



2022–2023

Examiner's Resource Guide

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

***Writing* Standards of Learning Tests**

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

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Desmos Calculator Guidance

Guidance Regarding Providing the Desmos Virginia Calculators for Virginia Assessment Program *Mathematics* and *Science* Assessments

1. For students taking online Grades 3–8 *Mathematics* Growth Assessments, Grades 3–8 *Mathematics* Standards of Learning (SOL) tests, End-of-Course (EOC) *Mathematics* SOL tests Grades 5, 8, and EOC *Science* SOL tests, the appropriate Desmos Virginia calculator will appear on the test's tool bar for items that are assessed with the use of a calculator. Students taking the online tests are not to be issued a hand-held calculator unless the student requires a hand-held calculator as part of an accommodation as documented in the student's IEP or 504 Plan (see #3 below).
2. For students with a documented need for a paper Grades 4–7 *Mathematics* Growth Assessments and 4–7 *Mathematics* SOL tests (where students only use a calculator on the calculator portion of the test), and for the entire Grade 8 Growth Assessment and SOL *Mathematics* tests, End-of-Course *Mathematics* tests, and Grades 5, 8, and EOC *Science* SOL tests, students will be required to access the appropriate Desmos Virginia calculator using the Desmos Virginia Calculator tests available in the PearsonAccess^{next} Training Center using a separate device. Students taking the paper tests may not be issued a hand-held calculator unless the student requires a hand-held calculator as part of an accommodation as documented in the student's IEP or 504 Plan (see #4 below).
3. For students with disabilities whose IEP/504 Plan determined eligibility to use calculators on sections of the paper or items on the online Grades 3–7 *Mathematics* Growth Assessments or SOL tests in which a calculator is not allowed, the student will access the appropriate Desmos Virginia calculator using the Desmos Virginia Calculator tests available in the PearsonAccess^{next} Training Center using a separate device.
4. In order to provide a hand-held calculator for either online or paper tests, the IEP team/504 Committee will need to use the *Calculator Accommodation Criteria* Form to determine the need for a hand-held calculator based on:
 - the impact of the student's disability as it relates to mathematics and science;
 - the specific characteristics of the student's disability and how the features and capabilities of the hand-held calculator address the student's needs and access beyond what the Desmos Virginia calculator provides.

Guidance Continues on the Next Page

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

Content Area Test	PearsonAccess^{next} Training Center Test to Use to Access Appropriate Desmos Calculator	Corresponding Desmos Virginia Calculator Provided in the Online Test
Grade 3 <i>Mathematics</i> Growth and SOL tests <i>only permitted for students whose IEP/504 Plan determined eligibility to use a calculator on this test.</i>	Desmos Virginia Four Function Calculator (D4FUN)	Desmos Virginia Four-Function Calculator
Grades 4 and 5 <i>Mathematics</i> Growth and SOL tests	Desmos Virginia Four Function Calculator (D4FUN)	Desmos Virginia Four-Function Calculator
Grades 6–8 <i>Mathematics</i> Growth and SOL tests	Desmos Virginia Scientific Calculator (DSCI)	Desmos Virginia Scientific Calculator
EOC <i>Mathematics</i> SOL tests	Desmos Virginia Graphing Calculator (DGRPH)	Desmos Virginia Graphing Calculator
Grade 5 <i>Science</i> tests	Desmos Virginia Four Function Calculator (D4FUN)	Desmos Virginia Four-Function Calculator
Grade 8 <i>Science</i> tests	Desmos Virginia Scientific Calculator (DSCI)	Desmos Virginia Scientific Calculator
EOC <i>Science</i> tests	Desmos Virginia Graphing Calculator (DGRPH)	Desmos Virginia Graphing Calculator

Special Testing Accommodations: Resources and General Guidance

VIRGINIA ASSESSMENT PROGRAM

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

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

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

www.doe.virginia.gov/testing/participation/index.shtml

Paper Test Format

All students are required to take the online version of the tests with the exception of students who meet one of the criteria for paper testing listed below:

- The student attends school in a location where a secure network connection or the required technology is not available to access an online test. Such locations include the following: special situations schools; homebound, residential, or hospital placement; night school or Governor's school.
- The student requires an accommodation specified in their Individualized Education Plan (IEP), 504 Plan, or English Learner (EL) Assessment Participation Plan that is described as an accommodation requiring a paper test (e.g., large-print test, braille test, brailier, and some instances of multiple test sessions).
- The student has a documented medical condition, such as a seizure disorder, where exposure to the testing device will aggravate the student's condition.
- The student's eligibility for paper tests has been established using the *Documentation of Need for Paper Assessment* form (available from the DDOT). The form documents that the use of paper tests is intended only to provide access to the assessments for the following students:
 - Students with disabilities who require other accommodations that necessitate a paper test.
 - Students with medical conditions that render them unable to take an online test.

The use of paper tests may not be permitted for the purpose of improving performance.

Additional materials required for testing accommodations

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

Testing Accommodations for Students with Disabilities

VIRGINIA ASSESSMENT PROGRAM

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

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

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

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

Timing/Scheduling Accommodations

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

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

■ Multiple Test Sessions

Use accommodation code 1.

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

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

■ Flexible Schedule

Use accommodation code 31.

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

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

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

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

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

Setting Accommodations

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

■ Setting

Use accommodation code 32.

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

- **Location:** The test is administered in an alternate location, to minimize distractions for the student, or the student is assessed in a non-school setting as determined by the IEP team or the 504 committee.

- **Adaptive or Special Furniture:** The student is assessed using adaptive or special furniture, such as balance balls, cushions, or a raised desk surface.
- **Special Lighting:** The lighting in the testing room may be modified based on what is most appropriate for the student.
- **Fidget/Sensory Items:** Fidget/Sensory items permit the student to move during testing without disrupting others, help maintain focus, provide a reinforcement system, help manage anxiety or impulsivity.

The following conditions must be implemented:

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

Presentation Accommodations

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

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

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

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

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

"Please continue with your test."
 "Keep working."
 "Keep going."
 "Focus."
 "Stay focused."

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

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

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

■ Visual Aids

Use accommodation code 4.

Visual aids may include:

- Color overlays or tinted screens. A student may use only one blank color overlay. Prior to the assessment session, the Examiner and student must use practice tests to verify that the color overlay or the tinted screen does not obscure any shaded areas of online test items.
- Graphic organizers. A student may use a graphic organizer to organize content in response to a test item or in response to the prompt for the short-paper component of the *Writing* SOL test. The structure of the graphic organizer may not clue or guide the student in any manner. Graphic organizers must be blank and must not contain directions, words, letters, numbers, symbols, color coding, or text of any kind. Graphic organizer software must produce only blank templates that may be used electronically or in print and that must not contain directions, words, letters, numbers, symbols, color coding, or text of any kind. Template libraries, hyperlink functions, and access to the Internet must be disabled and the software must be used on a separate device from the online testing device. Testing staff must ensure the graphic organizer is not visible to other students. Individual testing or physical barriers between students may be used.
- Magnification. Testing staff must ensure that assessment items are not visible to others. This may require windows to be covered and/or individualized testing.
 - Physical magnification devices, such as a magnifying glass or screen magnifier, which are placed over the display for visually impaired students may be used.
 - Electronic magnification devices, such as a closed-circuit television (CCTV), a large monitor, an interactive or electronic whiteboard, or a LCD projector which projects the assessment onto a large screen or board may be used by visually impaired students for magnification purposes only. These magnification devices must not save or capture any portion of the test or use software running concurrently with TestNav.
- Periodic Table of the Elements. A student may use a paper copy of the Periodic Table of the Elements with the online *Chemistry* SOL test. The Periodic Table of the Elements must be downloaded from the Virginia Department of Education website at:
www.doe.virginia.gov/testing/test_administration/ancillary_materials/science/2010/2010_sol_periodic_table.pdf
Testing staff must ensure the Periodic Table of the Elements is not visible to other students. Individual testing or physical barriers between students may be used. After the test has been completed, the paper Periodic Table of the Elements must be collected with all other secure testing materials (Student Testing Tickets, scratch paper, etc.) and returned to the DDOT or securely destroyed per local instructions.
- Templates. A student may use a template (or mask) that is blank that allows a student to see one word, sentence, or line of print at a time. Markers may be used to allow the student to maintain their place. Use accommodation code 4 for a student who requires a paper test and the use of a mask or template.
 - Use of accommodation code 4 is not required for students taking an online test. The Line Reader Mask, Answer Mask, and Highlighter tools are available to all students taking an online test and are not considered accommodations.
 - Students may not hold a template or mask up to or over the testing device's screen.
 - Students taking online tests must receive prior practice using the Line Reader Mask, Answer Mask, and Highlighters tools on practice items using TestNav.

■ Auditory Aids

Use accommodation code 5.

- Amplification Equipment. Students may use amplification equipment, such as an auditory trainer, FM system, or other devices, that will amplify the examiner's voice for students with a hearing disability or difficulty maintaining focus. For additional guidance, refer to *Guidelines for Working with Students Who are Deaf and Hard of Hearing in Virginia Public Schools*, available on the VDOE website at:
https://www.doe.virginia.gov/special_ed/disabilities/sensory_disabilities/hearing_impairment/

- **Whisper Phone.** A student may use a whisper phone as auditory support to amplify the sounds and words they are reading. This accommodation must be administered in an individual session to ensure that other test takers are not distracted.
- **Noise Dampening Equipment.** A student may wear noise dampening headphones, ear muffs, or ear plugs to reduce distractions while taking an assessment. The headphones, earmuffs, or ear plugs must be worn only after all Examiner instructions are completed and may not be connected (wired or wireless) to any music, phone, or other electronic device during the test session. The student will be provided the headphones, earmuffs, or ear plugs, but must put them on independently.

Guidance for Hearing Aids with Internet-Connected Devices

The *Hearing Aids with Internet-Connected Device Form* must be submitted to VDOE for students with disabilities who require hearing aids that allow a connection to an Internet-enabled device, such as a smart phone, during the administration of an assessment. The *Hearing Aids with Internet-Connected Device Form* does not need to be submitted for students with hearing aids that cannot be connected to an Internet-enabled device.

■ Large-Print Test

Use accommodation code 6.

Available with paper tests only

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

■ Braille Test

Use accommodation code 9.

Available with paper tests only

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

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

Guidance for Reading Tests Aloud—Information for all Assessments

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

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

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

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

<http://www.doe.virginia.gov/testing/participation/index.shtml>

■ Read-Aloud Accommodation on *Mathematics, Science, History/Social Science, and Writing Assessments* *Use accommodation code 10.*

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

■ Read-Aloud Accommodation on the *Reading Assessment* *Use accommodation code 14.*

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

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

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

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

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

Guidance for Creating an Online Read-Aloud Test Session

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Guidance for Online Audio Test Sessions

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

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

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

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

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

■ Interpreting/Transliterating Test Directions (sign language, cued speech) *Use accommodation code 7, Test Directions Delivery.*

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

■ Interpreting/Transliterating *Mathematics, Science, History/Social Science, and Writing Assessments* *Use accommodation code 12.*

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

■ Interpreting/Transliterating the *Reading Assessment* *Use accommodation code 16.*

Students who are deaf or have a hearing impairment may be considered by school divisions for the interpreting/transliterating accommodation on the *Reading* assessment because of difficulty hearing phonemes, which is a part of the decoding process. Eligibility must be determined by a diagnostic tool or instrument administered by a qualified professional. If a student who is deaf or hearing impaired is found

eligible for the interpreting/transliterating accommodation because their hearing impairment severely limits the ability to decode text, the test would be administered through an interpreter if that student uses sign language as their method of communicating. The test administration must be video recorded or proctored by an individual fluent in the type of interpretation/transliteration used. Follow the *Guidelines for Proctoring and/or Recording a Test Session* located in Appendix C of the *Test Implementation Manual*.

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

Guidance for Creating an Interpreting/Transliterating Online Test Session

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

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

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

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

Response Accommodations

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

■ Enlarged Copy of Answer Document

Use accommodation code 8.

Available with paper tests only

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

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

■ Communication Board, Choice Cards

Use accommodation code 13.

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

■ Examiner Records Responses

Use accommodation code 18.

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

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

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

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

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

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

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

■ **Braille**

Use accommodation code 21, Response Devices.

Available with paper tests only

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

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

■ **Word Processor or Word Processor with Speech-to-Text**

Use accommodation code 21, Response Devices.

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

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

NOTE: The format used (paper or online) for the short-paper component of the *Writing* test must be the same format used for the multiple-choice component. When using the online format, two separate devices must be made available to the student. The student must first use one device to log into TestNav using their Student Testing Ticket to access the prompt and the Checklist for Writers, and the other device will be used as a word processor to compose the short paper. This device must not be connected to the Internet or the device's Internet access must be disabled during the test session.

Word Processor or Word Processor with Speech-to-Text Guidelines: If the speech-to-text capability of a word processor (software or a device) is used, the student must be assessed individually to ensure that other test takers are not distracted. Sessions involving speech-to-text must be recorded or proctored. Any automatic correction, thesaurus, or grammar check features of the word processor must be disabled.

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

Proctor (when present) and retained on file in the office of the Division Director of Testing until the scores are received and verified and Authorization to Report (ATR) is approved for that test administration.

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

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

Guidance for Augmentative Communication Devices with Additional Features

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

■ Augmentative Communication Device

Use accommodation code 22.

When using this accommodation on the Writing assessment, use the guidelines below as well as the guidelines provided under the Dictation to a Scribe accommodation (accommodation code 25).

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

- The student must be assessed individually to ensure that other test takers are not distracted.
- The test format used (paper or online) for the short-paper component of the *Writing* test must be the same format used for the multiple-choice component.
- The entire testing session must be video recorded or proctored. Follow the *Guidelines for Proctoring and/or Recording a Test Session* located in Appendix C of the *Test Implementation Manual*.
- When using the online test format, two separate devices must be made available to the student. One device will be the testing device where the student will use their Student Testing Ticket to log into TestNav to access the multiple-choice component or the short-paper component of the test. The other device will be the augmentative communication device. This device must not be connected to the Internet or the device's Internet access must be disabled during the test session.
- **Multiple-choice/TEI component of the *Writing* test**—prior to the assessment, the student and scribe should use the augmentative communication device to complete practice items which include TEI. Based on these practice sessions, staff may use the vocabulary software of the augmentative communication device to create preset word banks of 'direction' words which will allow the student to direct the scribe to complete TEI items. The word bank may include words such as 'select,' 'drag,' 'drop,' 'up,' 'down,' 'right,' 'left,' etc. Additionally, the student may use a preset template to select multiple-choice letter responses. The student may not have access to subject-linked vocabulary options within the augmentative communication device. The Examiner must record the student's responses on the student's testing device or paper answer document exactly as the student indicates. The student's responses must be verified by a second staff member to ensure that no errors in transcription occurred.
- **Short-paper component of the *Writing* test**—the student may use the augmentative communication device to type the short paper using the QWERTY keyboard. The student may not have access to subject-linked vocabulary options of the augmentative communication device. The spell checking capacity of the augmentative communication device may be used, but the student must not be prompted to use it. If a word prediction feature is used, it must provide only single words (not phrases) triggered by the letters chosen by the student. The word options may not be linked by subject. The student may not use any automatic correction, thesaurus, or grammar check features. The student's typed or printed response to the writing prompt must be transcribed into the response screen of the online test or onto the paper answer document by testing staff.

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

■ **Augmentative Communication Device**

Use accommodation code 22.

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

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

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

■ **Word Prediction Software**

Use accommodation code 21, Response Devices.

Available on the short-paper component of Writing Assessment only

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

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

The test format used (paper or online) for the short-paper component of the *Writing* test must be the same format used for the multiple-choice component. A paper or an electronic copy (audio/video of the session, output from the device, flash drive, CD, etc) of the short paper must be made and securely stored. After making a copy of the student's short paper, it must be deleted from the device used to compose the short

paper. After the scores are received and verified, and Authorization to Report (ATR) is approved for that test administration, the paper or electronic copy must then be securely destroyed.

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

When using the online test format, two separate devices must be made available to the student. The student must first use one device to log into TestNav using their Student Testing Ticket to access the prompt and the Checklist for Writers. The other device will be used to compose the short paper using word prediction software. The device with the word prediction software must not be connected to the Internet or the device's Internet access must be disabled during the test session.

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

■ **Spelling Aids**

Use accommodation code 23.

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

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

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

■ **English Dictionary**

Use accommodation code 29.

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

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

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

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

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

■ **Dictation to a Recording Device**

Use accommodation code 24.

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

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

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

■ **Dictation to a Scribe**

Use accommodation code 25.

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

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

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

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

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

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

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

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

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

■ Read Back Student Response

Use accommodation code 30.

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

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

Read-Back Accommodation Provided by the Test Examiner

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

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

- The student must be tested individually or with headphones so other test takers are not distracted.
- When using the online format, two separate devices must be made available to the student. The student must first use one device to log into TestNav using their Student Testing Ticket to access the prompt and the Checklist for Writers, and the other device will be used to compose the short paper using a program with text-to-speech capabilities that reads the student's response verbatim. The student may use the text-to-speech function as often as necessary.
- If the text-to-speech program includes automatic correction, thesaurus, or grammar check, these features must be disabled. The student may use the manual spell-checking capacity of the text-to-speech program, but the student must not be prompted to use it.
- The speech-to-text device must not be connected to the Internet or the device's Internet access must be disabled during the test session.
- The Test Examiner must not provide any assistance. Examples of prohibited help include, but are not limited to: correcting spelling, grammar, and/or punctuation, rewording the response, providing hints and clues, giving reminders, and/or giving verbal indications or non-verbal clues about the correctness of the student's response.
- The student's short-paper response from the device with the text-to-speech capability must be printed. The short paper must be transcribed to the regular answer document or into the online test's response area in TestNav by testing staff. The transcribed student's response must be verified by a second school official to ensure that no errors in the transcription occurred.
- After the transcription is complete, the paper copy of the short paper must be securely stored. The student's short paper must be deleted from the device used to compose the short paper. After the scores are received and verified, and Authorization to Report (ATR) is approved for that test administration, the paper copy must then be securely destroyed.
- A document stating that the printed response to the writing prompt is entirely the student's work and that no "automatic correction, thesaurus, or grammar checker features" were used must be signed by the Test Examiner and Proctor (when present) and retained on file in the office of the Division Director of Testing until the scores are received and verified and ATR is approved for that test administration.

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

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

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

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

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

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

■ **Calculators and/or Arithmetic Tools**

Use accommodation code 26.

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

Students with disabilities may use approved calculators and/or arithmetic tools on test items or sections of the Grades 3–7 *Mathematics* SOL assessments or the Grades 3–7 *Mathematics* Growth Assessments in which a calculator is not allowed. Arithmetic machines and tables/charts are defined as tools that serve the same function as a simple calculator (e.g. four-function calculator). Examples include multiplication charts, addition charts, subtraction charts, or division charts. In order to use a calculator or arithmetic tool, students with disabilities must be found eligible by their IEP Team or 504 Committee using the *Calculator Accommodation Criteria Form*. If the student is determined eligible, the IEP Team or 504 Committee must document the decision on the student's IEP or 504 Plan and must complete and sign the *Calculator Accommodation Criteria Form* and maintain a copy in the student's educational record. The *Calculator Accommodation Criteria Form* is located on the Virginia Department of Education website at:

www.doe.virginia.gov/testing/participation/index.shtml

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

Guidance Regarding Providing the Desmos Virginia Calculators for Virginia Assessment Program Mathematics and Science Assessments

1. For students taking online Grades 3–8 *Mathematics* Growth Assessments, Grades 3–8 *Mathematics* Standards of Learning (SOL) tests, End-of-Course (EOC) *Mathematics* SOL tests Grades 5, 8, and EOC *Science* SOL tests, the appropriate Desmos Virginia calculator will appear on the test's tool bar for items that are assessed with the use of a calculator. Students taking the online tests are not to be issued a hand-held calculator unless the student requires a hand-held calculator as part of an accommodation as documented in the student's IEP or 504 Plan (see #4 below).
2. For students with a documented need for a paper Grades 4–7 *Mathematics* Growth Assessments and 4–7 *Mathematics* SOL tests (where students only use a calculator on the calculator portion of the test), and for the entire Grade 8 Growth Assessment and SOL *Mathematics* tests, End-of-Course *Mathematics* tests, and Grades 5, 8, and EOC *Science* SOL tests, students will be required to access the appropriate Desmos Virginia calculator using the Desmos Virginia Calculator tests available in the PearsonAccess^{next} Training Center using a separate device. Students taking the paper tests may not be issued a hand-held calculator unless the student requires a hand-held calculator as part of an accommodation as documented in the student's IEP or 504 Plan (see #4 below).
3. For students with disabilities whose IEP/504 Plan determined eligibility to use calculators on sections of the paper or items on the online Grades 3–7 *Mathematics* Growth Assessments or SOL tests in which a calculator is not allowed, the student will access the appropriate Desmos Virginia calculator using the Desmos Virginia Calculator tests available in the PearsonAccess^{next} Training Center using a separate device.
4. In order to provide a hand-held calculator for either online or paper tests, the IEP team/504 Committee will need to use the *Calculator Accommodation Criteria* Form to determine the need for a hand-held calculator based on:
 - the impact of the student's disability as it relates to mathematics and science;
 - the specific characteristics of the student's disability and how the features and capabilities of the hand-held calculator address the student's needs and access beyond what the Desmos Virginia calculator provides.

Guidance Continues on the Next Page

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

Content Area Test	PearsonAccess^{next} Training Center Test to Use to Access Appropriate Desmos Calculator	Corresponding Desmos Virginia Calculator Provided in the Online Test
Grade 3 <i>Mathematics</i> Growth and SOL tests <i>only permitted for students whose IEP/504 Plan determined eligibility to use a calculator on this test.</i>	Desmos Virginia Four Function Calculator (D4FUN)	Desmos Virginia Four-Function Calculator
Grades 4 and 5 <i>Mathematics</i> Growth and SOL tests	Desmos Virginia Four Function Calculator (D4FUN)	Desmos Virginia Four-Function Calculator
Grades 6–8 <i>Mathematics</i> Growth and SOL tests	Desmos Virginia Scientific Calculator (DSCI)	Desmos Virginia Scientific Calculator
EOC <i>Mathematics</i> SOL tests	Desmos Virginia Graphing Calculator (DGRPH)	Desmos Virginia Graphing Calculator
Grade 5 <i>Science</i> tests	Desmos Virginia Four Function Calculator (D4FUN)	Desmos Virginia Four-Function Calculator
Grade 8 <i>Science</i> tests	Desmos Virginia Scientific Calculator (DSCI)	Desmos Virginia Scientific Calculator
EOC <i>Science</i> tests	Desmos Virginia Graphing Calculator (DGRPH)	Desmos Virginia Graphing Calculator

■ **Calculator with Additional Capabilities**

Use accommodation code 28.

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

● **Calculator with Accessibility Features:**

Available for all Mathematics and Science assessments

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

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

- **Calculator with Additional Mathematical Capabilities:**
Available for all Mathematics and Science assessments

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

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

To prevent the use of calculators with additional mathematical capabilities that exceed those used to accommodate a student's disability, the following guidance must be used when selecting calculators with additional mathematical capabilities and/or accessibility features for eligible students with disabilities.

ALLOWED

A calculator with additional mathematical capabilities is allowed if the additional mathematical capabilities are required for the student to access the assessment and are directly related to the student's disability. Both the disability and the corresponding additional mathematical capabilities must be clearly documented in the justification statement of the *Calculator Accommodation Criteria Form*. The justification statement should explain the student's disability as it relates to mathematics and provide a rationale as to why the additional mathematical capabilities are necessary. The *Calculator Accommodation Criteria Form* is located on the Virginia Department of Education website at:

www.doe.virginia.gov/testing/participation/index.shtml

NOT ALLOWED

A calculator with additional mathematical capabilities is NOT allowed if the additional mathematical capabilities:

- are not related to the student's disability;
- provide an unfair advantage to the student;
- are designed solely to enhance student performance; or
- are designed to compensate for below-grade-level mathematic skills.

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

- **Math Aids**

Use accommodation code 19.

Available on Mathematics assessments only

Students with disabilities may use approved math aids on *Mathematics* assessments. Math aids may be used with a "sheet protector" or other clear overlay to permit the student to use a marker with the math aid. Testing staff must ensure the student's math aids are not visible to others. Individual testing or physical barriers between students must be used. Examples of approved math aids include: number lines, colored shapes, and fraction circles. For a complete list of both approved and not approved math aids, refer to the document *Explanation of Testing Accommodations for Students with Disabilities—Math Aids Accommodation Code 19*, available on the Virginia Department of Education website at:

www.doe.virginia.gov/testing/participation/index.shtml

- **Dry Erase Board**

Use accommodation code 2.

In place of scratch paper, a student may use a dry erase board. If using a large wall-mounted board, the student must be tested individually and testing staff must ensure the student's dry erase board is not visible to others. This may require windows to be covered. If using a small dry erase board, testing staff must ensure the student's dry erase board is not visible to others. Individual testing or physical barriers between students must be used. The Test Examiner must ensure that the dry erase board is completely erased prior to the beginning of the testing session, and at the completion of the test session. The student must use the dry erase board independently without assistance from the Examiner. Prohibited help includes, but is not limited to, reminders to use the board, discussing test items, providing hints or clues, giving verbal indications or non-verbal cues about the correctness of a student's answer. The test session must be video recorded or

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

■ **Additional Writing Implements**
Use accommodation code 3.

The student may be provided additional (3 or more) writing implements such as, but not limited to: highlighters, markers, colored pens, colored pencils, etc. The student may use the writing implements in the test booklet or on the scratch paper. The additional writing implements must not be used anywhere on the student's answer document. Answer documents submitted with markers, highlighters, colored pens and/or colored pencils will not scan properly, and therefore cannot be scored. The additional writing implements must be provided to the student at the beginning of the session. The student must use the additional writing implements on the scratch paper or dry erase board (as appropriate) independently without assistance from the Examiner. Prohibited help includes, but is not limited to: reminders to use the additional writing implements, discussing test items, providing hints or clues, giving verbal indications or non-verbal cues about the correctness of a student's answer. School staff must ensure the student's scratch paper or dry erase board is not visible to others. Individual testing or physical barriers between students must be used.

Guidance for Transcribing Students' Answers—Information for all Assessments

Transcribing students' test responses onto an answer document or onto the online test screen is available **only** for students as stated in their IEPs, 504 Plans, EL Assessment Participation Plans, or due to a documented temporary condition. In the case of a damaged answer document or an irregularity, prior approval must be obtained from the DDOT for the STC to conduct a transcription of students' answers.

A student's test items responses must be transcribed if the student's answers were:

- recorded on braille paper or on an enlarged copy of the answer document;
- marked directly in the test booklet;
- created using a word processor, word processor with speech-to-text, braille, augmentative communication device, or word prediction software;
- dictated to an Examiner/Proctor; or
- indicated verbally, by pointing, or using a communication board or choice cards.

The student's responses must be entered exactly as the student indicated. The student's responses must not be corrected, or altered in any way. The transcription must be verified by a second school official to ensure that no errors occurred. Proctors may transcribe or verify the transcription. Other testing staff may transcribe responses or verify responses without formal training as a Proctor; however, they must receive test security training and sign the *School Division Personnel Test Security Agreement*.

NOTE: The same individual should transcribe the entire short-paper component of the *Writing* test since an alert will be triggered if a response appears with more than one individual's handwriting.

Transcriptions to an online test must be completed on the same school day the test was taken. Transcriptions to a paper answer document must be completed as soon as possible after the test. All materials containing student responses to test items are designated as secure test materials and must be maintained in a secure location.

If a device was used to compose the student's responses, the responses must be deleted from the device. The documentation of the student's responses (e.g., an audio/video of the session, output from a braille or augmentative communication device, paper, and electronic copies of responses) shall be retained on file and secured in the office of the DDOT until scores are received and verified and ATR is approved for that test administration.

Procedures for Requesting a Special Assessment Accommodation

Some students with disabilities may require accommodations beyond those listed in this manual to access the assessments. Prior approval from the Office of Student Assessment is required in order to administer these accommodations. The Division Director of Testing or designee should complete the *Special Assessment Accommodation Request* form available on the Virginia Department of Education website at:

www.doe.virginia.gov/testing/participation/index.shtml

The *Special Assessment Accommodation Request* form must be submitted to the Office of Student Assessment following the directions and deadlines provided on the *Special Assessment Accommodation Request Deadlines and Directions* document.

Each request for a special assessment accommodation will be reviewed based upon the need to provide equal access to the test for the student and the need to maintain standardized procedures and test security. Accommodations may be “approved,” “approved with conditions,” or “not approved.” Some accommodations that are approved or approved with conditions may be designated as non-standard accommodations. The Division Director of Testing or designee will be notified as soon as the decision concerning the special assessment accommodation has been made.

If a request for a special assessment accommodation receives an “approved” or “approved with conditions” response, the approval for that same* accommodation will remain in effect for subsequent administrations for that same student only, if:

- the subsequent assessment is in the same content area(s) as the original approval;
- the student’s continuing need for the same accommodation is documented in the IEP; and
- the conditions specified in the original response will be met.

*If a previously approved accommodation is for an app, device, or software that is subsequently updated, a revised *Special Assessment Accommodation Request* must be submitted for VDOE review.

Testing Accommodations for English Learners (ELs)

VIRGINIA ASSESSMENT PROGRAM

All accommodations for eligible English Learners (ELs) must be documented in the EL Assessment Participation Plan. For detailed information regarding EL participation in the assessments, refer to *Procedures for Determining English Learner Participation in the Virginia Assessment Program*, available on the Virginia Department of Education's website at:

www.doe.virginia.gov/testing/participation/index.shtml

■ Exempting ELs from the Virginia Assessments

- **Reading Exemption (Testing Status Code 11)**—ELs who have attended school in the United States for less than 12 months may receive a one-time exemption for the SOL *Reading* test in grades 3–8. This guideline also applies to students arriving from Puerto Rico. No exemption is available for End-of-Course *Reading*.
- **History/Social Science Exemption (Testing Status Code 3)**—ELs in grades 3–8 may exercise a one-time exemption for the *Virginia Studies* or *Civics & Economics* SOL test.
- **Mathematics**—ELs may NOT be exempted from the *Mathematics* tests.
- **Science**—ELs may NOT be exempted from the SOL *Science* tests.
- **Writing (Testing Status Code 3)**—ELs may exercise a one-time exemption from the Grade 8 SOL *Writing* test. No exemption is available for the EOC *Writing* test.

The reason(s) for exemptions and the ramification(s) of exemptions should be documented in the EL Assessment Participation Plan and conveyed to the EL's parent(s) or guardian(s).

Former ELs, Years 1, 2, 3, and 4, are not eligible for any exemptions.

■ Former EL

Former EL— Monitor Status Year 1

A student is considered Former EL—Year 1 when the student in spring 2022:

- earned an Overall Proficiency Level of 4.4 or greater on the WIDA ACCESS for ELLs test; or
- was assessed with the *Proficiency Level 5 Virginia English Language Proficiency (ELP) Checklist for English Learner (EL) Students in Kindergarten through Grade 12 with Hearing and Visual Impairments*.

Former EL— Monitor Status Year 2

A student is considered Former EL—Year 2 when the student in spring 2021:

- earned an Overall Proficiency Level of 4.4 or greater on the WIDA ACCESS for ELLs test; or
- was assessed with the *Proficiency Level 5 Virginia English Language Proficiency (ELP) Checklist for English Learner (EL) Students in Kindergarten through Grade 12 with Hearing and Visual Impairments*.

Former EL— Monitor Status Year 3

A student is considered Former EL—Year 3 when the student in spring 2020:

- earned an Overall Proficiency Level of 4.4 or greater on the WIDA ACCESS for ELLs test; or

- was assessed with the *Proficiency Level 5 Virginia English Language Proficiency (ELP) Checklist for English Learner (EL) Students in Kindergarten through Grade 12 with Hearing and Visual Impairments*.

Former EL– Monitor Status Year 4

A student is considered Former EL–Year 4 when the student in spring 2019:

- earned an Overall Proficiency Level of 4.4 or greater on the WIDA ACCESS for ELLs test; or
- was assessed with the *Proficiency Level 5 Virginia English Language Proficiency (ELP) Checklist for English Learner (EL) Students in Kindergarten through Grade 12 with Hearing and Visual Impairments*.

Former EL Testing Accommodations

Former EL Years 1 and 2 are eligible for direct and indirect testing accommodations on assessments described in this section. The accommodations must first be documented in EL Assessment Participation Plans. Former EL Years 3 and 4 are not eligible for direct and indirect testing accommodations on assessments. However, if a Former EL is also a student with a disability, the student may receive testing accommodations based upon their IEP/504 Plan.

■ Direct and Indirect Linguistic Testing Accommodations for Virginia Assessment Program Tests

Testing accommodations for the assessments provide ELs the opportunity to be assessed on content knowledge rather than English language proficiency. Testing accommodations may involve changes to testing procedures, testing materials, or the testing situation to allow students meaningful participation in an assessment. Direct linguistic testing accommodations involve adjustments to the language of the test, such as the use of a bilingual dictionary. Indirect linguistic testing accommodations involve adjustments to the conditions under which ELs take the test, such as a flexible schedule that may include breaks. Additionally, testing accommodations should not provide an unfair advantage during testing, should be determined prior to testing, and documented in the EL Assessment Participation Plan.

While all direct and indirect testing accommodations are available to all ELs as deemed appropriate, certain testing accommodations may be more appropriate for students at particular English language proficiency levels.

NOTE: All references for accommodations for ELs also include Former EL year 1 and Former EL year 2.

The following Key applies to Table on the next page.

Key

H	The testing accommodation is available for the <i>History/Social Studies</i> SOL test.
M	The testing accommodation is available for the <i>Mathematics</i> test.
R	The testing accommodation is available for the <i>Reading</i> test.
S	The testing accommodation is available for the <i>Science</i> SOL test.
W	The testing accommodation is available for both the multiple-choice and short-paper components of the <i>Writing</i> SOL test.
W-SP	The testing accommodation is available for the short-paper (SP) component of the <i>Writing</i> SOL test but is not available for the multiple-choice component.
	The testing accommodation is <u>not</u> available for the content area.

Direct and Indirect Linguistic Testing Accommodations for English Learners (ELs)

Content Area					Code	Testing Accommodation and Description <i>Refer to Selection of Testing Accommodations for English Learners (ELs) for additional details regarding these accommodations.</i>
Direct Linguistic Testing Accommodations						
H	M	R	S	W	7	Test Directions Delivery ■ Written directions (in English only) to accompany oral test directions.
H	M		S	W	10	Read-Aloud Test ■ Tests are read (in English only) to the student. Must be recorded or proctored.
H	M		S	W	11	Audio Test ■ A pre-recorded (in English only) version of the test items.
		R			14	Read-Aloud Reading Test ■ <i>Reading</i> test is read (in English only) to the student. Must be recorded or proctored. Student must meet specific criteria.
		R			15	Audio Reading Test ■ A pre-recorded (in English only) version of the <i>Reading</i> test items. Student must meet specific criteria.
H	M	R	S	W	17	Bilingual Dictionary ■ ELs may use a word-to-word bilingual dictionary.
				W-SP	25	Dictation to a Scribe ■ Dictation (in English only) to a scribe (short-paper component only). Must be recorded or proctored. Requires transcription.
H	M	R	S	W-SP	29	English Dictionary ■ Non-Writing Tests: ELs may use a general English dictionary. ■ Writing Tests: ● Only permitted on short-paper component for Grade 8 and EOC <i>Writing test</i> (2010 SOL).
Indirect Linguistic Testing Accommodations						
H	M	R	S	W	1	Multiple Test Sessions ■ Testing over two or more school days. Requires a paper test; refer to accommodation guidelines. <u>Multiple test sessions are not permitted on the short-paper component of the <i>Writing test</i>.</u>
H	M	R	S	W	4	Visual Aids ■ Visual templates showing one word, sentence, line, or test item at a time. Code test accommodation 4 only when used on a paper test.
H	M	R	S	W	18	Examiner Records Responses ■ Student marks in test booklet, responds verbally, points, or otherwise indicates a response. May need to be recorded or proctored. Requires transcription.
H	M	R	S	W	31	Flexible Schedule ■ Testing with breaks requires the test to be completed within one school day.

Direct Linguistic Testing Accommodations

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

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

Guidance for Reading Tests Aloud—Information for all Assessments

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

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

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

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

<http://www.doe.virginia.gov/testing/participation/index.shtml>

■ Read-Aloud (*Use accommodation code 10.*) or Audio (*Use accommodation code 11.*) on the *Mathematics, Science, History/Social Science, and Writing Assessments*

The read-aloud or audio accommodation on *Mathematics, Science, History/Social Science, and Writing* assessments is allowed for ELs as specified in the EL Assessment Participation Plan.

■ Read-Aloud Reading Assessment (*Use accommodation code 14.*) or Audio Reading Assessment (*Use accommodation code 15.*)

The read-aloud or audio accommodation is available to ELs for the *Reading* assessment if the EL also has an eligible disability and the accommodation is documented in the student’s IEP or 504 Plan. See *Participation in the Virginia Assessment Program: A Resource for Educators and Parents of Students with Disabilities* located at:

www.doe.virginia.gov/testing/participation/index.shtml

ELs may receive the read-aloud or audio testing accommodation on the EOC *Reading* test under the following circumstances:

The EL meets all of the following criteria:

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

For ELs retaking the EOC *Reading* test, the read-aloud or audio testing accommodation will be considered a non-standard testing accommodation (accommodation code B). In addition to marking the student's test with accommodation codes 14 or 15 and B, the EOC *Reading* test must be marked as retest on the Student Test Details screen in PearsonAccess^{next}.

NOTE: Providing the read-aloud or audio testing accommodation to an EL on the EOC *Reading* retest will generate a test alert. Only the Office of Student Assessment staff can clear this test alert. Before the test alert can be cleared, the Division Director of Testing or designee must submit a request to VDOE to clear the test alert. The request must include the following:

- the student's name and State Testing Identifier (STI); and
- a statement verifying that the student is EL, Former EL-Year 1 or 2, or dually identified and meets all eligibility criteria for the read-aloud or audio testing accommodation on the EOC *Reading* retest.

Requests to clear the test alert must not be sent via email. These requests must be sent via the dropbox in the Single Sign-on for Web Systems (SSWS) to Kia Johnson and copied to Kevin McClintock.

Guidance for Creating an Online Read-Aloud Test Session

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

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

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

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

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

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

Guidance for Online Audio Test Sessions

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

Guidance for Choosing the Online Audio Test Accommodation for ELs Who Typically use the Read-Aloud Accommodation in the Classroom

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

- The EL Committee must determine whether the read-aloud accommodation administered by a Test Examiner or the online audio accommodation is the more appropriate delivery method for online testing. It is particularly important that the parent agrees to the delivery method and that the decision is clearly documented in the EL Assessment Participation Plan.
- The online audio accommodation on the test may be provided to students who typically have a read-aloud accommodation during instruction or to those who use recorded media or text readers in the classroom.
- If the EL Committee determines that the online audio accommodation is the more appropriate accommodation, the student should have practice with audio Practice Items available on the Virginia Department of Education's website at:

www.doe.virginia.gov/testing/sol/practice_items/index.shtml

■ **Bilingual Dictionary**

Use accommodation code 17.

ELs may use a bilingual dictionary on tests following these guidelines:

- The bilingual dictionary must be individually offered to each EL documented to have this accommodation for testing.
- The bilingual dictionary must be a general, word-to-word bilingual dictionary.
- The bilingual dictionary must not be a specialized dictionary, such as a subject specific dictionary, rhyming dictionary, picture dictionary, etc.
- The bilingual dictionary must be a paper dictionary. Electronic bilingual dictionaries or translators are not allowed.
- The bilingual dictionary may be either school-owned or student-owned.
- The bilingual dictionary should be familiar to the EL. Testing should not be the first time an EL uses a bilingual dictionary.
- The bilingual dictionary must not be altered with hand-written notes in the margins nor include additional materials, such as class notes.
- The bilingual dictionary may be used alone or with the English dictionary.

■ **English Dictionary**

Use accommodation code 29.

Because an English dictionary may provide definitions of subject-specific vocabulary that ELs are expected to know (e.g., median, simile) for the tests, the use of this testing accommodation should be carefully considered. ELs may use an English dictionary on tests following these guidelines:

- The English dictionary must be a general dictionary without a thesaurus section.
- The English dictionary must not be a specialized dictionary, such as a subject-specific dictionary, rhyming dictionary, picture dictionary, etc.
- The English dictionary must be a paper dictionary. An electronic dictionary is not allowed.
- The English dictionary may be either school-owned or student-owned.
- The English dictionary should be familiar to the EL. Testing should not be the first time an EL uses the English dictionary.
- The English dictionary must not be altered with hand-written notes in the margins nor include additional materials, such as class notes.

- The English dictionary may be used alone or with the bilingual dictionary on *Non-Writing* SOL tests and the short-paper component of the *Writing* test.
- The English dictionary is not permitted on the multiple-choice component of the Grade 8 or EOC *Writing* test.

NOTE: For any paper short-paper component of the *Writing* test, the English dictionary is available to all students and should not be designated as a testing accommodation.

■ Dictation to a Scribe

Use accommodation code 25.

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

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

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

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

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

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

Transcription. The student's responses must be entered exactly as the student indicated. The student's responses must not be corrected, or altered in any way. The transcription must be verified by a second school official to ensure that no errors occurred. Proctors may transcribe or verify the transcription. Other testing staff may transcribe responses or verify responses without formal training as a Proctor; however, they must receive test security training and sign the *School Division Personnel Test Security Agreement*.

NOTE: The same individual should transcribe the entire short-paper component of the *Writing* test because an alert will be triggered if a response appears with more than one individual's handwriting.

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

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

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

Indirect Linguistic Testing Accommodations

The VAP tests are untimed, but ample time should be allotted for all students to complete the test prior to the end of the scheduled school day. Based on their English language proficiency and/or the language demands of the assessment, some ELs may require breaks or multiple test sessions.

■ Multiple Test Sessions

Use accommodation code 1.

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

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

■ Flexible Schedule

Use accommodation code 31.

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

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

NOTE: The paper answer document does not list accommodation code 31. If this accommodation is used, this test code must be applied to the student's completed test record in PearsonAccess^{next}.

■ Visual Aid (Masking templates)

Use accommodation code 4 when this accommodation is used on paper tests.

Templates (or masks) that are blank allow a student to see one word, sentence, line, or test item at a time.

- Use accommodation code 4 with the paper tests of ELs who require a paper test and the use of a mask or template.
- Use of accommodation code 4 is not required for students taking an online test. The Line Reader Mask, Answer Mask, and Highlighter tools are available to all students taking an online test and are not considered accommodations. Students may not hold a template or mask up to or over the testing device's screen.
- Students taking online tests must receive prior practice using the Line Reader Mask, Answer Mask, and Highlighters tools on practice items using TestNav.

■ Examiner Records Responses

Use accommodation code 18.

ELs who are unable to respond to test items by marking an answer document or by selecting the answer online may have an Examiner/Proctor record their responses. The student may mark in the test booklet,

respond verbally, point, or otherwise indicate a response. The Examiner must transfer the student's responses to the regular answer document or select them on the student's testing device.

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

The student may give the Examiner directions on how to respond to online TEI items by responding verbally, pointing, or otherwise indicating their answers.

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

The student's answer choices for paper or online assessments must be verified by a second school official to ensure that no errors in transcription occurred.

Table of Testing Accommodations Available for the SOL Writing Tests

VIRGINIA ASSESSMENT PROGRAM

The testing accommodations listed in the table on the following pages are intended for students with disabilities and English learners (ELs) as noted. In order to receive an accommodation, the student must meet the criteria established for that accommodation. **The table is a summary only and does not contain all the criteria or details associated with the accommodation.** The conditions on how the accommodations listed in the table should be administered during testing are explained in greater detail in the Testing Accommodations for Students with Disabilities or Testing Accommodations for English Learners (ELs) in this Guide. The **Description** column on the table contains a brief description of the accommodation and any notations or restrictions for its use.

School staff are reminded that accommodations must only be used to provide equal access to the Virginia Assessment Program tests and may not provide an unfair advantage or be selected to enhance performance. All accommodation determinations must be documented in the student's IEP, 504 Plan, and/or EL Assessment Participation Plan.

Dually Identified Students. ELs who are also students with disabilities are referred to as “dually identified.” IEP/504 Teams **and** EL Committees must work collaboratively to determine the assessment participation for dually identified students.

- The IEP/504 Team and EL Committee jointly determine the statewide assessment participation based on the dually identified student's disability and EL status.
- The IEP/504 Team and EL Committee jointly determine special test accommodations based on the student's disability and EL status.
- Statewide assessment participation and special test accommodations must be documented in the student's IEP/504 Plan and EL Student Assessment Participation Plan.

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

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

Key

Abbreviation Symbol	Explanation
SWD	This accommodation may be considered for students with disabilities and dually identified students.
ELs	This accommodation may be considered for English learners, Former EL-Year 1 or 2, and dually identified students.
SWD EL	If SWD and EL appear together in a cell, this indicates that the accommodation may be considered for students with disabilities, ELs, Former EL-Year 1 or 2, and dually identified students.
MC/TEI	The accommodation is available on the multiple-choice/technology enhanced item (TEI) component of the <i>Writing</i> test. NOTE: Paper <i>Writing</i> tests do not include TEI.
SP	The accommodation is available on the short-paper component of the <i>Writing</i> test.
	The accommodation is not available for this test administration or on the component indicated.

Table of Testing Accommodations Available for the SOL *Writing* Tests
Refer to the accommodation guidelines for details.

Code	Accommodation	Student	Writing Test Components		Description
B	Non-Standard	SWD ELs	MC/TEI	SP	■ Contact VDOE for assistance.
1	Multiple Test Sessions	SWD ELs	MC/TEI		■ Testing over two or more school days; requires a paper test. Not permitted on the short-paper component of the <i>Writing</i> test.
2	Dry Erase Board	SWD	MC/TEI	SP	■ Use dry erase board as scratch paper. Must be video recorded or proctored.
3	Additional Writing Implements	SWD	MC/TEI	SP	■ The student may be provided additional (3 or more) writing implements such as highlighters, markers, colored pens, colored pencils, etc.
4	Visual Aids	SWD ELs	MC/TEI	SP	■ Magnification, color overlays, templates/masks, blank graphic organizers, template software.
5	Auditory Aids	SWD	MC/TEI	SP	■ Amplification equipment ■ Whisper phone ■ Noise-dampening equipment
6	Large-Print Test	SWD	MC/TEI	SP	■ Available as a paper test only.
7	Test Directions Delivery	SWD ELs	MC/TEI	SP	■ Written directions to accompany oral test directions. ■ Interpret/transliterate testing directions. Available for SWD only.
8	Enlarged Answer Document	SWD	MC/TEI	SP	■ Available with paper tests only. Transcription to a standard answer document required.
9	Braille Test	SWD	MC/TEI	SP	■ Available as a paper test only.
10	Read-Aloud Test	SWD ELs	MC/TEI	SP	■ Test items and prompt are read (in English only) to the student. Must be recorded or proctored.
11	Audio Test	SWD ELs	MC/TEI	SP	■ A pre-recorded version of the test items. Audio format is not available for the prompts of the paper tests.
12	Interpret/Transliterate the Test	SWD	MC/TEI	SP	■ Interpret/transliterate test items. Must be video recorded or proctored.
13	Communication Board/Choice Cards	SWD	MC/TEI	SP	■ Communication board, choice cards. Must be video recorded or proctored. Requires transcription.
14	Read-Aloud <i>Reading</i> Test				
15	Audio <i>Reading</i> Test				
16	Interpret/Transliterate the <i>Reading</i> Test				
17	Bilingual Dictionary	ELs	MC/TEI	SP	■ ELs may use a bilingual dictionary. Refer to EL accommodation guidelines.
18	Examiner Records Responses	SWD ELs	MC/TEI	SP	■ Student marks in test booklet, responds verbally, points, or otherwise indicates a response. May need to be recorded or proctored. Requires transcription.
19	Math Aids				
20	Specific Verbal Prompts	SWD	MC/TEI	SP	■ Examiner uses specific verbal prompts to keep student focused. Must be recorded or proctored.

Table of Testing Accommodations Available for the SOL *Writing* Tests continued

Code	Accommodation	Student	Writing Test Components		Description
21	Response Devices	SWD	MC/TEI	SP	■ Student responds by word processor, word processor with speech-to-text, braille (requires a paper test), word prediction software, etc. May need to be recorded or proctored. May require transcription.
22	Augmentative Communication Device	SWD	MC/TEI	SP	■ Student responds by augmentative communication device. Must be video recorded or proctored. Requires transcription.
23	Spelling Aids	SWD		SP	■ Use of spellchecker, spelling dictionary.
24	Dictation to a Recording Device	SWD		SP	■ For student use only for pre-writing/draft composition. Final SP may <u>not</u> be transcribed from a recording device by testing staff.
25	Dictation to a Scribe	SWD ELs	MC/TEI	SP	■ Dictation (in English only) to a scribe. ELs—allowed only on SP component. Must be recorded or proctored. Requires transcription.
26	Calculator/Arithmetic Tools				
27	VDOE Approved Special Accommodation Request	SWD	MC/TEI	SP	■ Prior approval from VDOE required. DDOT must submit the <i>Special Assessment Accommodation Request</i> form by the published deadline.
28	Calculator with Additional Capabilities				
29	English Dictionary	SWD ELs		SP	■ ELs refer to EL accommodation guidelines. Permitted only on the <u>short-paper component</u> . ■ SWD refer to SWD accommodation guidelines.
30	Read Back Student Response	SWD		SP	■ The student's short paper is read back to the student by the Examiner or from a workstation equipped with text-to-speech capabilities. Must be audio or video recorded or proctored. May require transcription.
31	Flexible Schedule	SWD ELs	MC/TEI	SP	■ Time of day, order of tests, and scheduled breaks.
32	Setting	SWD	MC/TEI	SP	■ Location, adaptive or special furniture, special lighting.

Table of Testing Accommodations Available for the Growth Assessments and SOL *Non-Writing* Tests

VIRGINIA ASSESSMENT PROGRAM

The testing accommodations listed in the table on the following pages are intended for students with disabilities and English learners (ELs) as noted. In order to receive an accommodation, the student must meet the criteria established for that accommodation. **The table is a summary only and does not contain all the criteria or details associated with the accommodation.** The conditions on how the accommodations listed in the table should be administered during testing are explained in greater detail in the Testing Accommodations for Students with Disabilities or Testing Accommodations for English Learners (ELs) in this Guide. The **Description** column on the table contains a brief description of the accommodation and any notations or restrictions for its use.

School staff are reminded that accommodations must only be used to provide equal access to the Virginia Assessment Program tests and may not provide an unfair advantage or be selected to enhance performance. All accommodation determinations must be documented in the student's IEP, 504 Plan, and/or EL Assessment Participation Plan.

Dually Identified Students. ELs who are also students with disabilities are referred to as “dually identified.” IEP/504 Teams **and** EL Committees must work collaboratively to determine the assessment participation for dually identified students.

- The IEP/504 Team and EL Committee jointly determine the statewide assessment participation based on the dually identified student's disability and EL status.
- The IEP/504 Team and EL Committee jointly determine special test accommodations based on the student's disability and EL status.
- Statewide assessment participation and special test accommodations must be documented in the student's IEP/504 Plan and EL Student Assessment Participation Plan.

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

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

Key

Abbreviation Symbol	Explanation
SWD	This accommodation may be considered for students with disabilities and dually identified students.
ELs	This accommodation may be considered for English learners, Former EL-Year 1 or 2, and dually identified students.
SWD EL	If SWD and EL appear together in a cell, this indicates that the accommodation may be considered for students with disabilities, ELs, Former EL-Year 1 or 2, and dually identified students.
H	The accommodation is available on the <i>History/Social Science</i> test.
M	The accommodation is available on the <i>Mathematics</i> test.
R	The accommodation is available on the <i>Reading</i> test.
S	The accommodation is available on the <i>Science</i> test.
#	Under certain circumstances, an SWD and/or EL who is <u>retesting</u> on the EOC <i>Reading</i> test may receive the accommodation even though the student has not been determined as eligible by the school division according to the criteria required for the read-aloud/audio accommodation on the <i>Reading</i> test. Refer to the SWD or EL guidelines for criteria.
	The accommodation is not available for this test administration or on the content area indicated.

Table of Testing Accommodations Available for the Growth Assessments and SOL *Non-Writing* Tests

Refer to the Testing Accommodations for Students with Disabilities or Testing Accommodations for ELs for additional details regarding these accommodations.

Code	Accommodation	Student	Content Area				Description
B	Non-Standard	SWD EL	H	M	R	S	■ Contact VDOE for assistance.
1	Multiple Test Sessions	SWD EL	H	M	R	S	■ Testing over two or more school days. Requires a paper test, refer to accommodation guidelines.
2	Dry Erase Board	SWD	H	M	R	S	■ Use dry erase board as scratch paper. Must be video recorded or proctored.
3	Additional Writing Implements	SWD	H	M	R	S	■ The student may be provided additional (3 or more) writing implements such as highlighters, markers, colored pens, colored pencils, etc.
4	Visual Aids	SWD EL	H	M	R	S	■ Magnification, color overlays, templates/masks, blank graphic organizers, template software.
5	Auditory Aids	SWD	H	M	R	S	■ Amplification equipment ■ Whisper phone ■ Noise-dampening equipment
6	Large-Print Test	SWD	H	M	R	S	■ Available as a paper test only.
7	Test Directions Delivery	SWD EL	H	M	R	S	■ Written directions to accompany oral test directions. ■ Interpret/transliterate testing directions. Available for SWD only.
8	Enlarged Answer Document	SWD	H	M	R	S	■ Available with paper tests only. Transcription to a standard answer document required.
9	Braille Test	SWD	H	M	R	S	■ Available as a paper test only.
10	Read-Aloud Test	SWD EL	H	M		S	■ Test items are read (in English only) to the student. Must be recorded or proctored.
11	Audio Test	SWD EL	H	M		S	■ A pre-recorded version of the test items. Audio format is not available for some paper tests. Refer to the forms matrix for availability.
12	Interpret/Transliterate the Test	SWD	H	M		S	■ Interpret/transliterate test items. Must be video recorded or proctored.
13	Communication Board/Choice Cards	SWD	H	M	R	S	■ Communication board, choice cards. Must be video recorded or proctored. Requires transcription.
14	Read-Aloud <i>Reading</i> Test	SWD EL			R		■ <i>Reading</i> test is read (in English only) to the student. Student must meet eligibility criteria. Must be recorded or proctored. ■ For SWD & EL high school retesters, see # in Key.
15	Audio <i>Reading</i> Test	SWD EL			R		■ A pre-recorded version of the <i>Reading</i> test items. Student must meet eligibility criteria. ■ For SWD & EL retesters, see # in Key.
16	Interpret/Transliterate the <i>Reading</i> Test	SWD			R		■ Interpret/transliterate the <i>Reading</i> test. Must be video recorded or proctored. Student must meet eligibility criteria.
17	Bilingual Dictionary	EL	H	M	R	S	■ ELs may use a bilingual dictionary. Refer to EL accommodation guidelines.
18	Examiner Records Responses	SWD EL	H	M	R	S	■ Student marks in test booklet, responds verbally, points, or otherwise indicates a response. May need to be recorded or proctored. Requires transcription.

**Table of Testing Accommodations Available for the Growth Assessments and SOL *Non-Writing* Tests,
continued**

Code	Accommodation	Student	Content Area				Description
19	Math Aids	SWD		M			■ Use approved math aids, examples: abacus, number line, colored shapes. Refer to SWD accommodation guidelines for assistance.
20	Specific Verbal Prompts	SWD	H	M	R	S	■ Examiner uses specific verbal prompts to keep student focused. Must be recorded or proctored.
21	Response Devices	SWD	H	M	R	S	■ Student records responses to MC items using braille writer. Requires a paper test. Requires transcription.
22	Augmentative Communication Device	SWD	H	M	R	S	■ Student responds by augmentative communication device. Must be video recorded or proctored. Requires transcription.
23	Spelling Aids						
24	Dictation to a Recording Device						
25	Dictation to a Scribe						
26	Calculator/Arithmetic Tools	SWD		M			<ul style="list-style-type: none"> ■ Available only for Grades 3–7 Math Growth Assessments and SOL Math tests. Students must meet eligibility requirements. ■ Not applicable for Grade 8 Growth and SOL Math tests, or EOC SOL Math tests.
27	VDOE Approved Special Accommodation Request	SWD	H	M	R	S	■ Prior approval from VDOE required. DDOT must submit the <i>Special Assessment Accommodation Request</i> form by the published deadline.
28	Calculator with Additional Capabilities	SWD		M		S	<ul style="list-style-type: none"> ■ Use calculator with accessibility features; or additional Mathematical capabilities. ■ Students must meet eligibility requirements. ■ Available for all Math and Science assessments.
29	English Dictionary	ELs	H	M	R	S	■ ELs only may use a general English dictionary. Refer to EL accommodation guidelines.
30	Read Back Student Response						
31	Flexible Schedule	SWD EL	H	M	R	S	■ Time of day, order of tests, and scheduled breaks.
32	Setting	SWD	H	M	R	S	■ Location, adaptive or special furniture, special lighting, fidget/sensory items.

Health Management and Hearing Aids Devices

Health Management Device

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

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

www.doe.virginia.gov/testing/participation/index.shtml

Hearing Aids with Internet-Connected Device

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

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

www.doe.virginia.gov/testing/participation/index.shtml

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.

Adjustment to Testing Conditions	Guidance
Group size	Students may be tested individually or in small groups with the size of the group determined by the STC.
Environmental modifications	Students may be tested with modifications to the environment to include amount or type of lighting, noise buffers, and/or the use of a study carrel. The student may NOT be issued any kind of accessory to modify the environment. Prohibited accessories include, but are not limited to: headphones, ear muffs, ear plugs, ticking clocks, egg timers, fidget items, stress balls, toys, music, or “soothing” sounds during testing.
Large diameter pencil, pencil grip	If a large pencil is used on a paper answer document, it must contain #2 lead.
Assistance with directions	Directions for taking the test are read to students as printed in the <i>Examiner's Manuals</i> and their <i>Supplements</i> . If a student has a question about a direction, then the Examiner may simplify or clarify the “ SAY ” direction. Examiners/Proctors may NOT provide assistance with directions for “live” test items that are within the student’s test.
Student reading their own test out loud	For any student who needs to hear themselves read aloud, the student must be tested individually. The student can then read the test aloud to themselves without interaction from the Examiner. The student may not be issued any kind of accessory including, but not limited to, a “whisper phone” or recording/playback device. The student may NOT read to the Examiner/Proctor.
Student requires a health management device	The <i>Health Management Device Form</i> must be completed for each student with a documented health need requiring the use of a health management device (such as a continuous glucose monitor or seizure monitor).
Student requires hearing aids with an Internet-connected device	The <i>Hearing Aids with Internet-Connected Device Form</i> must be completed for a student who requires hearing aids that must be connected to an Internet-enabled device, such as a smart phone.

2022–2023 Test Irregularity Form

The Test Irregularity Web Application System (TIWAS) is used to document and submit test irregularities. The STC may direct Examiners to use this form or parts of the form to document the test irregularity incident. The information from this form must be entered into TIWAS and submitted to the DDOT.

Division Name: _____

Irregularity Number: _____

Test Administration: _____ Year: _____

Created Date: _____ By: _____

☐ Regular ☐ Term Grad ☐ Exp Retake

Student Grade: _____

School Name: _____

Test Type: ☐ Regular ☐ Audio
☐ Large Print ☐ Braille

No. of Students: _____

Test Session Name: _____

Test Mode ☐ Online ☐ Paper

Test Level/Content Area/Subject		Form No. with Irregularity	Prompt No.	Assigned by TIWAS	
				Alternate Form No.	Prompt No.
FOR EXAMPLE: <input type="checkbox"/> EOC World Geography		H0116			
<input type="checkbox"/> 3					
<input type="checkbox"/> 4					
<input type="checkbox"/> 5					
<input type="checkbox"/> 6					
<input type="checkbox"/> 7					
<input type="checkbox"/> 8					
CSH	<input type="checkbox"/> Virginia Studies				
	<input type="checkbox"/> Civics & Economics				
End-of-Course	<input type="checkbox"/> Writing				
	<input type="checkbox"/> Reading				
	<input type="checkbox"/> Math				
	<input type="checkbox"/> Science				
	<input type="checkbox"/> History				

Student Names and STIs (attach list of additional names and STIs):

1. _____ 2. _____

Description of Irregularity (PLEASE PRINT):

Submitted to DDOT: ☐ YES ☐ NO

Submitted to VDOE: ☐ YES ☐ NO

SIGNATURE: _____ DATE: _____

This page may be photocopied.

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