VIRGINIA
Assessment Program

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

Fall 2024, Spring 2025, and Summer 2025

EXAMINER'S/PROCTOR'S CHECKLIST FOR ADMINISTERING TESTS

Activities Before Test Administration

1. Read this *Integrated Reading and Writing Items Examiner's Manual* as well as any local directions you have been given.

2. Prior to participating in the test administration, read and sign the *School Division Personnel Test Security Agreement* and read the legislation passed by the Virginia General Assembly (§ 22.1–19.1 Action for violations related to secure mandatory tests and § 22.1–292.1 Violations related to secure mandatory tests) regarding the repercussions of violating test security (Appendix A).

3. Inform students of testing (Section 4.3).

4. Prepare students for testing (Section 4.4). Students should be provided with practice of the Grades 5, 8, and EOC Integrated Reading and Writing (IRW) Component. Teachers/Examiners should discuss with students the consequences of having access to cell phones, electronic devices, or other unauthorized materials during testing, and cheating.

5. Prepare the test site for testing. Ensure all items that are capable of providing an unfair advantage are covered or removed as appropriate (Section 4.5).

6. Verify the use of proctors or need for additional assistance (Section 4.6).

7. Be aware of the alternate test site for students who may not finish their test by the end of the allotted test administration time and understand the process of moving students from one test site to another (Section 4.7).

8. Be familiar with the directions for administering the test (Section 4.8).

9. Review the materials and tools needed for testing (Section 4.9). Be familiar with the online tools and know what tools will be available for each test component and their function.

10. If you are administering tests to students who require special accommodations, which do not require a special form, such as audio, paper, large print and braille, become familiar with the accommodations specified in their IEPs, 504 Plans, or English Learner (EL) Assessment Participation Plans. Coordinate with your STC how accommodations will be provided. Refer to the *Examiner's Resource Guide,* available on the VDOE Website:

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

11. Understand the requirements for a student-initiated break (Section 4.10).

Activities During Test Administration

1.	On the day of testing, receive test materials needed for testing from the STC. Verify receipt of secure materials by signing the appropriate transmittal form (Section 5.1.1).
2.	Verify the preparation of the testing room (Section 5.1.2). It must meet the requirements specified in Section 4.5.
3.	Understand navigating in TestNav (Section 5.1.3).
4.	Know how to resume a student's test (Section 5.1.4).
5.	Know the procedure of reporting test errors, reported by students, to the STC (Section 5.2.1).
6.	Know how to handle and report test irregularities (Section 5.1.5).
7.	Understand how to troubleshoot common online test scenarios (Appendix B).
8.	Administer the online test by reading the directions verbatim in Section 5.2.
9.	Monitor the students as they test and understand how to answer student questions. Follow the guidelines in Section 5.2.1.
10.	Understand the appropriate procedures for the student to Exit or Submit his/her test Section 5.2.2.

Activities After Test Administration

1.	After testing, return **ALL** test materials (Student Testing Tickets, manipulatives, and used and unused scratch paper, etc.) to the STC (Section 6.1).
2.	Read and sign the *Examiner's/Proctor's Affidavit* (Section 6.2).
3.	Inform the STC of any students absent from the test session (Section 7).
4.	Be prepared to assist with make-up testing for absent students.

TABLE OF CONTENTS

LIST OF TABLES

IMPORTANT INFORMATION

IRW Component Examiner's Manual and Supplement to the IRW Examiner's Manual

- The *Grades 5, 8, and EOC IRW Component Examiner's Manual* contains the information, guidance, procedures, and responsibilities that the Examiner and Proctor are required to follow in order to administer the IRW Component. It contains testing directions for <u>online</u> format tests but not <u>paper</u> tests and is provided as a hard-copy document sent to divisions/ schools in the non-secure shipments. The *IRW Component Examiner's Manua*l is also available for download from the Virginia Department of Education website at:

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

- The *Supplement to the IRW Component Examiner's Manual*, a separate document, provides the testing directions that Examiners and Proctors must use for the administration of <u>paper</u> format tests; it must be used in conjunction with the *IRW Component Examiner's Manual*. The *Supplement* is available in electronic format only—no hard copy is provided— and may be downloaded from the Virginia Department of Education website (above).

- The *IRW Examiner's Manual* and the *Supplement* can be used Fall 2024, Spring 2025, and Summer 2025. If applicable, the *IRW Component Examiner's Manual* should be retained at the end of the Fall test administration, as instructed by your STC, for subsequent use through the Spring and Summer.

If you have questions about your school's testing procedures, contact your School Test Coordinator (STC). If you have concerns about the testing procedures being followed in your school and your STC is unable to address them, contact the Division Director of Testing (DDOT) in your school division's central office. If you have concerns that your DDOT cannot address, please contact the Office of Assessment at (804) 225-2102 or by e-mail at Student_Assessment@doe.virginia.gov.

1. USE OF THIS MANUAL FOR THE TEST ADMINISTRATION OF THE GRADES 5, 8, AND EOC INTEGRATED READING AND WRITING COMPONENT*.*

In support of the focus on integrating reading and writing instruction to build student literacy skills, the Virginia Department of Education (VDOE) has implemented an item type for the grades 5, 8, and End-of-Course (EOC) Standards of Learning (SOL) *Reading* tests that asks students to write about what they have read in a nonfiction passage that may include history/social science- or science-based content. While reinforcing the importance of having students write about what they have read, this integrated reading and writing item will also provide a measure of students' writing ability without requiring an additional test.

Students will be presented with a nonfiction passage to read followed by six multiple-choice/technology-enhanced items to answer regarding the passage. Students will be presented with a writing prompt, or an "invitation to write," that is based on the passage. Students will complete the multiple-choice/TEI questions and compose their response to the writing prompt in <u>one school-day.</u>

This *Examiner's Manual* contains the information, guidance, procedures, and responsibilities that the Test Examiner and Proctor are required to follow in order to administer the Grades 5, 8, and End-of-Course (EOC) Integrated Reading and Writing (IRW) Component.

2. IRW COMPONENT ADMINISTRATION SCHEDULE AND STUDENT PARTICIPATION

All students who are scheduled to take the Spring 2025 Grade 5 test, the Fall 2024 or Spring 2025 Grade 8 *Reading* tests for the first time will also take the IRW Component. The Virginia Department of Education will continue to allow the optional administration of the EOC IRW component during the Fall 2024 and Spring 2025 Test Administrations for high school students. The IRW Component may be given either before or after the *Reading* test. Each school's test schedule must allow opportunities for students who are absent to complete the test on a make-up basis. The STC will provide you with more information about how your school will administer make-up testing (Section 7).

- All students who are scheduled to take the Grades 5 and 8 SOL *Reading* tests for the first time, will also take the IRW Component.
- As noted in the February 22, 2024, Virginia Education Update, the current implementation plan for the End of Course (EOC) Integrated Reading and Writing (IRW) component, for students enrolled in Grade 11 English, allows the optional administration of the EOC IRW component for divisions.
- Retesters who have failed the EOC *Reading* test but passed the course and need the test for verified credit and Term Graduates, who will graduate by August 31, 2025, do **not** take the EOC IRW Component.
- Expedited retakes will **not** be administered for the Integrated Reading and Writing test component but will continue to be administered to eligible students for the *Reading* SOL tests, but expedited retests will **not** be administered for the Integrated Reading and Writing tests.
- A paper IRW Component is available for any student who takes a paper/pencil *Reading* test due to a documented need, or who requires large-print or braille format will take the paper version of the IRW Component.
- If a Grade 5 or 8 EL student is recently arrived and will be exempt from taking the *Reading* SOL test this spring, the student is also exempt from the IRW Component.

3. SCHOOL DIVISION RESPONSIBILITIES FOR TESTING

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

- Division Director of Testing (DDOT)
- 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 (VDOE) and Pearson. The DDOT has division-wide responsibility for maintaining the security of test materials, implementing the 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, directors of special education, and Title I and Title III coordinators, of testing policies, guidelines, and procedures. Any questions the DDOT has regarding the test administration are to be directed to the Pearson Support Center or the assessment staff at the Virginia Department of Education.

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 school-wide 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 informing all school staff of testing policies, guidelines, and procedures. Any questions the STC has regarding the test administration are to be directed to the DDOT.

Test Examiner

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

Test Proctor

The Test Proctor (Proctor) works with the Examiner in administering the tests 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 tests, that the test was administered according to the procedures outlined in the *IRW Examiner's Manual*, and that the security of materials was maintained. Any questions the Proctor has regarding the test administration are to be directed to the STC.

4. SPECIFIC DUTIES OF EXAMINERS: BEFORE TESTING

4.1   Read All Materials

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

You should be familiar with the *Examiner's Resource Guide*, located on the Virginia Department of Education (VDOE) SOL Test Administration and Development webpage located at:

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

The *Examiner's Resource Guide* contains additional information the Examiner/Proctor may need for the administration of the IRW Component (such as information regarding special testing accommodations, health management devices, hearing aids, testing condition adjustments available for all students, and the test irregularity form). Refer to Appendix C in this manual for the list of accommodations permitted on the IRW *Component*.

4.2   Sign the *School Division Personnel Test Security Agreement*

Before you may administer any Virginia Assessment Program (VAP) tests, you must read, understand, agree to adhere to, and sign the *School Division Personnel Test Security Agreement* (Appendix A). When you sign this document, you are agreeing to exercise necessary precautions and to follow established procedures that will help ensure the security of the content of all test materials.

4.3   Inform Students of Testing

Prior to the day of testing, make any necessary announcements about testing. You may want to remind students about the test schedule and the school/division's policy on cell phones/electronic devices, unauthorized materials, and cheating. You may also tell them to bring something to read if they finish early.

4.4   IRW Component Preparation

- To prepare for IRW Component, two sets of practice items are available for each level (i.e., grade 5, grade 8, and EOC) with each set containing multiple-choice/TEI items and a writing prompt. The practice items provide students and teachers an opportunity to become familiar with the types of reading passages, test questions, and writing prompts that will be administered during the IRW Component. The practice items are available on the Practice Items link within TestNav and on the Virginia Department of Education (VDOE) Web site at:

  https://www.doe.virginia.gov/teaching-learning-assessment/student-assessment/sol-practice-items-all-subjects

- This webpage also provides resources to support preparation for the IRW Component. The resources include:

  - Integrated *Reading* and *Writing* Items: Guided Practice Suggestions—A document developed to provide specific guidance for teachers or other adults in leading students through the questions. The suggestions are designed to provide practice with the types of test questions and writing prompts presented in the IRW Component and to ensure students have experience with the tools and features in these items.

  - Writer's Checklists—The checklists have been updated for each grade level based on the 2017 SOL. The appropriate checklist will be provided as an Exhibit in the TestNav

software when students are presented with their writing prompt.

- Scoring Rubrics—The three different rubrics are aligned to the 2017 *English Standards of Learning.*

The Upper Elementary Scoring Rubric, previously named the Grade 5 Writing Scoring Rubric, is the same rubric used to score local alternative assessments in Grade 5 *Writing*.

The Middle School Scoring Rubric is aligned to the 2017 *English Standards of Learning* and, therefore, differs from the Grade 8 Writing Rubric used to score the short-paper component of the Grade 8 *Writing* SOL test that measures the 2010 *English Standards of Learning*.

The High School Writing Rubric is the same rubric used to score locally administered writing samples that are used to verify credits in writing.

4.5 Establish the Test Setting

In conjunction with your STC, arrange for appropriate physical conditions for testing. Be sure to consider any accommodations that are specified in students' IEPs, 504 Plans, or EL Assessment Participation Plans.

- Testing rooms should be quiet, well lighted, set to an appropriate temperature, and well ventilated. Each student's work space 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 the 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, or item, that is capable of providing an unfair advantage, may be distracting to others, or items not authorized for testing. Students who are not taking the test are not permitted in the testing room/lab during the test session.

- 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: class notes, study guides, maps, timelines, graphic organizers, charts, posters, projections, computer programs, textbooks, dry-erase board displays, chalkboard displays, or 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," non-school issued scratch paper, fidget items, or toys.

- Placing physical barriers on both sides of the testing device is helpful in deterring students from looking at each other's computer screens.

- Placing a "TESTING: DO NOT DISTURB" sign on the door is helpful in deterring interruptions.

4.6 Verify the Use of Proctors and/or Procedures Used if Additional Assistance is Needed

If resources permit, it is recommended that teachers do not serve as Examiners or Proctors to their own students.

It is best that you supervise the testing of no more than 25–30 students on your own. If your group is larger, one Proctor present for every 25–30 **additional** students at the testing site is recommended.

Regardless of the size of your group, the STC should arrange to have another adult within calling distance so that an emergency, such as a student becoming ill, may be handled with minimal disruption. Students may not be left unattended for <u>any</u> length of time.

4.7   Be Aware of the Alternate Test Site

The 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 or access to any educational materials or electronic devices. **Students must complete the IRW *Component* in one school day.**

Consult with your STC prior to testing to understand the school's plan for students who test beyond the allotted test administration time. Be prepared to move students who have not completed the test to an alternate testing site. Should this become necessary, be sure to maintain the security of secure materials (i.e., testing devices, test tickets, all used and unused scratch paper) for those students yet to complete the test. 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   Be Familiar with the Directions for Administering the *IRW Component*

All directions that Examiners must read aloud to the students are in **bold type** so that they stand out from the rest of the text. This text must be read <u>**exactly as written**</u>, using a natural tone and manner.

If a mistake is made in reading directions, you should stop and say, **"No, that is wrong. I must read it to you again."** Then re-read the direction.

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

You may mark up this manual in order to help deliver the directions to the students in the clearest possible way. However, directions may not be modified or deleted unless it is necessary due to accommodations specified in the student's IEP, 504 Plan, or EL Assessment Participation Plan. For example, the directions on how to select answers online or mark the answer document may be modified for students who have the accommodation Examiner Records Responses (accommodation code 18).

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

SAY   Read the Sample A passage to yourself. (Pause.)

READ-ALOUD TESTS 🗩»

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

Other testing directions contained in brackets indicate options for the Examiner. For example, in the following direction the Examiner must state either **"Grade 5"** or **"Grade 8"** or **"End-of-Course"** to match the grade level of the students being tested:

SAY   Today you will be taking the [Grade 5 or Grade 8 or EOC] Integrated Reading and Writing Component.

4.9   Review Materials Needed for Testing

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

It is essential that students be familiar with the online test format before testing for the first time. Students should have practiced using the Practice Items located on the TestNav Sign In screen.

4.9.1   Materials needed for online IRW Component

Refer to Appendix D for the lists of online tools available and their functions and hand-held materials needed for testing.

Table 1. Hand-Held Materials Permitted on the Multiple-Choice/TEI Items and the Response Item of the Online Grades 5, 8, and EOC Integrated _Reading_ and _Writing_ Component

Material
Scratch Paper
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 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 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 used and unused 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 testing device's screen.
Writing Implements
Each student may receive one pencil **or** one pen to use on the scratch paper.   In addition to the pencil or pen, students may be provided two additional writing implements such as highlighters, colored pencils, or colored pens.   The student may use the writing implements on the scratch paper.
Dictionary
The online spell check is available to all students; therefore, students may not use a dictionary (except as noted in Table 2).   Refer to Table 2 (Section 4.9.2) for details regarding the use of English and bilingual dictionaries.
NOTE: Students may not hold anything up to or over the testing device's screen. STCs may distribute the hand-held manipulatives to Examiners/Proctors prior to testing or on the day of testing.

4.9.2 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/TEI items and the response item of the Grades 5, 8, and EOC IRW Component. Guidelines for English and bilingual dictionary use by students with disabilities and ELs are located in the *Examiner's Resource Guide*.

Table 2. Use of the English Dictionary and Bilingual Dictionary on the Grades 5, 8, and EOC Integrated *Reading* and *Writing* Component

	Reading Multiple Choice/TEI Items		*Writing* Response Item	
	English Dictionary	**Bilingual Dictionary**	**English Dictionary**	**Bilingual Dictionary**
English Learners	**YES[1]** Accommodation only	**YES[1]** Accommodation only	**YES[1]** Accommodation only	**YES[1]** Accommodation only
Students with Disabilities	**YES[2]** Accommodation only	Not applicable	**YES[2]** Accommodation only	Not applicable
General Education Students	**NO**	Not applicable	**NO**	Not applicable

Notes

[1]Refer to the *Testing Accommodations for English Learners* for guidance. This accommodation must be documented in the student's EL Assessment Participation Plan.

[2]Refer to the *Testing Accommodations for Students with Disabilities* for guidance. This accommodation must be documented in the student's IEP or 504 Plan.

NOTE: Refer to Appendix C in this manual for the list of accommodations permitted on the IRW Component.

4.9.3 Accommodations

Before testing, appropriate staff should become familiar with special test accommodations specified in students' IEPs, 504 Plans, or EL Assessment Participation Plans. Accommodations and any required materials or equipment are described in detail in the *Examiner's Resource Guide*. Refer to Appendix C in this manual for the list of accommodations permitted on the IRW Component. Appropriate staff should also be familiar with the following documents: *Participation in the Virginia Assessment Program: A Resource for Educators and Parents of Students with Disabilities, Testing Accommodations for Students with Disabilities: Growth Assessments and Standards of Learning Tests,* and *Procedures for Determining English Learner Participation in the Virginia Assessment Program*, available on the VDOE Participation and Inclusion webpage located at:

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

■ **Personal Needs Profile (PNP) Web Extension:** Eligible students with disabilities may access the PNP Web Extension in TestNav that provides speech-to-text and/or word prediction to enable the student to complete the short-paper section of the online IRW Component. Documentation must exist indicating the student uses a word processor (software or a device) with speech-to-text capability and/or word prediction for completing written classwork. Two Web Extensions are available, CO:Writer Universal and Read&Write for TestNav. Both extensions offer speech-to-text and word prediction. The student should use the extension that best matches what the student uses in the classroom. The PNP Web

Extension must be assigned to the student through the Student Registration Import process or manually in PearsonAccess^next. In addition, accommodation code *Response Devices (21)* must be checked on the Manage Student Tests screen in PearsonAccess^next. Students using the speech-to-text extension must be tested individually to ensure other test takers are not distracted. During the TestNav sign in process, the student, with the examiner's assistance, will select the appropriate Web Extension, CO:Writer Universal or Read&Write for TestNav. The examiner should assist the student with the extension set-up process ensuring that the appropriate components of the extension, speech-to-text and/or word prediction, are correctly selected. The extension controls will be active only on the actual response page. It will not be available on the sample response page. Practice Items are available for the student and examiner to practice using the Web Extensions on the short-paper component.

■ **Icons to Identify Audio and Read-Aloud Tests:** Students who have been assigned either an audio or read-aloud test in PearsonAccess^next will have an icon printed on their Student Testing Tickets:

   ⌒ This icon indicates the student should receive an audio test.

   ⌒» This icon indicates the student should receive a read-aloud test.

   • These icons will also appear next to the student's individual form assignment on the Students in Sessions screen in PearsonAccess^next.

   • School Test Coordinators must ensure the Test Examiners receive the most current Student Testing Tickets prior to testing. In order for a test ticket to show the icons correctly, new Student Testing Tickets should be printed if the student's test form is changed from "regular" to "audio" or "audio" to "regular" in a test session.

   • These icons will also be used in the testing directions to designate the additional audio or read-aloud test directions that must be read to students using these accommodations.

■ **Online Audio Tests:** Audio is available to those students who are eligible for Audio on *Reading* tests. On the MC/TEI section, the audio tool will read the directions, samples, answers to the samples, and all MC/TEI items. On the Response section, the audio tool will read the directions, and prompt to the students. However, the test examiner will read the checklist for writers and the shortcut keys to the student. Students should have had practice using the audio player by practicing on an audio practice test.

■ **Online Read-Aloud Tests:** Students who are eligible for a read-aloud accommodation on *Reading* tests and who will receive the read-aloud accommodation must be placed in an online read-aloud test session when creating the test session in PearsonAccess^next. All the students assigned to the same read-aloud session will receive the same multiple-choice/TEI items and prompt item. Examiners who will be reading the test aloud to the students in the read-aloud session will be given access to an online test to be viewed on the Examiner's workstation only, through the use of a Proctor Testing Ticket. Access to the test is being provided to allow the Examiner to read the questions, answer options, and on the prompt screen, the Checklist for Writers, keyboard Short Cut Keys, and the Prompt to the student(s) on a screen that is not part of a student's testing device. The Examiner must not select any answers on his/her test, nor submit the test. When the read-aloud student has completed and submitted his/her test, the Examiner *EXITS* the Examiner's test. Students administered a read-aloud test must be tested in a "read-aloud only" test room.

■ **Paper Audio Tests:** NOTE: An audio test is not available for the paper Grades 5, 8 and EOC IRW Component. Students who usually receive the audio form must be provided a read-aloud administration.

- **Checklist for Writers and Shortcut Keys for Online IRW Component:** A printed copy of the Grade 5, 8 and EOC Checklist for Writers and shortcut keys, based on the Grades 5, 8, and EOC *Reading* 2017 Standards of Learning (SOL) may be provided as a visual aid to eligible students with disabilities who require this accommodation on the <u>online</u> version of the IRW Component as documented in the student's IEP/504 Plan. The checklist for writers and shortcut keys must be downloaded and printed from the Virginia Department of Education Assessment Resources webpage:

**https://www.doe.virginia.gov/teaching-learning-assessment/k-12-standards-instruction/
english-reading-literacy/assessment-resources**

4.9.4 Testing Condition Adjustments Available to All Students

The following adjustments to the conditions under which a test may be administered are available to any student as needed. For further information, refer to the *Examiner's Resource Guide:*

- group size
- environmental modifications
- large diameter pencil, pencil grip
- assistance with directions
- student reading his/her own test out loud
- student requires a health management device or hearing aids

4.10 Be Prepared for Student Breaks During Testing

The 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 <u>before</u> 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. <u>All breaks</u> 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, or other electronic devices during the break, and must not disrupt other students who are continuing to test. The student's test materials must not be accessible or viewable to other students. Student breaks must not be planned unless the accommodation is stipulated in the student's IEP, 504 Plan, or EL Assessment Participation Plan.

5. SPECIFIC DUTIES OF EXAMINERS: THE DAY OF TESTING

5.1 General Directions for Administering the Online IRW Component

5.1.1 Receive test materials

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

- Student Testing Tickets
- Proctor Testing Ticket (if read-aloud)
- Test Session Roster (optional)
- Appropriate test manipulatives/materials
- Scratch paper

Refer to Section 4.9 for the correct manipulatives/materials required for the test.

The STC will ask you to initial a *Testing Ticket Transmittal Form and Affidavit for Examiners/Proctors* to verify your receipt of the test materials. The purpose of these forms is to track the secure materials throughout the test administration. Be sure to count the number of test tickets you receive from the STC and ensure that you have a test ticket for each student listed on your session roster before you initial the form.

5.1.2 Check students' work areas

Ensure that all desks/workstations are clear of books and other materials not needed for the test. Have students place book bags and other materials away from the desks/workstations. **Ensure that students do not have access to cell phones, electronic devices, or other unauthorized materials during testing.**

5.1.3 Understand Navigating in TestNav 8

Examiners and Proctors should understand how to navigate in TestNav 8 so they can assist students who experience difficulty navigating either component of the test. Examiners and Proctors may practice navigating in TestNav by using an IRW Component practice test accessed from the TestNav Sign In screen. Contact your STC for assistance accessing VDOE training resources.

5.1.4 Be prepared to resume a student's test

Verify with your STC the procedures you should follow to resume a test if a student inadvertently exits the test or loses connectivity before submitting the test.

5.1.5 Be prepared to handle testing irregularities

A testing irregularity for the IRW Component is any occurrence that inappropriately influences student performance or constitutes a breach in test security. Report any testing irregularities to your STC.

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

Once students and the Test Examiner enter the testing room, all instruction and/or review of the content covered by the test or discussion of testing strategies must stop. Prior to beginning the

directions for administering the test, check the testing room to ensure it has been prepared for testing as described in Section 4.5.

NOTE: The testing directions may be modified for students who do not enter their own answers into TestNav. Such students indicate their answers in a different way (verbally or by pointing) according to the testing accommodations specified in their IEPs, 504 Plans, or EL Assessment Participation Plans. Examiners may modify the testing directions to reflect the accommodation. For example, the direction for using the pointer tool to select the answer may be modified to "point to the answer" or "say your answer," or the directions pertaining to navigation may be modified to "tell me if you want to go back to a previous question" or "point to the bookmark on the screen if you want a question bookmarked for review."

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

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

Please check your work area. You should only have the materials that are allowed for this test. Cell phones and devices that can transmit, receive, photograph, or record information must be removed during all tests.

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

SAY **I am going to give each of you scratch paper and your Student Testing Ticket. Do not do anything until I tell you what to do.**

Distribute Student Testing Tickets and approved test materials, as listed in Section 4.9, to the students. Ensure the name on the Student Testing Ticket matches the student who receives it. If students, within a test session or in the school, have the same first and last names, the testing student's identity, date of birth, test assignment, and Student Testing Ticket must be verified before test log in. The materials may be handed out singly or as a "kit." Remember, all scratch paper distributed, whether used or not used, must be accounted for and returned to the STC at the end of testing.

Ensure that students also have any materials or supplies required for accommodations.

SAY **Please look at the Student Testing Ticket you received. Raise your hand if your name is not on the test ticket.**

Pause. Ensure all students have their specific test tickets. You may instruct students to sign their test tickets and enter their testing device ID if directed to do so by the STC. For example:

[After you have made sure the ticket is yours, sign the ticket and enter your testing device ID.]

Login Information

You may <u>skip</u> the following directions if the Virginia TestNav Sign In screen is displayed on the testing devices' screens when the students enter the room.

SAY **Select the TestNav app on your testing device.**

The TestNav Sign In box will appear on your screen.

Examiners may assist the students with locating the TestNav 8 app on their testing device.

Students should see the following Virginia Sign In screen before proceeding. Please stop and ask the STC for assistance if a different screen appears.

SAY **Enter your username and password into the Sign In screen <u>exactly</u> as they appear on your test ticket.**

Then select the *Sign In* button.

Pause while students locate their sign in information from their test tickets and type it into the fields on the testing device.

Assist students who are having problems with the sign in process. Ensure that students are entering their username and password exactly as they appear on their Student Testing Tickets. For students having trouble entering their password, have the student select the "eye" icon 👁 to verify the student is correctly entering the password. When all students have logged in, continue with the directions below.

SAY **Listen carefully as I read the directions for taking the test.**

SAY **Your screen should say: "Welcome." and list your name. If the name appearing on your screen is not yours, raise your hand.**

All students should verify their name appears on the screen. Verify that the student name on the student's testing device's screen matches the student sitting at the workstation. Notify the STC immediately if the student and the name on the screen do not match.

PNP Web Extension for speech-to-text and the sign in process. During the sign in process, students with disabilities who qualify to access the PNP Web Extension for speech-to-text in TestNav, will select either the CO:Writer Universal or the Read&Write for TestNav extension. The student should select the extension that most closely matches what the student uses in the classroom. The examiner should assist the student with the extension set-up process. Since the Web Extension set-up process is individual to qualified students, the process may conflict with the sign in directions presented in this section. The Examiner should be prepared to assist the student with the sign in process by reading the directions on the screen and assisting the student until the sample response screen is reached. The Web Extension will only be able to be used on the writing response area.

SAY **Select the _Start_ button.** (Pause for students to access the next screen.)

The Sample A passage and question appear on your screen. Do not do anything else until I tell you what to do.

Read for Audio Tests Only 🎧

If the students taking the audio test are in a mixed session with students who do not take the audio test, include the directions in the brackets [ ].

SAY **[For those students with audio tests,] on each test item, the audio buttons will appear on the right side of the screen. The buttons will start and stop the audio. Selecting the _Settings_ wheel will allow you to control the speed and volume of the audio. Be sure you can find the audio buttons on your screen. If you do not see the buttons, raise your hand.**

You may assist the student with locating the text-to-speech audio buttons. Refer to Appendix D for information regarding the audio buttons. If they are not visible on the student's screen, ask the STC for assistance. The STC will need to verify that the correct form was assigned to the student. If the buttons are visible on the sample item, continue with the directions below.

SAY **When I tell you to do so, you will put on your headphones and select the _Play_ button . You will hear the directions, question, and answer for Sample A and the directions for Sample B. Follow the directions as they are read to you and select the answer to Sample A. When you have finished the samples, remove your headphones and I will read the rest of the test directions to you. Are there any questions?**

Pause. Answer student questions about the directions you provided.

SAY **Now, put on your headphones and select the _Play_ button.**

Pause while students select the button and access the sample items. The text-to-speech reader will direct the students through both Samples and the correct answers. If a student has difficulty with the text-to-speech or asks a question during the reading of the samples, you can refer to the directions in the section **Read for All Non-Audio Tests (Including Read-Aloud)** to answer questions or read the testing directions to the student if required. After the students have heard the sample and have removed their headphones, continue with the directions.

➡ **WHEN STUDENTS HAVE COMPLETED THE AUDIO FOR SAMPLES A AND B, CONTINUE DIRECTIONS ON PAGE 21** ➡

Grade 5 IRW Component

SAY **Read the Sample Passage to yourself.** (Pause)

Read for Read-Aloud Tests Only 🗨»

SAY **[Read the Sample Passage to yourself] as I read aloud.**

"Aunt Jackie's Ring.

For Mary's birthday, her aunt gave her a ring that was more than 100 years old. "Take good care of it," her aunt warned. Mary did exactly that, until one day she looked down at her hand and noticed that the ring was gone.

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

SAY **Read the Sample A question and each answer choice to yourself.**

Read for Read-Aloud Tests Only 🗨»

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

SAY **"Sample A. What is the conflict in the story?**

(A) Mary receives a very old ring… (B) Mary washes her hands…

(C) Mary thinks her aunt will be upset… (D) Mary thinks she has lost her ring."

SAY **Select the best answer.** (Pause.)

SAY **Which answer did you select?**

Pause for answers.

SAY **The best answer is "D." Select the letter "D."**

In this test, you must answer the test question on your screen before you can move on to the next question. The right arrow at the top of the screen will take you to the next question. If you have not answered the question on your screen, a message will pop up on your screen when you select the right arrow. If a pop-up message appears on your screen, raise your hand to notify your examiner and your examiner will read the message to you. Select the Right Arrow to view Sample B.

Pause while students select the right arrow to navigate to Sample B. A SAMPLE response screen will appear. The SAMPLE response screen is used to review some features on the Response screen. The writing tools in the SAMPLE response space are not active and will not work on this screen. The TestNav tools at the top of the SAMPLE screen are active and will work.

Grade 5 IRW Component, Continued

SAY **The Sample B writing response screen should appear. This screen shows the reading passage, writing prompt, and the writing response space. Since this is a sample prompt do <u>not</u> write an actual response on this screen.**

Look at the reading passage on your screen. Notice it is the same passage you used for the reading sample question.

SAY **Above the writing response area is a paragraph that presents you with a prompt to respond to. To respond to the prompt, you type in the writing response area.**

Sample B shows an example of a writing prompt. Read the directions and Sample B to yourself.

Read for Read-Aloud Tests Only 🗩⟩

SAY **[Read Sample B to yourself] as I read aloud Sample B. Click on the exhibit window on the right to view the Checklist for Writers and Shortcut keys. After reading the prompt, type your response in the space.**

"The story tells about a girl who thinks she has lost a special gift from her aunt. Think about a time when you or someone you know lost something that was important. Describe what was lost." Remember, once you begin your test and finish the multiple choice questions raise your hand and I will come to you and read your prompt to you.

Grade 8 IRW Component

SAY   **Read the Sample Passage to yourself.** (Pause)

Read for Read-Aloud Tests Only 🗫

SAY   **[Read the Sample Passage to yourself] as I read aloud.**

"Mia's Art

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

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

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

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

SAY   **Read the Sample A question and each answer choice to yourself.**

Read for Read-Aloud Tests Only 🗫

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

SAY   **"Sample A. Mia rushes home from school because she wants to —**

(A) show her mother the portrait… (B) begin another art submission…

(C) answer questions from her mother…(D) explain how to win a contest."

SAY   **Select the best answer.** (Pause.)

SAY   **Which answer did you select?**

Pause for answers.

Grade 8 IRW Component, Continued

SAY **The best answer is "A." Select the letter "A."**

In this test, you must answer the test question on your screen before you can move on to the next question. The right arrow at the top of the screen will take you to the next question. If you have not answered the question on your screen, a message will pop up on your screen when you select the right arrow. If a pop-up message appears on your screen, raise your hand to notify your examiner and your examiner will read the message to you. Select the Right Arrow to view Sample B.

Pause while students select the right arrow to navigate to Sample B. A SAMPLE response screen will appear. The SAMPLE response screen is used to review some features on the Response screen. The writing tools in the SAMPLE response space are not active and will not work on this screen. The TestNav tools at the top of the SAMPLE screen are active and will work.

SAY **The Sample B writing response screen should appear. This screen shows the reading passage, writing prompt, and the writing response space. Since this is a sample prompt do <u>not</u> write an actual response on this screen.**

SAY **Look at the reading passage on your screen. Notice it is the same passage you used for the reading sample question.**

SAY **Above the writing response area is a paragraph that presents you with a prompt to respond to. To respond to the prompt, you type in the writing response area.**

Sample B shows an example of a writing prompt. Read the directions and Sample B to yourself.

Read for Read-Aloud Tests Only 🗣»

SAY **[Read Sample B to yourself] as I read aloud. Sample B. Click on the exhibit window on the right to view the Checklist for Writers and Shortcut keys. After reading the prompt, type your response in the space.**

"In the story, Mia enters a portrait of her mother in an art contest.

Have you ever entered a contest or known someone who has? Describe the contest." **Remember, once you begin your test and finish the multiple choice questions raise your hand and I will come to you and read your prompt to you.**

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navigation➡ DIRECTIONS CONTINUE ON PAGE 23 ➡

20   *Examiner's Manual*   Grades 5, 8, and End-of-Course IRW Component

End-of-Course IRW Component

SAY **Read the Sample Passage to yourself.** (Pause)

Read for Read-Aloud Tests Only 🗣»

SAY **[Read the Sample Passage to yourself] as I read aloud.**

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

SAY **Read the Sample A question and each answer choice to yourself.**

Read for Read-Aloud Tests Only 🗣»

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

SAY **"Sample A. Paragraph 1 reveals that Rachel has—**

(A) arrived at the train station early   (B) located another group of tourists

(C) separated from the group (D) asked the tour guide for help

---

SAY **Select the best answer.** (Pause.)

SAY **Which answer did you select?**

Pause for answers.

SAY **The best answer is "C." Select the letter "C."**

In this test, you must answer the test question on your screen before you can move on to the next question. The right arrow at the top of the screen will take you to the next question. If you have not answered the question on your screen, a message will pop up on your screen when you select the right arrow. If a pop-up message appears on your screen, raise your hand to notify your examiner and your examiner will read the message to you. Select the Right Arrow to view Sample B.

Pause while students select the right arrow to navigate to Sample B. A SAMPLE response screen will appear. The SAMPLE response screen is used to review some features on the Response screen. The writing tools in the SAMPLE response space are not active and will not work on this screen. The TestNav tools at the top of the SAMPLE screen are active and will work.

End-of-Course IRW Component, Continued

SAY **The Sample B writing response screen should appear. This screen shows the reading passage, writing prompt, and the writing response space. Since this is a sample prompt do <u>not</u> write an actual response on this screen.**

Look at the reading passage on your screen. Notice it is the same passage you used for the reading sample question.

SAY **Above the writing response area is a paragraph that presents you with a prompt to respond to. To respond to the prompt, you type in the writing response area.**

Sample B shows an example of a writing prompt. Read the directions and Sample B to yourself.

Read for Read-Aloud Tests Only 🗩»

SAY **[Read Sample B to yourself] as I read aloud. Sample B. Click on the exhibit window on the right to view the Checklist for Writers and Shortcut keys. After reading the prompt, type your response in the space.**

"In the story, Rachel is told to meet her tour group at 3:00 P.M. in New York's Grand Central Station. She becomes concerned when she does not see her tour guide or group.

Think about a time when you were supposed to meet someone and could not find that person. Describe what happened." Remember, once you begin your test and finish the multiple choice questions raise your hand and I will come to you and read your prompt to you.

SAY **This sample prompt is <u>not</u> the prompt you will be asked to respond to. Do not use this prompt for your test. Any writing in the Sample B response area will not be scored.**

We will review some of the features of the response area using the sample B screen. Do not select the *Right Arrow* button until I tell you to do so. Listen carefully as I read the directions to you.

Notice that there are two sets of tools on this screen.

The <u>writing</u> tools are located directly above the writing response space. These tools are used within the response space for composing and editing your writing. These tools are not active on this *Sample* screen.

Find the spell check tool. It is the one with a-b-c and a check mark.

You may assist students identifying the Spell Check tool.

The <u>TestNav</u> tools are located on the toolbar at the top of the screen. The Notepad tool is located next to the Pointer tool.

Look to the right of the response space and select the Exhibit icon.

Pause while the students select the icon. You may assist students locating the Exhibit icon.

SAY **This opens the exhibit window. Notice there are two tabs: The Checklist for Writers and Shortcut keys. The Checklist for Writers is open.**

The checklist displays points for you to keep in mind as you write. Now, select the Shortcut Keys tab.

Pause while the students select the Shortcut Keys tab.

SAY **If you want to copy and paste text between the Notepad and the writing response space, you must use the keyboard shortcut keys listed here.**

Read the information in the two tabs to yourself.

Pause while students read the information on the tabs.

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

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

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

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

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

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

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

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

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

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

Read for Audio and Read-Aloud Tests Only 🎧 🗩

Read for EOC Audio and Read-Aloud Tests only:

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

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

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

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

SAY   **Select the right tab for the Shortcut Keys and follow along as I read aloud.** (Pause.)

SAY   **For Windows-based computers: CONTROL key and "C." to copy text; CONTROL key and "V." to paste text.**

   For an Apple computer: COMMAND key and "C." to copy test; COMMAND key and "V." to paste text.

   If you need me to read the short-cut keys to you as you compose your short paper, please raise your hand.

   Students with the read-aloud accommodation may request you to read these exhibits as needed.

SAY   **Select the little "X" on the exhibit window to close it. You may open and close this window whenever you want.**

   You may use scratch paper or the Notepad tool before you begin typing your response. <u>Only the writing typed in the response space will be scored.</u> You may use up to 6000 characters to complete your paper. The character counter is located above the response space. In the sample response space, type your first and last name.

   Pause while students type their names in the response space. NOTE: Students must have selected an answer for Sample A and typed something in the Sample B response space in order to move into Section 2 and the actual test.

SAY **Select the Right Arrow to leave the sample items and go to the Section 2 screen. Do not go any further until I tell you to do so.**

Pause while students select the Right Arrow and go the Section 2 screen.

SAY **You may have as much time as you need today to complete the multiple-choice and short-paper sections. You may use the online tools and your scratch paper at any time; however, you may NOT hold anything up to or over the screen.**

When you have finished the test, select the *Right Arrow* button. The End of Section 2 screen will appear and display the message, Congratulations, you have finished! This screen shows you which questions are bookmarked. You may revisit any questions including your response to the prompt.

When you are ready to submit your test, raise your hand. Do NOT select the *Submit Final Answers* button without permission from me [or the Proctor]. Once your test is submitted, you <u>cannot</u> go back to your test.

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

SAY **After your test has been submitted and I have collected your test ticket and other test materials, do not access any other program, application, cell phone, or other electronic device while in the testing room.**

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

Are there any questions?

Pause. Answer only questions related to the mechanics of selecting a response in the reading portion or typing their paper in the response space or navigating the test. You may not answer any questions pertaining to the content of any of the test items, or assist students in interpreting the prompt, or in choosing topics, etc.

⬇ **Audio Test Directions Continue in the Box Below** ⬇

Read for Audio Tests Only 🎧

SAY **Remember on the multiple-choice section the audio player will read the passage, questions, and answer choices to you. On the response screen the audio player will read the directions and prompt. Remember to raise you hand if you want me to re-read the checklist for writers, or the shortcut keys to you as you compose your short paper. Select the Right Arrow button. Put on your headphones and select the Play button. You may start working.**

Examiners must ensure the audio students put on their headphones as they start the test. Only when requested by the student, an Examiner may provide an explanation of the operation of the text-to-speech buttons.

SAY **Please raise your hand if you have a problem during the test. Select the Start button. You may start working.**

Monitor the students carefully. Refer to Section 5.2.1 for guidance monitoring students and answering questions. An individual break is permissible for any student who requires one during testing. Follow the procedures in Section 4.10 pertaining to a student's request for a break during testing. Refer to Section 5.2.2 for Directions for Submitting the Test.

5.2.1 Monitoring the IRW Component

- **Examiner/Proctor monitoring.** During the test administration, monitor the testing process by moving as unobtrusively as possible about the room. Do not engage in other activities that would interfere with monitoring. Such activities include, but are not limited to: reading, grading papers, using electronic devices, etc. Students may not be left unattended for any length of time.

- **Student access to unauthorized materials.** Ensure that students are working independently and do not have access to unauthorized materials, cell phones, or any other electronic devices in the testing room while any students are testing. Immediately notify the STC if a student accessed or had access to a cell phone, electronic device, or other unauthorized material that could provide an unfair advantage while any students were testing. **If the student is testing at the time of the discovery of the cell phone, electronic device, or unauthorized material, the student may not be permitted to continue testing. The 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.

- **Examiner/Proctor reviewing test items.** Before, during, or after testing, you must not spend time reading any test items, creating any type of answer key to the test items, copying test items or portions of test items, taking notes about test items, recording student responses to test items, reading/reviewing student drafts, or discussing test items with anyone.

- **Examiner/Proctor providing help.** Help must not be given on any test items. Examples of prohibited help include, but are not limited to: pronouncing words, rewording the question, providing hints and clues, giving reminders, interpreting the prompt, choosing topics to write about, reminding students how to write a paper or the mechanics of writing, directing students to use a particular strategy or writing format, spelling words, and/or giving verbal indications or non-verbal cues about the correctness of a student's answer. Test questions or portions of the question may not be read to students unless specified by their IEPs, 504 Plans, or EL Assessment Participation Plans. If, after testing is complete, a student asks to discuss a question, the Examiner, Proctor, or teacher should remind the student that the test questions cannot be discussed.

- **Examiner/Proctor prompting students.** You must not prompt the student to go back to any specific questions such as any *Bookmarked*. If you notice the student left questions *Bookmarked*, you may only tell the student to **"Read the screen carefully."** You must not prompt the student to go back to the writing response and write more or less, or to correct grammar, spelling, formatting, etc.

- **Examiner/Proctor navigating a student's test.** You must not navigate any portion of the test for the student. This includes, but is not limited to: moving between questions; moving from the Review dropdown to questions marked *Not Answered* or *Bookmarked*, exiting or submitting the test.

- **Questions about the test items.** If a student asks a question during the test about a test item, the student should be told, **"Read it carefully and choose the best answer."** Help must <u>not</u> be given on any test items. Refer to the previous bullets regarding prohibited help.

- **Questions about the prompt.** If the student asks a question during the writing response that refers to what the student should write about or asks the Examiner to explain the prompt, say only, **"Read the topic carefully and write a short paper about it."** Help with how to write a paper or with the mechanics of writing, such as how to spell a word, must not be given.

- **Assistance with TestNav Tools.** If the student requests a description or the function of a tool, you may read the specific tool's description to the student from Table 3, 4, 5, and/or Table 6 in Appendix D.

- **Assistance with navigating**. If a student needs assistance navigating the test, you may provide <u>directions</u> 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, you 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."**

- **The student completed a question but the *Next* button does not appear:**
  - The Student may have attempted to answer the question using a "tool" other than the Pointer.
  - You 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 drag 3 items to answer boxes, the *Next* button will not appear if the student only places 1 or 2 items into the answer boxes. The *Next*
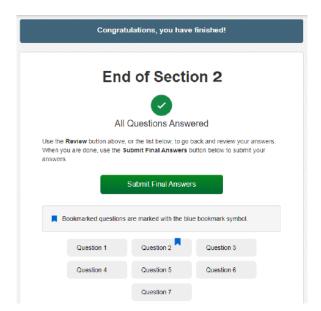
button will only appear after the student places 3 items into the answer boxes. The Examiner/Proctor may tell the student to **"Read the screen carefully"** and/or **"Read the directions carefully."**

- **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 or electronic devices while out of the test room.

- **Students moving to an alternate test room.** If students are moved to an alternate testing site to complete their tests, their testing materials must be collected by the Examiner or Proctor prior to the move. Students must not be permitted to discuss the test or course content in any way with anyone or have access to any educational materials, cell phones, or other electronic devices during the move. Once in the alternate site, return each student's own materials and resume testing.

- **Reporting an error with a test item.** If the student reports there is an error with a test question or answer choice, you should record the name of the student, grade level of the IRW Component, form number, question number, and a brief statement describing the student's concern. However, under no circumstances should the test question or answer choices be written down or discussed with the student or with other staff members. Tell the student that the concerns will be reported. The student may continue with the test; you may tell the student to, **"Read the question carefully and choose the best answer."** Notify the STC of the student's concern, and the STC will, in turn, contact 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.

- **Cheating.** You 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. 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.

- **Student Inactivity.** If you observe an inactive student during testing, you may ask the student, **"Are you finished with your test?"** If the student responds "No," then you may say, **"You need to continue working on your test."** If the student responds, "Yes," then you should direct the student through the Submit process. After two hours of inactivity, TestNav will automatically *Exit* the student's test. Contact the STC to *Resume* the student's test.

- **Troubleshooting some testing issues.** Refer to Appendix B for guidance with troubleshooting some testing issues such as: The student should have an audio test but does not, the student answered the question but the *Next* arrow does not appear, the student cannot enter a specific character into a TEI answer box, etc.

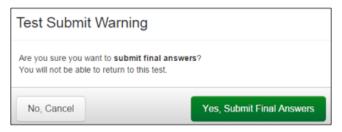### 5.2.2 Examiner/Proctor Directions for Submitting the IRW Component

When a student raises his or her hand and is ready to submit the IRW Component, you must go to the student's workstation to give permission for the student to submit the test.
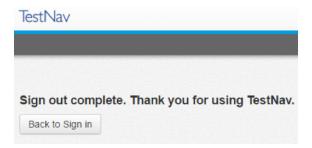
- The student should be on the End Test screen, which displays the message, "Congratulations, you have finished!" Refer to the following screen shot.

- If you notice that the student has any *Bookmarked* questions, you may only reply:

  SAY Read the screen carefully.

- If the student indicates that he or she needs assistance to go back to the test questions, you should tell the student,

  SAY Select the question you want to review from the grid.

- If the student indicates that he or she has finished the test and wishes to submit final answers, you should tell the student,

  SAY Select the *Submit Final Answers* button to submit your answers.

- After the student selects *Submit Final Answers*, the Test Submit Warning screen will pop up. Refer to the following screen shot:

- If the student indicates that they want to go back to the test while on the Test Submit Warning screen, you should tell the student,

  SAY Select the *No, Cancel* button to go back to the End Test screen, then select the question you want to review from the grid.

- If the student indicates that they have finished the test and wishes to submit final answers, you should tell the student,

  SAY Select the *Yes, Submit Final Answers* button to submit your answers.

- After the *Yes, Submit Final Answers* button is selected on the Test Submit Warning screen, the following screen appears with the message, "Sign out complete. Thank you for using TestNav."

After submitting the Test:

■ Students should leave the Sign Out Complete screen showing until either dismissed from the test room or until their testing device is shut down. This prevents students from accessing software applications or the Internet and disrupting those still testing.

  ● **NOTE:** Students must not be allowed to go online and access the Internet of other applications, as it may cause an irregularity by disrupting those still testing. Students may not access cell phones or other electronic devices while any students are testing. Students may be dismissed from the testing room or permitted to read quietly. You may tell the student:

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

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

■ As students finish testing, collect test materials (i.e., Student Testing Ticket and all used and unused scratch paper) from each individual student. Do not have students pass materials up or down the rows of workstations. Ensure all Student Testing Tickets are collected. The Test Examiner must ensure that all sheets of scratch paper distributed to each student are collected and accounted for before students are moved to an alternate test site or dismissed from the test session. All used and unused scratch paper must be returned to the STC. After the test session is over, return all test materials to the STC as specified in Section 6. Test materials must be kept in a secure location until returned to the STC.

6. SPECIFIC DUTIES OF EXAMINERS: AFTER TESTING

6.1   Return All Test Materials to the STC After Testing Is Completed

At the end of the test session, all test materials must be returned to the STC. This includes Student Testing Tickets, Proctor Testing Tickets (if read-aloud), used and unused scratch paper, the test session roster (optional), the IRW Component *Examiner's Manual*, and any test manipulatives/materials. Follow your STC's instructions regarding the collection and storage of all materials.

The STC will verify that you have returned all test materials and initial the "IN" column on the *Testing Ticket Transmittal Form and Affidavit for Examiners/Proctors*.

6.2   Sign the *Examiner's/Proctor's Affidavit*

After the Grades 5, 8, and EOC IRW Component has been administered and materials are returned to the STC, all who administered or proctored a test are required to certify the following:

I administered the Standards of Learning Assessment(s) according to the *School Division Personnel Test Security Agreement*.

For this certification, the STC should provide the *Testing Ticket Transmittal Form and Affidavit for Examiners/Proctors* to sign.

7. MAKE-UP TESTING

Every student who is absent on the testing day for the IRW Component must be given an opportunity to complete the IRW Component on a make-up basis, **provided the make-up sessions are within the testing window**.

- 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 be removed/moved from the testing session before the session can be stopped and placed in make-up session.
- The STC will provide you with information regarding the schedule for make up testing sessions.

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THANK YOU

We appreciate your time and effort in administering the Grades 5, 8 and EOC IRW Component

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

</div>

APPENDIX A	**2024–2025 *SCHOOL DIVISION PERSONNEL TEST SECURITY AGREEMENT FOR* THE INTEGRATED *READING* AND *WRITING* COMPONENT**

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)[1] 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[2] (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[3]. 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[4].

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.

[1]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.

[2]For the Fall and Winter Growth Assessments and Virginia Alternate Assessment Program tests, it is unnecessary to cover or remove curricular materials from classroom walls.

[3]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.*

[4]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 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 (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 assessment staff at (804) 225-2102, or mail details to Department of Assessment & 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.

Signed:	Print Name:
Position:	Date:
School:	Division:

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.

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

- **Personal Needs Profile (PNP) Web Extension is not visible upon sign in:** Upon sign in the speech-to-text web extensions are not appearing to be selected. The PNP Web Extension is indicated under the student's name. If the PNP Web Extension is not indicated, the STC must contact the DDOT who will contact VDOE to resolve the issue.

- **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, you may adjust the contrast setting on the student's monitor until the shading is visible. If this adjustment does not resolve the problem, contact the STC.

- **The Right (forward) arrow is not active and 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..

    You 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. You 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 TEI question and it is not working:** Refer to Table 3 in Appendix D. You 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.

- **Overwriting/Deleting Text Unexpectedly:** If the text a student is typing in the online short-paper component is overwriting and deleting the text that appears on the screen, the Examiner/Proctor can tell the student, **"Try pressing the 'Insert' key on your keyboard to stop that from happening."** You may point to the "Insert" key if needed but must not touch the student's device/keyboard. You should only address the individual student who is experiencing the problem. An announcement about the "Insert" key should <u>not</u> be made to an entire group of students during testing as it may cause confusion for students who are not experiencing the overwrite/deleting issue.

- **Student has difficulty entering a specific symbol or character into a TEI answer box:** If the student asks you which key to use for a specific symbol or character, you may tell the student which keys to press and may point to the keys. For example, the student asks you, "How do I make a minus sign?" You 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 decimal, **"Use the period."**

  You may only respond to the student's request for "how" to enter a specific symbol. You 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:** You should look to see if the "Caps Lock" key is active on the student's keyboard. If it is, you may tell the student, **"Try pressing the 'CAPS LOCK' key on your keyboard."**

  If the student is still having difficulty, you 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 a letter, number, or symbol does not appear in the answer box after you've tried to enter it, then you cannot use it in your answer."

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 you may only say, **"Read the question carefully."**

- **The student submitted the test prematurely:** If the student accidentally submitted the test, wants to return to it, and has not left the secure test room, contact your STC immediately. The STC or Examiner should have the student remain in the test room seated at his/her 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^next; 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."**

> Unable to send final responses.
>
> **Message 1008**
>
> The testing server cannot be reached.
>
> All responses have been saved on this computer.
>
>   Primary location: C:\Users\vvishka\Pearson\kamlesh-test-879122\srf
>
>   Alternate location: Path is Not Available
>
>   Response file name: 40951aa3-4ab8-476a-a9b6-7d0551bdf7b7.SRF
>
> To see if the connection has been restored, choose **Retry**
> To submit the test at a later time, choose **Exit Test**.
>
>   [Retry] [Exit Test]

This message appears if the connection with the testing server and TestNav was unable to upload responses to the testing server. 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.

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 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 waiting 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.
- Have the student select the *Retry* button after waiting 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.

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 testing devices can communicate to the Pearson server.

- Division-wide, it may be due to a problem at Pearson or with TestNav.

- Because the testing device 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 you should notify the DDOT. The DDOT may need to contact VDOE for next steps.

APPENDIX C	Table of Testing Accommodations Available for the Multiple Choice/TEI and Prompt Sections of the Grades 5, 8, and EOC Integrated Reading and Writing Component

The testing accommodations listed in the table on the following pages are intended for students with disabilities and English learners (ELs) as noted for the multiple choice/TEI and prompt sections of the Grades 5, 8, and EOC Integrated Reading and Writing Component (IRW Component). 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). 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 IRW Component 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 <u>and</u> EL Student Assessment Participation Plan.

Refer to the Key below for an explanation of abbreviations or symbols encountered on the Table.

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.
	The accommodation is not available for the specified section of the IRW Component content area indicated.

Table of Testing Accommodations Available for the Multiple Choice/TEI and Prompt Sections of the Grades 5, 8, and EOC Integrated Reading and Writing Component

Code	Accomodation	MC/TEI Section	Prompt Section	Description
1	Multiple Test Sessions	SWD EL		Testing over two or more school days. Requires a paper test, refer to accommodation guidelines.
2	Dry Erase Board	SWD	SWD	Use dry erase board as scratch paper. Must be video recorded or proctored.
3	Additional Writing Implements	SWD	SWD	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	SWD EL	Magnification, color overlays, templates/masks, blank graphic organizers, template software, paper copy of the checklist for writers.
5	Auditory Aids	SWD	SWD	Amplification equipment; Whisper phone; Noise-dampening equipment.
6	Large Print Test	SWD	SWD	Available as a paper test only
7	Test Directions Delivery	SWD EL	SWD EL	Written directions to accompany oral test directions available for SWD and ELs. Interpret/transliterate testing directions available for SWD only.
8	Enlarged Answer Document	SWD	SWD	Available with paper tests only. Transcription to a standard answer document required.
9	Braille Test	SWD	SWD	Available as a paper test only
13	Communication Board/ Choice Cards	SWD	SWD	Communication board, choice cards. Must be video recorded or proctored. Requires transcription.
14	Read-Aloud *Reading* Test	SWD	SWD	The MC/TEI and Prompt sections are read (in English only) to the student. Student must meet eligibility criteria for Read-Aloud Accommodation on the Reading test. Must be recorded or proctored.
15	Audio *Reading* Test	SWD	SWD	The MC/TEI and Prompt sections are read to the student by the text-to-speech audio tool. Student must meet eligibility criteria for Audio Accommodation on the Reading test. Note: The paper IRW Component is not available in audio. Eligible students must receive a read-aloud administration, see accommodation 14.

Table of Testing Accommodations Available for the
Multiple Choice/TEI and Prompt Sections of the
Grades 5, 8, and EOC Integrated Reading and Writing Component, continued

Code	Accomodation	MC/TEI Section	Prompt Section	Description
16	Interpret/Transliterate *Reading* items also for Interpret/Transliterate on Writing Item	SWD	SWD	Interpret/transliterate the *Reading* test items and the Writing item. Must be video recorded or proctored. Student must meet eligibility criteria.
17	Bilingual Dictionary	EL	EL	ELs may use a bilingual dictionary. Refer to EL accommodation guidelines.
18	Examiner Records Responses	SWD EL	SWD EL	Student marks in test booklet, responds verbally, points, or otherwise indicates a response. May need to be recorded or proctored. Requires transcription.
20	Specific Verbal Prompts	SWD	SWD	Examiner uses specific verbal prompts to keep student focused. Must be recorded or proctored.
21	Response Devices	SWD	SWD	Student responds by word processor, word processor with speech-to-text, word prediction software, etc. May need to be recorded or proctored. May require transcription.
22	Augmentative Communication Device	SWD	SWD	Student responds by augmentative communication device. Must be video recorded or proctored. Requires transcription.
23	Spelling Aids		SWD	Use of spellchecker, spelling dictionary.
24	Dictation to a Recording Device		SWD	For student use only for pre-writing/draft composition. Final writing response may <u>not</u> be transcribed from a recording device by testing staff.
25	Dictation to a Scribe		SWD EL	Dictation (in English only) to a scribe. Must be recorded or proctored. Requires transcription.
27	VDOE Approved Special Accommodation Request	SWD	SWD	Prior approval from VDOE required. DDOT must submit the *Special Assessment Accommodation Request* form by the published deadline.
29	English Dictionary	SWD EL	SWD EL	Refer to EL accommodation guidelines SWD, refer to SWD accommodation guidelines.
30	Read Back Student Response		SWD	The student's writing response 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 or proctored. May require transcription.

Table of Testing Accommodations Available for the
Multiple Choice/TEI and Prompt Sections of the
Grades 5, 8, and EOC Integrated Reading and Writing Component, continued

Code	Accomodation	MC/TEI Section	Prompt Section	Description
31	Flexible Schedule	SWD EL	SWD EL	Time of day, order of tests, and scheduled breaks.
32	Setting	SWD	SWD	Location, adaptive or special furniture, special lighting.

APPENDIX D	Table of Online Tools and Features Available in TestNav on the Multiple-Choice/TEI Items and the Prompt Item of the Grades 5, 8, and EOC IRW Component

Table 3. Table of Online Tools and Features

Icon	Tool Name and Description
	Pointer—use to select on screen and to place the cursor within the writing response area. When the pointer is moved into the toolbar, it turns into a finger when placed over clickable sources.
	Notepad—use to create and save notes.
	Answer Eliminator—use to eliminate (cross off) answer options. This tool functions with multiple-choice items and certain TEI items. **NOTE:** the answer eliminator is not available on the response item.
Exhibits	**Exhibit**—select to view the *Checklist for Writers* and *Shortcut Keys* tabs on the response item. **NOTE:** the exhibit is not available on the MC/TEI items.
	Highlighter—use to highlight text. Students cannot highlight art, pictures, images, or text when presented as art (i.e. poems, fliers). 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. **NOTE:** the highlighter cannot be used in the writing response area.
	Tools Drop Down—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, the tools available for the test appear in the drop down under it.

Table 3. Table of Online Tools and Features, continued

Accessibility Feature	Feature Name and Description
Zoom-In and Zoom-Out Feature Using the keyboard or touch screen. No icon is available.	**On a PC or Chromebook:** Zoom in—press the CTRL and + keys at the same time. Zoom out—press the CTRL and – keys at the same time. Return to default screen size—press the CTRL and 0 keys at the same time. **On a Mac:** Zoom in—press the CMD and + keys at the same time. Zoom out—press the CMD and – keys at the same time. Return to default screen size—press the CMD and 0 keys at the same time. **On a touch screen device:** Zoom in—touch two points on the screen, and then move your fingers away from each other. Zoom out—touch two points on the screen, and then move your fingers toward each other.
	User Dropdown Menu • **Change the Background and Foreground Colors**—selecting this permits the student to choose the background and foreground colors of his/her test. The list of background and foreground colors are shown in the screen shot below: To return the background and foreground color to the default, the student selects Black on White (Default).

Table 3. Table of Online Tools and Features, continued

Accessibility Feature	Feature Name and Description
	• **Show Line Reader Mask**—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 *Hide Line Reader Mask*. The line reader mask screen shot is below: **NOTE:** the Line Reader Mask does not function in the Exhibit window. • **Enable Answer Masking**—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 *Disable Answer Masking*. The answer masking screen shot is below: **NOTE:** enable answer masking is not available on the response item. • **Sign out of TestNav**—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.
	• **Student Battery Level Indicator**—A battery indicator for the student's workstation is located on the top right of the screen just under the user dropdown.
	• **Volume Control** • When a student clicks on the speaker icon displayed in the header bar (next to the battery status indicator), a slider control will open under the speaker icon. • The student can use the slider control to adjust the device system volume setting. • This will be available on all secure tests no matter if the form has audio content or not.

■ TestNav tools cannot be used to indicate answers to online test items. The Pointer must be used to:
   1) select multiple-choice answers;
   2) place the cursor in a box in order to type an answer;
   3) plot points on a line, graph, or graphic;
   4) select one or more answers; or
   5) select and drag answers from one location to another.

The student will not be able to move forward in the test unless each question has an answer/response.

■ A Help menu for the TestNav tools is not available. During testing, if a student asks a question about a tool, you may use the table provided here and read the tool description to the student.

Audio Tools are available on the audio tests for Grades 5, 8, and EOC IRW Component

Students who are assigned an "audio" test 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, you may use Tables 4 and 5 to read the tool's function and operation to the student.

Table 4. Audio Tools

Audio Tools	Tool Icon	Tool Name and Description
		Play button—when selected, this tool reads the item from the beginning. The text for the item is highlighted in yellow. To help the student follow along as the text is read, each word within the text will be highlighted in blue.
		The **Stop button** will only appear when the audio is playing. Selecting it stops the audio.
		Jump back—when selected, the audio will jump backward to a previous selection. Serves as a rewind.
		Skip Ahead—when selected, the audio will jump forward to the next selection. Serves as a fast forward.
		Toggle Click-to-Hear tool—this allows students to select where within the item the audio will begin.
		Settings wheel—when selected, the audio settings may be adjusted. Refer to Table 5 for the adjustable audio settings.

Table 5. Audio Settings Available

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

Table 6. Online Tools Available in TestNav on the Response Item of the Integrated *Reading* and *Writing* Component

Short-Paper Writing Tools	Tool Description
B	**Bold**—use to bold selected text.
I	**Italics**—use to italicize selected text.
U	**Underline**—use to underline selected text.
☰	**Bullets**—use to format with bullets.
1≣	**Numbers**—use to format with a numbered list.
↰	**Undo**—use to undo the previous command that was completed.
↱	**Redo**—use to redo the previous deleted command.
abc✓	**Spell Check**—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.
6000	**Character Counter**—indicates the number of characters remaining in the response area. The maximum number of characters a response can contain is 6,000.

NOTE: The online spell check is available to all students; therefore, <u>students may not use a dictionary</u> except when permitted as an accommodation. Refer to Table 2 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, you may use the table provided here and read the tool description to the student.

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