and/or the use of a study carrel. The student may <b>NOT</b> be issued any kind of accessory to modify the environment. <b>Prohibited</b> accessories include, but are not limited to: headphones, ear muffs, ear plugs, ticking clocks, egg timers, fidget items, stress balls, toys, music, or “soothing” sounds during testing.
Large diameter pencil, pencil grip	If a large pencil is used on a paper answer document, it must contain #2 lead.
Assistance with directions	Directions for taking the test are read to students as printed in the <i>Examiner’s Manuals</i> and their <i>Supplements</i> . If a student has a question about a direction, then the Examiner may simplify or clarify the “ <b>SAY</b> ” direction.  Examiners/Proctors may <b>NOT</b> provide assistance with directions for “live” test items that are within the student’s test.
Student reading their own test out loud	For any student who needs to hear himself/herself read aloud, the student must be tested individually. The student can then read the test aloud to himself/herself without interaction from the Examiner. The student may not be issued any kind of accessory including, but not limited to, a “whisper phone” or recording/playback device. The student may <b>NOT</b> read to the Examiner/Proctor.
Student requires a health management device	The <i>Health Management Device Form</i> must be completed for each student with a documented health need requiring the use of a health management device (such as a continuous glucose monitor or seizure monitor).
Student requires hearing aids with an Internet-connected device	The <i>Hearing Aids with Internet-Connected Device Form</i> must be completed for a student who requires hearing aids that must be connected to an Internet-enabled device, such as a smart phone.



# APPENDIX E

# 2024–2025 Test Irregularity Form

The Test Irregularity Web Application System (TIWAS) is used to document and submit test irregularities. The STC may direct Examiners to use this form or parts of the form to document the test irregularity incident. The information from this form must be entered into TIWAS and submitted to the DDO.

Division Name: \_\_\_\_\_

Irregularity Number: \_\_\_\_\_

Test Administration: \_\_\_\_\_ Year: \_\_\_\_\_

Created Date: \_\_\_\_\_ By: \_\_\_\_\_

Regular     Term Grad     Exp Retake

Student Grade: \_\_\_\_\_

School Name: \_\_\_\_\_

Test Type:     Regular     Audio  
 Large Print     Braille

No. of Students: \_\_\_\_\_

Test Mode     Online     Paper

Test Session Name: \_\_\_\_\_

Test Level/Content Area/Subject	Form No. with Irregularity	Prompt No.	Assigned by TIWAS	
			Alternate Form No.	Prompt No.
<b>FOR EXAMPLE:</b> <input type="checkbox"/> EOC World Geography	H0116			
<input type="checkbox"/> 3				
<input type="checkbox"/> 4				
<input type="checkbox"/> 5				
<input type="checkbox"/> 6				
<input type="checkbox"/> 7				
<input type="checkbox"/> 8				
CSH	<input type="checkbox"/> Virginia Studies			
	<input type="checkbox"/> Civics & Economics			
End-of-Course	<input type="checkbox"/> Writing			
	<input type="checkbox"/> Reading			
	<input type="checkbox"/> Integrated Reading and Writing			
	<input type="checkbox"/> Math			
	<input type="checkbox"/> Science			
	<input type="checkbox"/> History			

Student Names and STIs (attach list of additional names and STIs):

1. \_\_\_\_\_ 2. \_\_\_\_\_

Description of Irregularity (PLEASE PRINT):

Submitted to DDO:     YES     NO

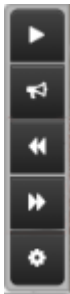





Submitted to VDOE:     YES     NO

SIGNATURE: \_\_\_\_\_ DATE: \_\_\_\_\_

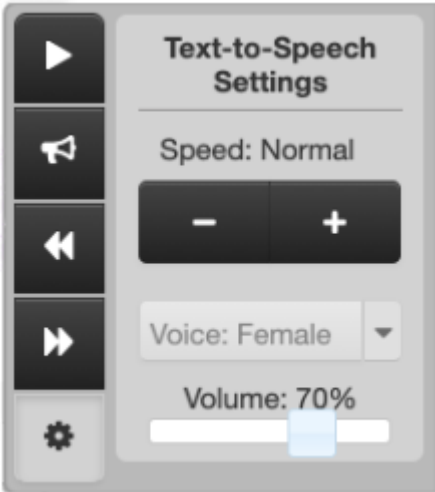


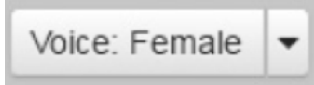
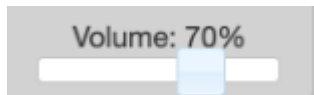
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The **Audio Tools** are available on the following online VAP tests: Grades 3–8 **Reading** and **Mathematics** Growth Assessments, and the following SOL tests: Grades 3–8 and EOC **Mathematics** (2016 SOL), Grades 3–8 and EOC **Reading** (2017 SOL), EOC **Writing, Civics & Economics, Virginia Studies, and VA & US History** (2015 SOL) and Grades 5 and 8 **Science** and EOC **Biology** (2018 SOL). Students who are assigned an audio form for these tests will see the audio tools for the text-to-speech reader on the right side of the screen. The audio tools are available with the Samples. During testing, if a student asks a question about a tool, the Examiner/Proctor may use the tables below to read the tool’s function and operation to the student.



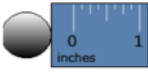
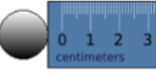
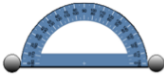






**Table 18. Audio Control Box**

Audio Tools	Tool Icon	Tool Name and Description
		<p><b>Play button</b>—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 <b>Stop button</b> will only appear when the audio is playing. Selecting it stops the audio.</p>
		<p><b>Jump back</b>—when selected, the audio will jump backward to a previous selection. Serves as a rewind.</p>
		<p><b>Skip Ahead</b>—when selected, the audio will jump forward to the next selection. Serves as a fast forward.</p>
		<p><b>Toggle Click-to-Hear tool</b>—this allows students to select where within the item the audio will begin.</p>
		<p><b>Settings wheel</b>—when selected, the audio settings may be adjusted. Refer to the Audio Settings Available table on the next page for the adjustable audio settings.</p>

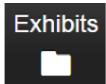
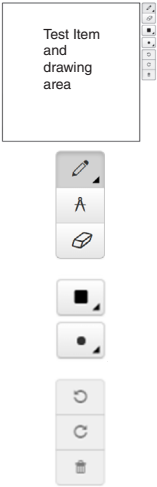
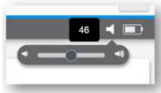

**Table 19. Audio Settings Available**

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


**Table 20. Online Tools, Icons, and Descriptions of Functions**

Tool Icon	Tool Name and Description
	<p><b>Pointer</b>—Use to select on screen and to place the cursor in an answer box, plot points, select one or more answers, and drag information from one location to another. When the pointer is moved into the toolbar, it turns into a finger when placed over clickable sources.</p>
	<p><b>Answer Eliminator</b>—Use to eliminate (cross off) answer options. This tool functions with multiple-choice questions and certain TEI items.</p>
	<p><b>Inch Ruler</b>—Use to measure an object on screen.</p>
	<p><b>Centimeter Ruler</b>—Use to measure an object on screen.</p>
	<p><b>Protractor</b>—Use to measure an angle.</p>
	<p><b>Straightedge</b>—Displays a straight line. Available on the Grades 3–8 and EOC <i>Mathematics</i> (2016 SOL) tests.</p>
	<p><b>Desmos Virginia Four-function Calculator</b>—Use for mathematical calculations.</p>
	<p><b>Desmos Virginia Scientific Calculator</b>—Use for mathematical calculations.</p>
	<p><b>Desmos Virginia Graphing Calculator</b>—Use for mathematical calculations.</p>
	<p><b>Tools Drop Down</b>—when the student’s test screen is zoomed (ctrl +) to a high level (500% or when the virtual width of the viewport is less than 480px), the tools drop down icon appears on the tool bar at the top of the screen. When the tools drop down icon is selected, tools available for the test appear in the drop down under it.</p>
	<p><b>Highlighter</b>—Use to highlight text. Students cannot highlight art, pictures, images, or text when presented as art (i.e. poems, fliers). The “Listen” option is only available on audio tests that use text-to-speech audio tools. When the student highlights text and selects “Listen”, the highlighted text will be read-aloud. <b>NOTE:</b> The Text-to-Speech will play for the entire section and not just the highlighted words in the sentence.</p> <p>There is no limit to the number of highlights a student can make within the test. To access the highlighter, the student selects text and selects the highlighter color. To remove the highlighted text, the student selects the highlighted text and selects the slash. Pink and blue are the two highlighter colors available when the background and foreground settings are set to the default (black text on white background). These colors may change when the background and foreground setting is changed.</p>






**Table 20. Online Tools, Icons, and Descriptions of Functions, continued**

Tool Icon	Tool Name and Description
	<p><b>Exhibit Window</b>—Use to view exhibits such as formula sheets, z-table, Periodic Table of the Elements, and reading passages. Select to view the Prompt, Checklist for Writers, and Shortcut Keys tabs on the Short-Paper component of the EOC Writing test.</p>
	<p><b>Drawing Interaction Tool</b>—This tool only appears on questions where students may need a drawing tool to help solve the question. It is located to the right of the drawing interaction area. The individual tools are:</p> <ul style="list-style-type: none"> <li>• pencil—student may select free draw or the straight line</li> <li>• compass—use for Geometry constructions</li> <li>• eraser—removes selected marks</li> <li>• color selector— marks may be black or green</li> <li>• mark thickness—two sizes for the thickness of the marks are available</li> <li>• undo—removes the most recent mark</li> <li>• redo—reapplies the last mark removed</li> <li>• clear all—deletes all markings in the drawing interaction area</li> </ul>
	<ul style="list-style-type: none"> <li>• <b>Volume Control</b>—in Secure Tests only.</li> <li>• Allows students to adjust the system volume on their device while in their secure test.</li> <li>• When a student clicks “on touch” over the speaker icon displayed in the header bar (next to the battery status indicator), a slider control will open under the speaker icon.</li> <li>• The student can use the slider control to adjust the device system volume setting.</li> <li>• This will be available on all secure tests no matter if the form has audio content or not.</li> </ul>
	<p><b>Notepad</b>—use to create and save notes. This is only available on the Short Paper Component of the EOC Writing Test.</p>











**Table 20. Online Tools, Icons, and Descriptions of Functions, continued**

Accessibility Feature	Feature Name and Description
<p><b>Zoom-In and Zoom-Out Feature</b></p> <p>Using the keyboard or touchscreen.</p> <p>No icon is available.</p>	<p><b>On a PC or Chromebook:</b></p> <p>Zoom in—press the CTRL and + keys at the same time.</p> <p>Zoom out—press the CTRL and – keys at the same time.</p> <p>Return to default screen size—press the CTRL and 0 keys at the same time.</p> <p><b>On a Mac:</b></p> <p>Zoom in—press the CMD and + keys at the same time.</p> <p>Zoom out—press the CMD and – keys at the same time.</p> <p>Return to default screen size—press the CMD and 0 keys at the same time.</p> <p><b>On a touch-screen device:</b></p> <p>Zoom in—touch two points on the screen, and then move your fingers away from each other.</p> <p>Zoom out—touch two points on the screen, and then move your fingers toward each other.</p>
	<p><b>User Dropdown Menu</b></p> <ul style="list-style-type: none"> <li>• <b>Change the Background and Foreground Colors</b>—selecting this permits the student to choose the background and foreground colors of their test. The list of background and foreground colors are shown in the screen shot below:</li> </ul> <div data-bbox="746 1045 1098 1545" style="border: 1px solid black; padding: 10px; margin: 10px auto; width: fit-content;"> <p><b>Contrast Settings</b> <span style="float: right;">×</span></p> <p><input checked="" type="radio"/> <span style="border: 1px solid black; padding: 2px;">abc</span> Black on White (Default)</p> <p><input type="radio"/> <span style="border: 1px solid black; padding: 2px;">abc</span> Black on Cream</p> <p><input type="radio"/> <span style="border: 1px solid black; padding: 2px;">abc</span> Black on Light Blue</p> <p><input type="radio"/> <span style="border: 1px solid black; padding: 2px;">abc</span> Black on Light Magenta</p> <p><input type="radio"/> <span style="background-color: black; color: white; padding: 2px;">abc</span> White on Black</p> <p><input type="radio"/> <span style="background-color: yellow; padding: 2px;">abc</span> Yellow on Blue</p> <p><input type="radio"/> <span style="background-color: gray; padding: 2px;">abc</span> Gray on Green</p> <p style="text-align: right;"><a href="#" style="background-color: blue; color: white; padding: 5px 10px; border-radius: 5px;">Continue →</a></p> </div> <p>To return the background and foreground color to the default, the student selects Black on White (Default).</p>

**Table 20. Online Tools, Icons, and Descriptions of Functions, continued**











Accessibility Feature	Feature Name and Description
	<ul style="list-style-type: none"> <li> <p><b>Show Line Reader Mask</b>—selecting this will place a mask on the screen which the student may place over text or test questions. The line reader mask has a window which shows only one line of text. The student must drag the mask down over the text in order to read it. The student can resize the mask and the window. This mask must be selected for each passage or question after the student moves backward or forward in the test. To remove the line reader mask, in the dropdown the student selects <i>Hide Line Reader Mask</i>. The line reader mask screen shot is below:</p>  </li> <li> <p><b>Enable Answer Masking</b>—selecting this will place a mask over each multiple-choice answer choice (this is not available on TEI questions). The student may uncover an answer choice by selecting the gray box with the image of an eye. Once enabled, the answer mask will be present on all multiple-choice questions. To stop the answer choice masking, the student enters the dropdown menu and selects <i>Disable Answer Masking</i>. The answer masking screen shot is below:</p>  </li> <li> <p><b>Enable Magnifier</b>—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. <b>NOTE: this tool is only available on Growth and SOL Mathematics assessments and SOL Science assessments.</b></p> </li> <li> <p><b>Zoom In/Out</b>—selecting “+” increases the zoom. Selecting “-” decreases the zoom. Other methods can activate Zoom depending on the device (such as, keyboard shortcuts, pinch to zoom, etc.) Once zoom is set, this setting applies to all test items until it is changed. <b>NOTE: This tool is only available on Growth and SOL Mathematics assessments and SOL Science assessments.</b></p>  </li> <li> <p><b>Sign out of TestNav</b>—selecting this will bring up the Exit Test screen. The Exit Test screen permits the student to Exit the Test, or to Cancel the selection and return to the test.</p> </li> </ul>
	<ul style="list-style-type: none"> <li> <p><b>Student Battery Level Indicator</b>—A battery indicator for the student’s workstation is located on the top right of the screen just under the user dropdown.</p> </li> </ul>

**Table 21. ONLINE TOOLS AVAILABLE ON THE GRADES 6–8 AND CIVICS & ECONOMICS *NON-WRITING* SOL TESTS**











SOL Test	Pointer	Answer Eliminator	Inch Ruler	Centimeter Ruler	Protractor	Straightedge	Desmos Virginia Scientific Calculator	Highlighter	Exhibit	Drawing Interaction
										
<b>Grade 6 Reading</b>	✓	✓						✓		
<b>Grade 6 Mathematics CAT</b>	✓	✓	✓	✓	✓	✓	✓ calculator items only	✓	Middle School Mathematics Formula Sheet	✓
<b>Grade 7 Reading</b>	✓	✓						✓		
<b>Grade 7 Mathematics CAT</b>	✓	✓	✓	✓		✓	✓ calculator items only	✓	Middle School Mathematics Formula Sheet	✓
<b>Grade 8 Reading</b>	✓	✓						✓		
<b>Grade 8 Mathematics CAT</b>	✓	✓	✓	✓		✓	✓	✓	Middle School Mathematics Formula Sheet	✓
<b>Grade 8 Science</b>	✓	✓	✓	✓			✓	✓	<b>Periodic Table of Elements</b>	✓
<b>Civics &amp; Economics</b>	✓	✓						✓		



**Table 22. ONLINE TOOLS AVAILABLE ON THE END-OF-COURSE  
NON-WRITING SOL TESTS**

SOL Test	Pointer	Answer Eliminator	Inch Ruler	Centimeter Ruler	Protractor	Straightedge	Desmos Virginia Graphing Calculator	Highlighter	Exhibit	Drawing Interaction
										
<i>Algebra I</i> (2016 SOL)	✓	✓	✓	✓		✓	✓	✓	Formula Sheet	✓
<i>Geometry</i> (2016 SOL)	✓	✓	✓	✓		✓	✓	✓	Formula Sheet	✓
<i>Algebra II</i> (2016 SOL)	✓	✓	✓	✓		✓	✓	✓	Formula Sheet & z-table	✓
<i>Virginia and United States History</i> (2008 and 2015 SOL)	✓	✓						✓		
<i>World History I</i> (2008 SOL)	✓	✓						✓		
<i>World History II</i> (2008 SOL)	✓	✓						✓		
<i>World Geography</i> (2008 SOL)	✓	✓						✓		
<i>Earth Science</i>	✓	✓	✓	✓			✓	✓		✓
<i>Biology</i> (2010 and 2018 SOL)	✓	✓	✓	✓			✓	✓		✓
<i>Chemistry</i>	✓	✓	✓	✓			✓	✓	Periodic Table of Elements	✓

**Table 23. ONLINE TOOLS AVAILABLE ON THE EOC WRITING SOL TESTS**

SOL Test	Pointer	Answer Eliminator	Inch Ruler	Centimeter Ruler	Protractor	Straightedge	Desmos Virginia Graphing Calculator	Highlighter	Exhibit	Drawing Interaction
										
<b>EOC Writing</b>	✓	✓						Available on the MC component only.	Checklist for Writers and Shortcut Keys	

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