Virginia Alternate Assessment Program (VAAP)
Test Plan Template

A student's Test Plan should be developed for each student who is participating in the VAAP assessments to establish how the student will participate. This includes determining any needed testing conditions, any accommodations to be considered by the student's IEP team, and whether the paper or online test formats are more appropriate. This template is provided to guide the development of the Student Test Plan.

The VAAP Practice Items should be used by teachers to determine how each student will participate in the VAAP assessments. Practice Items will help determine a student's:

- need for testing conditions and/or accommodations,
- interaction with online and/or paper test items,
- preference for items being read aloud via text-to-speech or by the Examiner,
- response to TestNav features and tools (for an online presentation), and
- approximate pace in completing test items.

Select the Practice Items for grade and content area tests the student will be administered. Based on knowledge of the student, determine if one presentation format (online or paper) is preferable. Either or both formats may be administered as needed.

A series of guiding questions are provided on the following pages to be considered for both the paper and online presentation of the Practice Items. Use the answers to the guiding questions in developing the Student Test Plan, located on the last page. The Appendix of this document includes descriptions of VAAP Testing Conditions and VAAP Accommodations.

Accessing the VAAP Practice Items

A set of VAAP Practice Items is available with an Examiner's Copy in *Reading*, *Mathematics*, and *Science* at each of the assessed grade levels in paper and online presentations from the VDOE VAAP webpage.

- **Examiner's Copy**—The Examiner's Copy is included in the PDF document for each content area and test in the section, *VAAP Practice Items: Examiner's Copy and Paper Presentation*, and it provides directions for each test item and the text to be read to the student for the paper or online test presentation. Download the appropriate grade level document from the *Reading, Mathematics, and Science* content areas.

- **Paper Presentation**—The documents linked for each content area and test in the section, *VAAP Practice Items: Examiner's Copy and Paper Presentation*, include the paper presentation of the test items for the student to practice. The paper practice items must be accompanied by the Examiner's Copy, which contains the directions for each test item.

- **Online Presentation**—The *VAAP Sample Items and Practice Items: Online Presentation* is used for the student to practice the online format.

  o The Online Practice Items are to be accompanied by the Examiner's Copy which contains the directions and text to be read aloud for each test item. Access the specific content area test and Examiner's copy in the section, *VAAP Practice Items: Examiner's Copy and Paper Presentation,* on the VDOE VAAP webpage. The student may use the text-to-speech feature within the online Practice Items as an alternative to having the Examiner read the test items aloud.

  o On the webpage, select the button: . Select the VAAP tab on the top right, select the grade level of the student on the left, and then select the Start button for the desired content area test.

GUIDING QUESTIONS: Online Practice Items

Student Name _____ Test Name_____

Guiding Question	Response
How does the student interact with test items on the computer? Does your student have a visual impairment that is limiting access to items as presented?	
What test location did you use? Was it comfortable and distraction-free for your student?	
How did your student respond to text-to-speech?	
Can your student enter answer choices independently or do you need to enter them for the student?	
Which TestNav features helped your student (e.g., color contrast, magnification)?	
How many items can your student answer in one sitting?	
Which test conditions were helpful to your student (e.g., manipulatives, AT, verbal prompts)? Note: *Testing conditions like manipulatives should be those routinely used by the student in the classroom.*	
What individual accommodations (e.g., Alternate Representation of Response Options) were helpful and need to be discussed with the student's IEP team?	

GUIDING QUESTIONS: Paper Practice Items

Student Name _____ **Test Name**_____

Guiding Question	Response
How does the student interact with test items in the paper presentation? Does your student have a visual impairment that is limiting access to items as presented?	
What test location did you use? Was it comfortable and distraction-free for your student?	
How did your student respond to your reading the test items aloud?	
Did your student mark his answer on the student copy or indicate his answer choice for you to record on the Examiner's Copy?	
How many items can your student answer in one sitting?	
What test conditions were helpful to your student (e.g., manipulatives, AT, verbal prompts)? Note: *Testing conditions like manipulatives should be those routinely used by the student in the classroom.*	
What individual accommodations (e.g., Alternate Representation of Response Options) were helpful and need to be discussed with the student's IEP team?	

Student's Test Plan for VAAP

Student Name _____ **Test Name** _____

Test Plan Item	Description
Testing Location	
Number of Test Sessions	
Day & Time of Testing	
Test Delivery Format (Online, Paper, or Both)	
Testing Conditions	
Individual Test Accommodations	
Communication with STC	
Communication with School Administration	

Appendix: VAAP Testing Conditions and Individual Test Accommodations

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

TESTING CONDITIONS AVAILABLE TO ALL STUDENTS TAKING VAAP

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

Timing/Scheduling Conditions

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

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

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

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

Planned breaks during testing—the schedule for breaks should be based on the student's needs. Test security must be maintained at all times during the break(s). The following must be adhered to during a break:
- The Examiner must not provide the student with any access to educational materials or discuss the test in any way.
- Student's test materials must not be accessible or viewable by other students or by school personnel.
- The testing room must be securely maintained.
- The student should either be *Exited* from the online test or the student's screen should be turned off or covered prior to the break.
- If the student *Exits* the test, his/her test must be *Resumed* by the STC. Once the student is ready to continue testing, the student's test must be signed in again using the Student Testing Ticket.
- If the student's screen was turned off or covered and the student did not *Exit*, the student must return to the same testing device to continue testing.

Setting Conditions

Test location— the test is administered in a location most appropriate for the student to access the test with the least amount of distractions for the student. VDOE does not require curricular materials to be removed from the VAAP testing environment; however, the student must be positioned so they cannot see curriculum resources and test materials cannot be accessed visually or audibly by other students.

Adaptive or special furniture—the student is assessed using adaptive or special furniture, such as balance balls, cushions, or a raised desk surface.

Special lighting—lighting in the testing room may be modified based on what is most appropriate for the student.

Individual testing—students may be tested individually.

Presentation Conditions

Manipulatives—The manipulative must meet these criteria:

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

Manipulatives must not directly provide students with answers or identify the process by which students may determine the answer. Examiners must not coach students as to which manipulatives to use during testing.

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

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

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

Cues the student to respond.
- Example: "Tim, point to the number that shows what 6+8 equals." Examiner points to choice cards.

Ask about the need for a break or some other support.
- Example: "Jessica, do you need a break and a snack?" Examiner points to break card.

Motivates the student to continue.
- Example, "Carl, let's do one more and then you will get a star on your behavior chart." Examiner points to symbol for "Keep Working."

Visual aids

- Highlighter—use highlighters on the student paper copy of the test.
- Masking devices—the student may use a template (or mask) that is blank that allows a student to see one word, sentence, or line of print at a time. Markers may be used to allow the student to maintain his/her place.
- Color overlays—the student may use only one blank color overlay. Prior to the assessment session, the Examiner and student must use practice tests to verify that the color overlay or the tinted screen does not obscure any shaded areas of online test items.

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

Electronic magnification devices, such as a closed-circuit television (CCTV), a large monitor, an interactive or electronic whiteboard, or a LCD projector which projects the assessment onto a large screen or board may be

used by visually impaired students for magnification purposes only. These magnification devices must not save or capture any portion of the test or use software running concurrently with TestNav.

Auditory amplification/buffers
- Amplification equipment such as an auditory trainer or whisper phone is available to VAAP participants.
- Buffers—the student with a disability may wear noise dampening headphones, ear muffs, or ear plugs to reduce distractions while taking an assessment. The headphones, earmuffs, or ear plugs must be worn only after all Examiner instructions are completed and may not be connected (wired or wireless) to any music, phone, or other electronic device during the test session.

Visual point-to support of directions/question/answer options
Many test items include directions for the Examiner to point to questions/items and answer options. In providing this condition, the Examiner must be careful so that the student is not clued to the correct answer choice.

Student read-aloud and sub-vocalization—the student may read aloud to him/herself. The student must be tested individually. The student can then read the test aloud to himself/herself without interaction from the Examiner. The student may not be issued any kind of accessory including, but not limited to, a "whisper phone" or recording/playback device.

Response Conditions

Attentional/self-regulation sensory supports
These conditions are used to assist students to control and adjust their emotions, behaviors, and attention appropriate for the environment they are in. These supports must be those routinely used by the student in the classroom. Attentional/self-regulation sensory supports must be used as an overall support to the test as a whole and not on specific items.

Physical position supports
A student who requires physical support to access the assessment in the online or paper format may be supported using appropriate devices or equipment that increase or decrease movement or provide position assistance. These devices or equipment must be routinely used by the student in the classroom setting. The physical support must not cue students to correct answers.

Examiner records responses—students who are unable to respond to test items by marking on the paper student test or by selecting the answer online may have an Examiner/Proctor record their responses. The student may mark on the student's paper test copy, respond verbally, point, use eye gaze or head wand, or otherwise indicate a response. The Examiner may write the student's response on the Examiner's Copy of the test or enter the response into the online test.

If the student marks responses in the paper test copy, the answers must be transcribed into the online test. As a best practice, it is advised that a second staff member verify the accuracy of the transcription. The student's name should be clearly printed on the paper student's test copy and the paper test returned with all other secure materials to the STC. If a discrepancy is discovered after the division has returned its secure materials to Pearson, notify assessment staff at the Virginia Department of Education.

The student may ask the school official to perform tasks that may include:
- writing on the student's scratch paper;
- using manipulatives;
- completing each step of mathematical or scientific calculations, with or without the use of a calculator; and manipulating TestNav features/tools.

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

Assistive technology—the student may use any device that serves as a primary communication mode or augmentative communication device. The student may access any item, piece of equipment, or product system, whether acquired commercially off the shelf, modified, or customized, that is used to increase, maintain, or improve the functional capabilities of a child with a disability.

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

VAAP INDIVIDUAL TEST ACCOMMODATIONS

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

Accommodations

Alternate Representation of Response Options (accommodation code 1)
This accommodation allows the three answer options on the test to be represented in a way that allows the student to respond using their normal modality of communication. Examples include:
- answer choices made into choice cards;
- use of physical objects for answer choices (clocks, money); and
- Picture Exchange Communication (PECS) for answer choices.

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

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

The Alternate Representation of Response Options cannot provide an unfair advantage to the student, such as:
- changing or reducing the answer options
- providing hints, clues, or prompts.

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

Read-Aloud (accommodation code 2)
Since the majority of the VAAP test items are read aloud to all students either by using the text-to-speech available with the online test items or by having the Examiner read the test item aloud to the student, the read-aloud accommodation applies to a small number of test items (mostly in the reading test) that are not read to all students. With these items, the introductory text that is read to the student specifies that the student is to read all or part of the item. The read-aloud accommodation permits all of the item to be read to the student.

The read-aloud accommodation provides additional support for students who have a disability that impacts their ability to access text. The read-aloud accommodation would be most appropriate for students who access content primarily through the auditory mode. The read-aloud accommodation may be used with the online test format (rather than using text-to-speech) and the paper format of the test. Test items are to be read exactly as

written using a natural tone and manner. It is important for the Examiner to understand what the test item is asking in order to avoid clueing the student by reading the test item in a specific way.

Interpreting/Transliteration (accommodation code 3)
The test items may be interpreted/transliterated directly from assessments (paper or online formats) or from items read to the student by Test Examiners. The student's IEP Team should determine the best method to provide the student access to assessment items.

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

Braille (accommodation code 4)
Braille is available only to students who have a visual impairment. The Examiner's Copy of the test will be included in the braille test kit. The Examiner will record the student's responses in the Examiner's Copy and these responses will need to be transcribed into TestNav using the online test ticket for the student.