



*Supplement to the  
Examiner's Manual for*  
**Grades 3, 4, & 5 and  
Virginia Studies Tests**

**Directions for Paper Tests**  
**Regular and Special Forms**

Only those persons who have signed the *School Division Personnel Test Security Agreement* may participate in the administration of the Virginia Assessment Program tests to students.



## Examiner's/Proctor's Checklist for Administering Paper Tests

### Activities Before Test Administration

1.	Read this <i>Supplement to the Examiner's Manual</i> , the <i>Examiner's Manual</i> itself, and any local directions you have been given. Resolve any questions you might have with your STC ( <i>Supplement</i> , Section 2.1).
2.	Prior to participating in the SOL test administration, read and sign the <i>School Division Personnel Test Security Agreement</i> , and read the legislation passed by the Virginia General Assembly (§ 22.1–19.1 and § 22.1–292.1) regarding the repercussions of violating test security (refer to the <i>Examiner's Manual</i> Appendices). For more information, refer to the <i>School Division Personnel Test Security Agreement</i> in the <i>Examiner's Manual</i> .
3.	Inform students of testing (refer to the <i>Examiner's Manual</i> ).
4.	Prepare students for testing (refer to the <i>Examiner's Manual</i> ). Teachers/Examiners should discuss with students the consequences of having access to cell phones, electronic devices, or other unauthorized materials during testing, and cheating (refer to the <i>Examiner's Manual</i> ).
5.	Prepare the test site for testing. Ensure all items that are capable of providing an unfair advantage are covered or removed as appropriate (refer to the <i>Examiner's Manual</i> ).
6.	Verify the use of Proctors or need for additional assistance (refer to the <i>Examiner's Manual</i> ).
7.	Be aware of the alternate test site for students who may not finish their test by the end of the allotted test administration time and understand the process of moving students from one test site to another (refer to the <i>Examiner's Manual</i> ).
8.	Be familiar with the directions for administering the test ( <i>Supplement</i> , Section 2.2). Paper test directions are located in Sections 5.2, 5.3, 5.4, and 5.5 of this <i>Supplement</i> . Understand if students taking Grades 3, 4, and 5 <i>Reading</i> and <i>Mathematics</i> tests will be tested in one school day or over two school days. Also understand the break requirements for single-day tests.
9.	Review the materials needed for testing ( <i>Supplement</i> , Section 2.3).
10.	If you are administering tests to students who require special accommodations, become familiar with the accommodations specified in their IEPs, 504 Plans, or EL Assessment Participation Plans. Coordinate with your STC how accommodations will be provided. Refer to the <i>Special Test Accommodations Resource Guide</i> .
11.	Understand the requirements for a student-initiated break (refer to the <i>Examiner's Manual</i> ).
12.	Know if the student or an authorized staff member will hand code the student information fields on the answer document ( <i>Supplement</i> , Sections 3.1 and 3.2).
13.	Understand how students should mark the answer document or how to complete the answer document for students with certain accommodations ( <i>Supplement</i> , Sections 3.3 and 3.4).
14.	Use the directions in Section 4 if students will fill out the demographic portions of their own answer documents.

## Examiner's/Proctor's Checklist for Administering Paper Tests, continued

### Activities Before Test Administration

**CAUTION:** Before you begin testing, verify that you are using the appropriate answer documents, Version 3.0 for Grades 3, 4, and 5 *Reading* and *Mathematics*, Grade 5 *Science*, and *Virginia Studies* tests. Using the wrong answer documents will result in inaccurate scores and delay delivery of test results.

### Activities During Test Administration

1. On the day of testing, receive test materials needed for the paper test session(s) from the STC, verify receipt of secure materials by signing the appropriate transmittal form, and fill out *Assembly ID Sheets* as you open test booklet packs (*Supplement*, Section 5.1).
2. Verify the preparation of the testing room. It must meet the requirements specified in the *Examiner's Manual*.
3. Know the procedure for reporting test errors to the STC as reported by students (refer to the *Examiner's Manual*).
4. Know how to handle and report test irregularities (refer to the *Examiner's Manual*).
5. Administer the paper test by reading the directions verbatim, or reading the directions with modifications for students with certain testing accommodations (*Supplement*, Sections 5.2, 5.3, 5.4, and 5.5.).
6. Monitor the students as they test, following the guidelines in *Supplement* Sections 5.5.1. and understand how to answer student questions and respond to common test scenarios.
7. Collect the students' answer documents and test materials as described in the *Supplement*, Sections 5.5.2.

### Activities After Test Administration

1. Inspect students' answer documents per STC directions (*Supplement*, Section 6.1).
2. Organize secure test materials for return to the STC (*Supplement*, Section 6.2).
3. Return **ALL** test materials to the STC (*Supplement*, Section 6.3).
4. Read and sign the *Test Booklets/Prompts Transmittal Form and Affidavit for Examiners/Proctors* or the *Special Test Forms/Kits Transmittal Form and Affidavit for Examiners/Proctors* (refer to the *Supplement to the Virginia Assessment Program Test Implementation Manuals*).
5. Inform the STC of any student absent from the test session (*Supplement*, Section 7).
6. Be prepared to assist with make-up testing for absent students.

## IMPORTANT REMINDERS

### Using the *Supplement to the Examiner’s Manual*

- This *Supplement to the Examiner’s Manual* provides the testing directions that Test Examiners and Proctors must use for the administration of the paper Grades 3, 4, and 5 *Reading and Mathematics*, *Grade 5 Science*, and *Virginia Studies* Standards of Learning (SOL) Assessments. This *Supplement* must be used in conjunction with the *Examiner’s Manual* for Grades 3, 4, and 5 and *Virginia Studies* assessments. This Supplement contains additional information, guidance, procedures, and responsibilities that the Test Examiner and Proctor are required to follow in order to administer the SOL tests.
- Unlike the *Examiner’s Manual*, this *Supplement* is not sent to the divisions in the non-secure shipments. Instead, it is available in electronic format at the Virginia Department of Education website, where it may be downloaded:

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

### 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. Those criteria are 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 in the *Special Test Accommodations Resource Guide* as requiring a paper test (e.g., large-print test, braille test, braille, and multiple test sessions).
- The student has a documented medical condition, such as a seizure disorder, where exposure to a testing device will aggravate the student’s condition.
- Students whose eligibility for paper tests has been established using the *Documentation of Need for Paper Assessment* form, which is retained in the office of the Division Director of Testing. The procedure for completing this document establishes that the use of paper tests is intended only to provide access to the SOL assessments for the following students:
  - students with disabilities who require other accommodations that necessitate a paper test, and
  - 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.

**IMPORTANT REMINDERS, continued**

**Answer Documents**

- Use Version 3.0 answer documents for all Grades 3, 4, and 5 *Reading and Mathematics*, Grade 5 *Science*, and *Virginia Studies* tests.

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

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# 1. USE OF THIS SUPPLEMENT FOR THE ADMINISTRATION OF PAPER STANDARDS OF LEARNING (SOL) GRADES 3, 4, AND 5 AND VIRGINIA STUDIES TESTS

This *Supplement to the Examiner's Manual* describes procedures that the Test Examiners and Proctors must use for the administration of the paper Grades 3, 4, and 5 and *Virginia Studies* assessments. This *Supplement* must be used in conjunction with the *Examiner's Manual* for the Grades 3, 4, and 5 and *Virginia Studies* assessments. The *Examiner's Manual* contains additional information, guidance, procedures, and responsibilities that the Examiner/Proctor is required to follow in order to administer the paper tests. The *Examiner's Manual* is available for download from the Virginia Department of Education website at:

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

## 2. PREPARE FOR ADMINISTERING PAPER TESTS

### 2.1 Read All Materials

Prior to the day of testing, carefully read this *Supplement to the Examiner's Manual*, the *Examiner's Manual* itself, your students' Individualized Education Programs (IEPs), 504 Plans, English Learner (EL) Assessment Participation Plans, and any local directions you have received.

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

You should be familiar with the *Special Test Accommodations Resource Guide*. It contains additional information the Examiner/Proctor may need for the administration of Growth or SOL *Writing* and *Non-Writing* assessments (such as information regarding special testing accommodations, health management devices, hearing aids, testing condition adjustments available for all students, test irregularity form, etc.). The *Special Test Accommodations Resource Guide* is located on the Virginia Department of Education (VDOE) SOL Test Administration and Development website located at:

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

### 2.2 Be Familiar with the Directions for Administering the Test

All directions that Examiners must read aloud to the students are in **Arial bold** so that they stand out from the rest of the text. This text must be read **exactly as written**, using a natural tone and manner. If a mistake is made in reading directions, the Examiner should stop and say, "**No, that is wrong. I must read it to you again.**" Then re-read the direction.

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

Examiners may mark up this manual in order to help deliver the directions to the students in the clearest possible way. However, directions may not be modified or deleted unless it is necessary due to a student's disability. For example, students with "mark their answers in the test booklet" accommodation would not be given the directions about marking their answers on their answer document, but would be directed to circle their answers in their test booklet.

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

**SAY Read the passage to yourself.** (Pause.)

**READ-ALoud TESTS ONLY** (🗣️)

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

Other testing directions contained in brackets indicate options for the Examiner. For example, in the following direction the Examiner must state either **"three"** or **"four"** or **"five"** to match the grade level of the students being tested:

**SAY Today you will be taking the Grade [3 or 4 or 5] *Mathematics* test.**

### 2.3 Review Materials Needed for Testing

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

**Table 1. Materials Permitted on the Paper Grades 3–5 and *Virginia Studies* Tests**

Material Description
<p><b>Test Booklets</b></p> <p><b>Regular test booklets, or as required:</b></p> <ul style="list-style-type: none"> <li>• <b>Large-Print Test Booklet Kit</b>—large-print test booklet, Examiner’s copy of the test in regular print.</li> <li>• <b>Braille Test Booklet Kit</b>—braille test booklet, Examiner’s copy of the test in regular print, two sheets of braille paper. Consult the DDOT regarding the braille formats available for each test.</li> </ul> <p><b>*NOTE:</b> Audio Kits are <u>not</u> available for any of these tests. Students must be provided a read-aloud administration.</p>
<p><b>Answer Documents</b></p> <ul style="list-style-type: none"> <li>• Use Version 3.0 answer documents for all Grades 3, 4, and 5 <i>Reading</i> and <i>Mathematics</i>, Grade 5 <i>Science</i>, and <i>Virginia Studies</i> tests.</li> </ul>
<p><b>Pencils</b></p> <p><u>Only</u> No. 2 pencils or mechanical pencils with No. 2 lead must be used when completing the answer document. Have extra No. 2 pencils available.</p>

**Table 1. Materials Permitted on the Paper Grades 3–5 and Virginia Studies Tests, continued**

<b>Material Description</b>
<p><b>Scratch Paper</b></p> <p>Scratch paper must be of a <u>single</u> color and <u>blank</u> (must not contain any words, numbers, symbols, labels, graphics, etc.). Acceptable scratch paper includes plain paper (no lines), lined paper, grid paper, sticky notes, and note cards. Patty paper is permitted for paper testing only. Students may not be issued any form of a graphic organizer, writing web, template, outline, enhanced scratch/grid paper (such as with added raised lines, some lines darker than others), etc. Students may be issued multiple sheets and multiple types of scratch paper; however, Examiners must keep track of <u>all</u> scratch paper distributed to students and ensure that it is <u>all</u> collected and accounted for before students are dismissed from the testing session. The STC may distribute the scratch paper to Examiners prior to testing or on the day of testing, or may instruct Examiners to provide their own scratch paper for testing sessions. All scratch paper must be returned to the STC.</p> <p>Examples of acceptable grid/graph paper are posted on the VDOE website at:</p> <p style="text-align: center;"><a href="https://www.doe.virginia.gov/teaching-learning-assessment/student-assessment/virginia-sol-assessment-program/sol-test-administration-development/ancillary-test-materials">https://www.doe.virginia.gov/teaching-learning-assessment/student-assessment/virginia-sol-assessment-program/sol-test-administration-development/ancillary-test-materials</a></p>
<p><b>Calculator</b></p> <p><b>For the paper Grades 4 and 5 Mathematics SOL tests:</b> The paper Grades 4 and 5 <i>Mathematics</i> SOL tests consist of two sections. In the first section, students may not use a calculator. In the second section, students may use a state-approved hand-held four-function calculator or have access to the Desmos Virginia four-function calculator using the Desmos Virginia Calculator tests available in the PearsonAccess<sup>next</sup> Training Center. The calculator should be provided according to the student's accommodation(s). The non-calculator section is administered first. The non-calculator and calculator sections of the paper <i>Mathematics</i> tests are separated by a stop sign.</p> <p><b>For the paper Grade 5 Science tests:</b> Students may use a state-approved hand-held four-function calculator or have access to the Desmos Virginia four-function calculator using the Desmos Virginia Calculator tests available in the PearsonAccess<sup>next</sup> Training Center. The calculator should be provided according to the student's accommodation(s). For guidance and additional information regarding hand-held calculators, refer to the Hand-Held Calculator Guidelines following Table 1.</p> <p><b>For all Grades 3–5 Mathematics and Grade 5 Science tests:</b> For assistance with calculator accommodations refer to the Testing Accommodations for Students with Disabilities section in the <i>Special Test Accommodations Resource Guide</i>.</p>
<p><b>Metric/Standard Ruler, Straightedge Tool</b></p>
<p><b>Protractor or Angle Ruler</b></p>
<p><b>Optional: Highlighter, Colored Pencil, or Pen</b></p> <p>In addition to the No. 2 pencil, as previously described, students may be provided <u>two</u> additional writing implements such as highlighters, colored pencils, or colored pens. The student may use the writing implements in the test booklet and on the scratch paper.</p> <p>The highlighters, colored pencils, or pens <b>must not</b> be used anywhere on the student's answer document. Answer documents submitted with highlighter, colored pencil, or pen marks will not scan properly and therefore cannot be scored. The student's answer document must only be completed with the No. 2 pencil.</p>

The Hand-Held Calculator Guidelines should be followed when addressing calculator use on the SOL tests.

### **Hand-Held Calculator Guidelines**

The calculator should be provided according to the student's accommodation(s).

- A four-function calculator that adds, subtracts, multiplies, and divides is allowed. The calculator may have +/- key(s), a square root key, and a percent key; it may not have fraction capabilities or a multi-line display. The calculator cannot provide information to a student through its display or formatting that may assist the student with content knowledge during testing.
- Students may only use one hand-held state-approved calculator during a test and are allowed to use only one model of a calculator.
- If a student is moved to an alternate test site, they may continue to use the original calculator issued for the test. However, if the student is issued a different calculator, it must meet the guidelines as described in this section prior to being issued to the student.
- Divisions wishing to use calculators which are not on the state-approved list must receive prior approval from the Office of Student Assessment.
- If the calculator provides a language option for the display, English must be selected.
- Students should be familiar with the calculator they are to use. The SOL test administration should not be the first time a student uses an approved calculator.
- Either a school-owned or student-owned calculator may be used on the test.
- Non state-approved materials that provide information on calculator use or course content may not be used or attached to or included with the calculator or its case during testing. Such materials include but are not limited to formula cards, calculator instruction sheets/ manuals, note cards, etc.
- A QWERTY keyboard may not be used.

## 2.4 Accommodations

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

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

- **Read-Aloud Tests.** Audio format is not available for any of these tests administered in paper format. Students must be provided a read-aloud administration.
- **Using a calculator or arithmetic tools on the non-calculator sections of the paper test:** Students with a documented need for a paper test and whose IEP/504 Plan determined eligibility to use calculators or arithmetic tools on sections of the paper Grades 3–5 Mathematics tests in which a calculator is not allowed, through the use of the Calculator Accommodation Criteria form, may use a state-approved handheld four-function calculator or have access to the Desmos Virginia four-function calculator using the Desmos Virginia Calculator tests available in the PearsonAccess<sup>next</sup> Training Center.

## 2.5 Testing Condition Adjustments Available to All Students

- The following adjustments to the conditions under which a SOL test may be administered are available to any student as needed. Refer to the *Special Test Accommodations Resource Guide* for further information.
  - group size
  - environmental modifications
  - large diameter pencil, special pencil, pencil grip
  - assistance with directions
  - the student reads their own test out loud
  - student requires a health management device
  - student requires hearing aids with Internet-enabled device

## 2.6 Verify Procedures for Student Break During the Grades 3, 4, and 5 Reading and Mathematics Tests

The Grades 3, 4, and 5 *Reading* tests have a break between Sections 1 and 2. The Grade 3 *Mathematics* test also has a break between Sections 1 and 2. The Grades 4 and Grade 5 *Mathematics* tests have a break between Section 1, the non-calculator section, in which students may **not** use a calculator, and Section 2, the calculator section, in which students **may** use a four-function calculator. Section 1 and Section 2 of these tests are separated by a page with a STOP SIGN.

Before the day of testing, the STC will notify you of which option your division has chosen, whether students in your school will have single-day testing with individual breaks, single-day testing with a group break, or two-day testing.

The directions for the transition into the second section of the tests are divided into three sets. Ensure the correct directions are read to students:

- **SINGLE-DAY TESTING—INDIVIDUAL BREAK**— Use these directions if students will progress through the test at their own pace. If the students will complete both sections of the test on the same day, the break between the sections will be an individual break for any student who requires one. After the student’s break, the examiner will read the directions individually to the student for the second section of the test. For Grades 4 and 5 *Mathematics* tests, the four-function calculator will be provided.
- **SINGLE-DAY TESTING—GROUP BREAK**— Use these directions if students will reach the Stop Sign and wait for most of the class to finish the first section of the test. The classroom will take a supervised break together. After the break, the examiner will read the directions to the second section of the test. For Grades 4 and 5 *Mathematics* tests, the four-function calculator will be provided.
- **TWO-DAY TESTING**— Use these directions if students will progress through the first section of the test at their own pace. Students will stop testing for the first day at the Stop Sign. On the next day of testing, the examiner will read the directions for the second section of the test. For Grades 4 and 5 *Mathematics* tests, the four-function calculator will be provided.

### 3. MANAGING STUDENTS' ANSWER DOCUMENTS

All Grades 3, 4, and 5 *Reading* and *Mathematics*, Grade 5 *Science*, and *Virginia Studies* tests must use Version 3.0 answer documents.

#### 3.1 Prepare Answer Documents with Student Information

Identification information for each student must be included on the answer document by carefully hand coding the information in the spaces provided.

Refer to Section 3.2, which contains additional directions on how to complete the demographic information. If it is not clear how to complete the demographic information on the answer document, be sure to ask your STC for directions well in advance of the test administration dates.

#### 3.2 Complete Student Information

Answer document data fields must be completed by hand, as directed by your STC. If you are instructed to have the students complete fields B and C, prior to administering the test, go to Section 4, "Directions for Student Completion of Demographic Information on the Answer Document." As directed by your STC, the field for State Testing Identifier (STI) must be completed by you, or another designated adult, to ensure accuracy.

#### 3.3 Understand How Students Should Mark the Answer Document

Remind students to handle their answer documents with care. They should record their answers by completely darkening the circle on the answer document with No. 2 pencil and avoid making extra marks anywhere else on the answer document. Answer documents should never be folded, clipped, stapled, or torn.

While students may write in the SOL test booklets, they should not be encouraged to record their answers in the test booklet first and later transcribe them to the answer document. Errors in transcription may adversely affect the student's test score. Errors may not be corrected by staff or the student after the student turns in their answer document.

#### 3.4 Completing Answer Documents for Students with Accommodations

Some special testing accommodations permit the student to indicate their answer in a different manner, as specified in the student's IEP, 504 Plan, or EL Assessment Participation Plan. For example, the student may circle the answer in their test booklet; respond verbally; point to the answer, etc. In these instances, the student should not be given the answer document. The Examiner/Proctor should fill in the student information sections on the answer document either before or after testing. It is essential that the hand-entered information for Student Name and Date of Birth match the identity of the student taking the test and the student information entered in Field A. The Examiner/Proctor should also complete the Form and Test Date fields on the answer document that the student would normally fill on the day of testing. The Examiner/Proctor must verify the form number entered in Field F matches the form number on the student's test booklet. If the answer document contains a Gender /Sex field, it should be left blank.

Guidance for modifying the testing directions is located at the beginning of Sections 5.2–5.5.

Refer to the *Special Test Accommodations Resource Guide* for the requirements for administering tests with accommodations.

## 4. DIRECTIONS FOR STUDENT COMPLETION OF DEMOGRAPHIC INFORMATION ON THE ANSWER DOCUMENT

**DIRECTIONS:** If you have been instructed by your STC to have students complete Fields B and C before or during the testing session, then you should read the following directions to students.

**SAY** Today you are going to complete some information on your answer document in Fields B and C.

Before distributing answer documents to students, make sure that all desks/workstations are clear of books and all other materials. Ensure that each student has sharpened soft-lead (No. 2) pencils with erasers.

**SAY** I will give each of you an answer document. When you receive it, leave it on your desk. Do not write anything on it until I tell you what to do. Do not fill in any boxes except the ones I tell you to fill in. Some of the boxes may be left blank.

Distribute the answer documents with the directions side facing up. The answer documents have Fields A and B on the front page and Fields C, D, E, F and G are on the back page.

**SAY** In Field B, find the box that contains areas labeled “Last Name” and “First Name.” In the area labeled “Last Name,” print your last name in the boxes at the top of each column. Begin in the left-hand column, and write only one letter in each box.

Give help as needed. When all students have finished,

**SAY** Now, in the area labeled “First Name,” print your first name in the boxes at the top of each column. Begin in the left-hand column, and write only one letter in each box.

Give help as needed. When all students have finished,

**SAY** Now, fill in the matching circle beneath each letter in your name. Be sure you fill in only one circle for each letter. Does anyone have a question?

Give help as needed. When all students have finished,

**SAY** Now find Field C, which is labeled “Date of Birth.” In the area labeled “Month,” find the circle for the month of your birthday and fill it in.

After students have finished,

**SAY** The next area is labeled “Day.” In the boxes, write the date on which you were born, entering one number in each box. For example, if your birthday is between the 1<sup>st</sup> and the 9<sup>th</sup> of the month, you would write “0” in the first box and the correct number in the second box. Does anyone have a question?

Answer all questions. When everyone has finished,

**SAY** Now beneath each box, fill in the circle that has the same number that you wrote in the box.

After students have finished,

**SAY** The next area is labeled “Year.” Fill in the circle next to “20.” In the next boxes, write the last two digits of the year in which you were born. Then fill in the circles for these two digits.

Give help as needed.

If the student's answer document contains a field for Gender/Sex, it should be left blank. When all students have finished,

**SAY** The fields for Form and Test Date will be completed during the actual testing session. On the back page of your answer document, find the top two boxes labeled "Last Name" and "First Name." (Demonstrate.) **Print your Last Name and First Name in the labeled boxes. Are there any questions?**

Give help as needed. Answer students' questions. Collect answer documents and keep them in a secure location until testing begins.

**NOTE:** As directed by your STC, the field for the student's State Testing Identifier (STI) must be completed. The STC will determine who fills this in.

## 5. DIRECTIONS FOR ADMINISTERING THE PAPER GRADES 3, 4, AND 5 AND VIRGINIA STUDIES TESTS

### 5.1 Receive Test Materials

On the day of testing, you will receive all materials needed to administer the SOL tests (refer to *Supplement*, Section 2.3).

The STC will ask you to initial a *Test Booklets/Prompts Transmittal Form and Affidavit for Examiners/Proctors* or the *Special Test Forms/Kits Transmittal Form and Affidavit for Examiners/Proctors* (Appendix of the *Supplement to the Virginia Assessment Program Implementation Manuals*), or a similar form, verifying your receipt of the test materials. The purpose of these forms is to track the secure materials throughout the test administration period. Be sure to count the number of test booklets, Special Test Forms Kits, and Examiner's copies of the special test forms received from the STC before you initial the transmittal/affidavit form(s).

Upon receipt of the test booklets, open each package and count the number of test booklets. Indicate the number of test booklets contained in each package by checking off the applicable statement on the *Assembly ID Sheet* (Appendix). Then sign and date the *Assembly ID Sheet*.

For the read-aloud accommodation, the Examiner and all students in the read-aloud group must have the same test form number.

The Grade 5 *Science* and *Virginia Studies* tests are to be completed in one school day. Only students who qualify for the testing accommodation, Multiple Test Sessions, may test over two or more school days. For details regarding this accommodation, refer to the *Special Test Accommodations Resource Guide*.

### 5.2 Directions for Administering the Paper Grades 3, 4, and 5 Reading Tests



The Grades 3, 4, and 5 *Reading* tests have a stop sign about half-way through the the test. The student is directed to raise their hand. Prior to testing, you should know whether the two sections of your school's Grades 3, 4, and 5 *Reading* CAT will be administered on the same day or over two days.

- If students will complete both sections of the test on the same day, the break between the sections will occur at the Stop Sign. The break will be an individual break for any student who requires one. After the student's break, the examiner will read the directions individually to the student for the second section of the test.
- If students will complete both sections of the test on the same day, but take a group break, students will reach the Stop Sign and wait for most of the class to finish the first section of the test. The classroom will take a supervised break together. After the break, the examiner will read the directions to the second section to the group.
- If students will complete the test over two days, students will progress through the first section of the test at their own pace. Students will stop testing at the Stop Sign, and the Examiner will collect all of the student's test materials. On the next day of testing, the examiner will read the directions for the second section of the test to the group.

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

**NOTE:** The testing directions may be modified for students who do not enter their answers into the answer document themselves. Such students indicate their answers in a different way (verbally, by pointing, circling answers in the test booklet) according to the testing accommodations specified in their IEPs, 504 Plans, or EL Assessment Participation Plans. The Examiner then enters the student’s choices into the answer document.

The Examiner may omit the test directions pertaining to the student completing the information in Fields A, F, and G on the answer document and writing their name on the test booklet. Before or after testing, the Examiner should complete Fields A, F, and G, and write the student’s name on his/her test booklet.

Examiners may modify the testing directions to reflect the accommodation. For example, the direction to fill in the circle on the answer document for the letter of the best answer may be modified to “circle the answer in your test booklet,” “say your answer,” or “point to the answer.” Refer to the *Special Test Accommodations Resource Guide* for the requirements for administering tests with accommodations.

Before distributing the answer documents,

**SAY Today you will be taking the Grade [3 or 4 or 5] Reading test. Please check your work area. You should only have the materials that are allowed for this test. All cell phones, electronic devices, books, and other personal and school materials must be removed during all tests.**

Ensure that unauthorized materials (backpacks, books, papers, cell phones, electronic devices, etc.) have been removed from the students’ work areas and are inaccessible to students. Refer to the *Examiner’s Manual* for details.

**SAY I am going to give you an answer document. When you receive it, leave it on your desk. Do not write anything on it until I tell you what to do.**

Distribute the answer documents with the front page facing up. All *Reading* answer documents must indicate Version 3.0. Ensure all students have sharpened No. 2 pencils with erasers. Ensure that students also have any needed materials or supplies required for accommodations.

**SAY Verify the answer document says “Answer Document Version 3.0” in the upper right corner. Raise your hand if there is a problem with your answer document. We will complete some of the information on the front page. In Field A, find the line labeled “Student Name.” Carefully print your last name, then your first name, and then your middle initial.**

Give help as needed.

### ADDITIONAL TEST DIRECTIONS (OPTIONAL)

If instructed by the STC to complete the remaining information in Field A:

**SAY Now, on the other lines, fill in the rest of the information requested—teacher, school, school division, grade, your date of birth, and today’s date as the testing date.** (Provide students with the month, day, and year.) **Are there any questions?**

**NOTE:** You may expand on this instruction to clarify the information students are to complete in Field A of the answer document.

Answer students' questions. Examiners/Proctors must not answer any questions pertaining to the content of test questions. Refer them to the dry-erase board or chalkboard if you have written identification information there. While students are completing the information, walk around the room to see that they are following instructions. Give help as needed.

**SAY Now look at the back page of your answer document. (Demonstrate.) Find the top two boxes labeled "Last Name" and "First Name." (Point.) Print your last name and first name in the labeled boxes.**

Give help as needed and answer student questions.

**SAY I am going to give each of you a test booklet and scratch paper. Do not open your test booklet until I tell you to do so.**

Test booklets contained in each package may have different form numbers. Make sure that you pass out the test booklets in the order in which they were packaged. DO NOT re-order the test booklets in any way before distribution to students.

Distribute the test booklets and scratch paper. Remember, all scratch paper distributed whether used or not used must be returned to the STC at the end of testing. Ensure that students also have any materials or supplies required for accommodations.

**SAY Look at the front cover of your test booklet for the form number of the test you are taking. Find the "R" followed by four numbers. (Demonstrate using a student's test booklet.) On your answer document find Field F, Form. (Point.) The letter "R" has been written for you. In the empty boxes, write the four numbers that appear after the "R" from the front cover of your test booklet. Beneath each box in which you wrote a number, fill in the circle that has the same number. When you have finished, recheck the form number and the circles you filled in.**

Assist students as necessary.

To assist in the identification of the test form, the complete form number indicates the test level (3, 4, or 5), subject test code (3-digit numbers), followed by a dash (-), an "R," and four numbers. However, only the last four numbers following the "R" must be entered on the answer document.

As an Examiner, you may need to complete this field for students with disabilities. On a large-print test booklet, the form number is on the top right corner of the test booklet's front cover. The form number for a braille test booklet is on its front cover, at the bottom center. Correct completion of the form number is essential for accurate scoring.

**SAY Find Field G, Test Date. (Point.) In the area labeled "Month," find the circle for the month of this test date and fill it in. (Specify the month.)**

Assist students as necessary.

**SAY The next area is labeled "Day." In the two boxes write the test date, entering one number in each box. (Specify the test date.) For example, if the test date is between the 1<sup>st</sup> and the 9<sup>th</sup> of the month, you would write "0" in the first box and the correct number in the second box. Are there any questions?**

Assist students as necessary.

**SAY Beneath each box, fill in the circle that has the same number that you wrote in the box.**

Assist students as necessary.

**SAY The next area is labeled "Year." In the last two boxes, write "\_\_\_." (Examiner should state the last two digits of the current year.)**

Assist students as necessary.

**SAY** **Beneath each box, fill in the circle that has the same number that you wrote in the box.**

Assist students as necessary.

**SAY** **Now look at your test booklet. On the front cover, find the box labeled “Student Name.”** (Point using a student’s test booklet.) **Print your first and last name in the box. Then turn your test booklet over. Print your first and last name in the box.**

Assist students as necessary.

Ensure that all students have printed their names clearly in the boxes on the front and back covers of the test booklets.

**SAY** **Open your test booklet to page 3.** (Demonstrate using a student’s test booklet.)

If you are administering a braille or large-print test form, check your Examiner’s copy of a braille or large-print test to verify the starting page number.

Make sure all students have their test booklet open to the correct page.

**SAY** **Find the directions at the top of page 3 of your test booklet. Read them to yourself as I read aloud.**

**DIRECTIONS FOR LARGE-PRINT OR BRAILLE TESTS ONLY**

**SAY** *“Directions. Read the passage. Then read each question about the passage and choose the best answer.”*

**DIRECTIONS FOR ALL OTHER GRADES 3, 4, AND 5 READING TESTS**

**SAY** *“Directions. Read the passage. Then read each question about the passage and choose the best answer. Fill in the circle on your answer document for the answer you have chosen.”*

**SAY** **Now find the sample passage.**

Point to the sample passage using a student’s test booklet.

**SAY** **Read the Sample A passage to yourself.**

Pause while students read the sample passage.

**READ-ALoud TESTS ONLY**

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

Pause while students find the sample passage.

**SAY** *Aunt Jackie’s Ring. For Mary’s birthday, her aunt gave her a ring that was more than 100 years old. “Take good care of it,” her aunt warned. Mary did exactly that until one day she looked down at her hand and noticed that the ring was gone.*

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

**SAY** Now read the Sample A item and each answer choice to yourself.

**READ-ALoud TESTS ONLY**

**SAY** Now read the Sample A question and each answer choice to yourself as I read them aloud. (Point.) *“What is the conflict in the story?—(A) Mary receives a very old ring... (B) Mary washes her hands... (C) Mary thinks her aunt will be upset... (D) Mary thinks she has lost her ring.”* (Pause.) Which answer did you choose?

**SAY** Which answer did you choose?

(Pause for replies.)

**SAY** The best answer is “D.”

Pause.

**SAY** On the back page of your answer document, look at the bottom section. (Demonstrate.)

Now find the shaded box labeled “Samples.” (Point to this section.)

Make sure all students have found the correct section of the answer document.

**SAY** In the shaded box, for “Sample A,” fill in the circle for the letter “D” because “D” is the letter for the best answer. Are there any questions?

Answer only questions related to marking the answer document. Examiners/Proctors must not answer any questions pertaining to the content of test questions.

**SAY** Now read the Sample B question and each answer choice to yourself.

**READ-ALoud TESTS ONLY**

**SAY** Now read the Sample B question and each answer choice to yourself as I read them aloud. *“At the end of the story, Mary feels—(F) selfish... (G) happy... (H) lazy... (J) curious.”*

**SAY** Which answer did you choose?

(Pause for replies.)

**SAY** The best answer is “G.” (Pause.) For Sample B, fill in the circle for the letter “G” in the sample box. (Point.) Are there any questions about how to mark this answer on your answer document?

Before actual testing starts, make sure the test procedures are very clear and that students understand the mechanics of selecting a response.

**SAY** Read each passage. Then answer the questions about the passage.

You may have as much time as you need today to complete this test. About half-way through the test you will come to a page with a STOP SIGN at the end of the first section. (Demonstrate using a student’s test booklet.) You may then check your answers for questions in the first section only. You will not be able to return to questions in this section after the break.

You may write in your test booklet or on your scratch paper, but make sure to fill in your answers on your answer document. (Point to this section.)

**SAY** Notice that odd-numbered questions have answer choices labeled “A,” “B,” “C,” and “D,” and even-numbered questions have answers labeled “F,” “G,” “H,” and “J.” Fill in only one answer for each question. If you decide to change your answer to a question, make sure you erase your first answer completely.

When you have finished the first section, raise your hand and close your test booklet. Do NOT go past the STOP SIGN into the second section of the *Reading* test until I tell you to do so after the break. Are there any questions?

Answer only questions related to the mechanics of selecting a response. Do not answer any questions pertaining to the content of test questions.

Before actual testing starts, make sure the test procedures are very clear and that students understand the mechanics of completing the answer document and stopping at the stop sign. After all questions have been answered, continue with the directions.

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

You may start working now.

**TRANSITION TO THE SECOND PART OF THE TEST**

After the student reaches the end of the first section of the test, the STOP SIGN page will appear and direct the student to raise their hand.

Use the appropriate section below as instructed by your STC:

**SINGLE-DAY TESTING: INDIVIDUAL BREAK**

If you have been instructed by your STC to provide only individual breaks and students will complete the second section of the test on the same day as the first section, read the instructions under “Single-Day Testing: Individual Break” on the following page. Remember, an individual break is permissible for any student who requires one during testing, and all breaks must be supervised. Test security must be maintained during the break. 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, and must not disrupt other students who are continuing to test. The student’s test materials must not be accessible or viewable to other students.

➔ DIRECTIONS CONTINUE ON PAGE 17 ➔

**OR**

**SINGLE-DAY TESTING: GROUP BREAK**

If you have been instructed by your STC to provide a group break between the two sections of the test and students will complete the second section of the test on the same day as the first section, read the instructions under “Single-Day Testing: Group Break.” Remember the break must be supervised. Test security must be maintained during the break. The students 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, and must not disrupt other students who are continuing to test. The student’s test materials must not be accessible or viewable to other students.

➔ DIRECTIONS CONTINUE ON PAGE 19 ➔

**OR**

**TWO-DAY TESTING**

If you have been instructed by your STC to administer the second section of the test on a different day than the first section, read the instructions under “Two-Day Testing.”

➔ DIRECTIONS CONTINUE ON PAGE 21 ➔

### SINGLE-DAY TESTING: INDIVIDUAL BREAK

#### DIRECTIONS FOR ADMINISTERING SECTION 2 OF THE PAPER GRADES 3, 4, AND 5 *READING* TESTS ON THE SAME DAY AS THE FIRST SECTION, WITH AN INDIVIDUAL BREAK.

**Limited Assistance:** When a student raises their hand indicating completion of Section 1 of the test, the Examiner/Proctor goes to the student's workstation. Before permitting the break, the Examiner/Proctor may quickly review the multiple-choice section of the student's answer document at the student's workstation. If an Examiner/Proctor notices the student has questions *multiple-marked* the Examiner/Proctor may only tell the student,

**SAY** Review your answer document carefully.

If the Examiner/Proctor notices any questions left *unanswered* in the first section of the test, the Examiner/Proctor may tell the student,

**SAY** You have not answered all the questions. Would you like to finish the questions?

If the student wants to make corrections or finish the questions in the first section, do not accept the answer document but permit the student to complete Section 1. Examiners/Proctors must not prompt the student to go back to any specific questions. When a student has completed the first section of the test, and wants an individual break, collect the student's test booklet, answer document, and scratch paper. You may have the student place their answer document and scratch paper inside the test booklet so that the material will be together when you redistribute them for the second section of the test. Ensure that you have accounted for all the scratch paper distributed to students.

During a student break, test security must be maintained. 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 and must not disrupt other students who are continuing to test. The student's test materials must not be accessible or viewable to other students.

When the student indicates that they are ready to begin the next section, return all testing materials.

**SAY** Do not open your test booklet until I tell you to do so. (Pause.)

Using a student's test booklet, identify the beginning page number for Section 2 of the *Reading* test.

**SAY** Now open your test booklet and turn to page \_\_\_\_\_. (Say the page number.)

Make sure the student has THEIR test booklet open to the correct page.

**SAY** Beginning on this page, you should answer all questions in section two. Keep working until you come to the **STOP SIGN**. (Demonstrate using a student's test booklet.)

**SAY** You may have as much time as you need today to complete this section. (Pause.)

➔ DIRECTIONS CONTINUE ON THE NEXT PAGE ➔

**SINGLE-DAY TESTING: INDIVIDUAL BREAK, continued**

**SAY** You may write in your test booklet or on your scratch paper, but be sure to fill in the answers on your answer document. (Point to this section.)

**SAY** When you finish, you may check your work on questions in section two only. Do NOT go back to questions in section one of your test booklet. Are there any questions?

Answer only questions related to the mechanics of selecting a response. Examiners/Proctors must not answer any questions pertaining to the content of test questions. As instructed by the STC, after students have completed the test session, they may remain in the room until all have finished or they may be dismissed individually to class.

**SAY** When you have finished, raise your hand. After I have collected your materials,

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

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

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

You may start working.

➔ EXAMINER'S GUIDELINES FOR TEST MONITORING ARE LOCATED ON PAGE 46 ➔

### SINGLE-DAY TESTING: GROUP BREAK

#### DIRECTIONS FOR ADMINISTERING SECTION 2 OF THE PAPER GRADES 3, 4, AND 5 *READING* TESTS ON THE SAME DAY AS THE FIRST SECTION, WITH A GROUP BREAK).

**Limited Assistance:** When a student raises their hand indicating completion of Section 1 of the test, the Examiner/Proctor goes to the student's workstation. Before permitting the break, the Examiner/Proctor may quickly review the multiple-choice section of the student's answer document at the student's workstation. If an Examiner/Proctor notices the student has questions *multiple-marked* the Examiner/Proctor may only tell the student,

**SAY** Review your answer document carefully.

If the Examiner/Proctor notices any questions left *unanswered* in the first section of the test, the Examiner/Proctor may tell the student,

**SAY** You have not answered all the questions. Would you like to finish the questions?

If the student wants to make corrections or finish the questions in the first section, do not accept the answer document but permit the student to complete Section 1. Examiners/Proctors must not prompt the student to go back to any specific questions. Once the student's answer document has been collected it may not be returned to the student. When a student has completed the first section of the test, collect the student's test booklet, answer document, and scratch paper. You may have students place their answer documents and scratch paper inside their test booklets so that the materials will be together when you redistribute them for the second section of the test. All materials should be collected from each individual student. Ensure that you have accounted for all scratch paper distributed to students.

Follow your STC's instructions regarding how long a BREAK between the first and second sections of the Grade 3, 4 or 5 *Reading* test students should be given. When most students have finished,

**SAY** You will take a break now.

Remember that SOL tests are untimed. Allow those students who have not finished the first section of the test to continue working. You may move these students to an alternate test area. Should this become necessary, be sure to maintain the security of the test booklet, answer documents, and scratch paper for those students yet to complete the test. You must collect all materials used in testing. Be sure to account for all test materials, including test booklets, answer documents, and all scratch paper **before** students are moved to an alternate test site or dismissed from the test session for the break. Test materials must be kept in a secure location.

Do not allow students to discuss the test in any way during this move or have access to any educational materials, cell phones, or other electronic devices during the move. When these students have finished Section 1, allow them to take a break as instructed by the STC before resuming Section 2.

➔ DIRECTIONS CONTINUE ON THE NEXT PAGE ➔

### SINGLE-DAY TESTING: GROUP BREAK, continued

When you are ready to begin Section 2 of the *Reading* test read the following directions.

**SAY** You will now begin the second section of the Reading test. I will give you back your test materials. Make sure that your name is on your test booklet and answer document.

(Demonstrate.)

**SAY** Do not open your test booklet until I tell you to do so. Do NOT go back to questions in the first section.

Return each student's own test booklet, answer document, and scratch paper. Make sure all students have sharpened No. 2 pencils with erasers and any materials needed for accommodations. Using a student's test booklet, identify the beginning page number for **Section 2** of the *Reading* test.

➔ DIRECTIONS FOR SECTION 2 CONTINUE ON PAGE 22 ➔

**TWO-DAY TESTING****DIRECTIONS FOR ADMINISTERING SECTION 2 OF THE PAPER GRADES 3, 4, AND 5 READING TESTS ON A DIFFERENT DAY THAN THE FIRST SECTION.****DAY ONE**

**Limited Assistance:** When a student raises their hand indicating completion of Section 1 of the test, the Examiner/Proctor goes to the student's workstation. Before collecting the student's materials, the Examiner/Proctor may quickly review the multiple-choice section of the student's answer document at the student's workstation. If an Examiner/Proctor notices the student has questions *multiple-marked* the Examiner/Proctor may only tell the student,

**SAY Review your answer document carefully.**

If the Examiner/Proctor notices any questions left *unanswered* in the first section of the test, the Examiner/Proctor may tell the student,

**SAY You have not answered all the questions. Would you like to finish the questions?**

If the student wants to make corrections or finish the questions in the first section, do not accept the answer document but permit the student to complete Section 1. Examiners/Proctors must not prompt the student to go back to any specific questions. Once the student's answer document has been collected it may not be returned to the student. When a student has completed the first section of the test, collect the student's test booklet, answer document, and scratch paper. You may have students place their answer documents and scratch paper inside their test booklets so that the materials will be together when you redistribute them for the second section of the test. All materials should be collected from each individual student. Ensure that you have accounted for all scratch paper distributed to students. All test materials must be kept secure as instructed by the STC.

When most students have finished,

**SAY We will continue the test on [Date].**

Allow those students who have not finished to continue working. Be prepared for the possibility of moving these students to an alternate test site. Should this become necessary, be sure to maintain the security of the test booklets, answer documents, and scratch paper for those students yet to complete the test. Students should not be allowed to discuss the test in any way during this move. Examiners must collect all materials used in testing. Be sure to account for all test materials, including test booklets, answer documents, and all scratch paper **before** students are moved to an alternate test site or dismissed from the test session. Test materials must be kept in a secure location until returned to the STC by the end of the day.

➔ DIRECTIONS CONTINUE ON THE NEXT PAGE ➔

## TWO-DAY TESTING, continued

### DAY TWO

When you are ready to resume testing,

**SAY** You will now begin the second section of the *Reading* test. I will give you back your test materials. Make sure that your name is on your test booklet and answer document.

(Demonstrate.)

**SAY** Do not open your test booklet until I tell you to do so. Do NOT go back to questions in the first section.

Return each student's own test booklet, answer document, and scratch paper. Make sure all students have sharpened No. 2 pencils with erasers and any materials needed for accommodations.

Using a student's test booklet, identify the beginning page number for Section 2 of the *Reading* test.

↓ DIRECTIONS FOR SECTION 2 CONTINUE BELOW ↓

↓ Directions for Section 2 of The Grades 3, 4, and 5 *Reading* Tests from Single-Day Group Break and Two-Day Testing CONTINUE HERE ↓

**SAY** Now open your test booklet and turn to page \_\_\_\_.

(Say the page number. Demonstrate, using a student's test booklet.)

Make sure all students have their test booklets open to the correct page.

**SAY** Beginning on this page, you should answer all questions in this section. Keep working until you come to the STOP SIGN at the end of the test. (Demonstrate, using a student's test booklet.)

**SAY** You may have as much time as you need today to complete this section. You may write in your test booklet or on your scratch paper. But be sure to fill in the answers on your answer document. (Point out to students the first test item for this section on the answer document.)

**SAY** When you finish, you may check your work on questions in section two only. Do NOT go back to questions in section one of your test booklet. Are there any questions?

Answer only questions related to the mechanics of selecting a response. Do not answer any questions pertaining to the content of test questions.

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

**SAY** When you have finished, raise your hand. After I have collected your materials,

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

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

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

You may start working.

### 5.3 Directions for Administering the Paper Grades 3, 4, and 5 *Mathematics* Test



The Grade 3 *Mathematics* test has a stop sign between Sections 1 and 2. A calculator is not provided to Grade 3 students. The Grade 4 and Grade 5 *Mathematics* tests have a stop sign between Section 1, the non-calculator section in which students may **not** use a calculator, and Section 2, the calculator section in which students **may** use a four-function calculator. The non-calculator section is administered first. Once the student completes the first section and begins the second section, they may not return to the first section.

Note: For Grades 3, 4, and 5 students with a calculator accommodation, the calculator should be provided according to the student's IEP/504 Plan, following procedures provided in the *Special Test Accommodations Resource Guide*.

When the student reaches the Stop Sign the student is directed to raise their hand. Prior to testing, you should know whether the two sections of your school's Grades 3, 4, and 5 *Mathematics* test will be administered on the same day or over two days.

- If students will complete both sections of the test on the same day, the break between the sections will occur at the Stop Sign. The break will be an individual break for any student who requires one. After the student's break, the examiner will read the directions individually to the student for the second section of the test.
- If students will complete both sections of the test on the same day, but take a group break, students will reach the Stop Sign and wait for most of the class to finish the first section of the test. The classroom will take a supervised break together. After the break, the examiner will read the directions to the second section to the group.
- If students will complete the test over two days, students will progress through the first section of the test at their own pace. Students will stop testing at the Stop Sign, and the Examiner will collect all of the student's test materials. On the next day of testing, the examiner will read the directions for the second section of the test to the group.

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

**NOTE:** The testing directions may be modified for students who do not enter their answers into the answer document themselves. Such students indicate their answers in a different way (verbally, by pointing, circling answers in the test booklet) according to the testing accommodations specified in their IEPs, 504 Plans, or EL Assessment Participation Plans. The Examiner then enters the student's choices into the answer document.

The Examiner may omit the test directions pertaining to the student completing the information in Fields A, F, and G on the answer document and writing their name on the test booklet. Before or after testing, the Examiner should complete Fields A, F, and G, and write the student's name on his/her test booklet.

Examiners may modify the testing directions to reflect the accommodation. For example, the direction to fill in the circle on the answer document for the letter of the best answer may be modified to "circle the answer in your test booklet," "say your answer," or "point to the answer." Refer to the *Examiner's Manual* Appendices for the requirements for administering tests with accommodations.

Eligible students with disabilities may use approved calculators and/or arithmetic tools on sections of the Grades 4 and 5 *Mathematics* SOL assessments in which a calculator is not allowed. For details regarding this accommodation, refer to the *Special Test Accommodations Resource Guide*.

Before distributing any materials,

**SAY Today you will be taking the Grade [3 or 4 or 5] *Mathematics* test. Please check your work area. You should only have the materials that are allowed for this test. All cell phones, electronic devices, books, and other personal and school materials must be removed during all tests.**

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

**SAY I am going to give you an answer document. When you receive it, leave it on your desk. Do not write anything on it until I tell you what to do.**

Mathematics answer documents must indicate Version 3.0. Distribute the answer documents with the front page facing up. Make sure all students have two sharpened No. 2 pencils with erasers. Ensure that students also have any needed materials or supplies required for accommodations.

**SAY Verify the answer document says "Answer Document Version 3.0" in the upper right corner. Raise your hand if there is a problem with your answer document. We will complete some of the information on the front page. In Field A, find the line labeled "Student Name." Carefully print your last name, then your first name, and then your middle initial.**

Give help as needed.

Answer students' questions. Refer them to the dry-erase board or chalkboard if you have written identification information there. While students are completing the information, walk around the room to see that they are following instructions. Give help as needed.

#### ADDITIONAL TEST DIRECTIONS (OPTIONAL)

If instructed by the STC to complete the remaining information in Field A:

**SAY Now, on the other lines, fill in the rest of the information requested—teacher, school, school division, grade, your date of birth, and today's date as the testing date.** (Provide students with the month, day, and year.) **Are there any questions?**

**NOTE:** You may expand on this instruction to clarify the information students are to complete in Field A of the answer document.

**SAY Now look at the back page of your answer document. (Demonstrate.) Find the top two boxes labeled “Last Name” and “First Name.” (Point.) Print your last name and first name in the labeled boxes.**

Give help as needed and answer student questions. The name boxes may have previously been completed.

**SAY I am going to give each of you a test booklet, a ruler, [for Grade 5 *Mathematics* SAY (either) a protractor or an angle ruler] and scratch paper. Do not open your test booklet until I tell you to do so.**

Test booklets contained in each package may have different form numbers. Make sure that you pass out the test booklets in the order in which they were packaged. DO NOT re-order the test booklets in any way before distribution to students.

Distribute the test booklets, metric/standard rulers and scratch paper as directed by your STC.

**SAY Look at the front cover of your test booklet for the form number of the test you are taking. Find the “M” followed by four numbers. (Demonstrate using a student’s test booklet.) On your answer document, find Field F, *Form*. (Point.) The letter “M” has been written for you. In the empty boxes, write the four numbers that appear after the “M” from the front cover of your test booklet. Beneath each box in which you wrote a number, fill in the circle that has the same number. When you have finished, recheck the form number and the circles you filled in.**

Assist students as necessary.

To assist in the identification of the test form, the complete form number indicates the test level (3, 4 or 5), subject test code (3-digit numbers), followed by a dash (-), an “M,” and four numbers. However, only the last four numbers must be entered on the answer document.

As the Examiner, you may need to complete this field for students with disabilities. On a large-print test booklet, the form number is on the top right corner of the test booklet’s front cover. The form number for a braille test booklet is on its front cover at the bottom center. Correct completion of the form number is essential for accurate scoring.

**SAY Find Field G, *Test Date*. (Point.) In the area labeled “Month,” find the circle for the month of this test date and fill it in. (Specify the month.)**

Assist students as necessary.

**SAY The next area is labeled “Day.” In the two boxes, write the test date, entering one number in each box. (Specify the test date.) For example, if the test date is between the 1st and the 9th of the month, you would write “0” in the first box and the correct number in the second box.**

Assist students as necessary.

**SAY Beneath each box, fill in the circle that has the same number that you wrote in the box.**

Assist students as necessary.

**SAY The next area is labeled “Year.” In the last two boxes, write “\_\_.” (Examiner should state the last two digits of the current year.)**

Assist students as necessary.

**SAY Beneath each box, fill in the circle that has the same number that you wrote in the box.**

Assist students as necessary.

**SAY** Now look at your test booklet. On the front cover find the box labeled “Student Name.” (Point using a student’s test booklet.) **Print your first and last name in the box. Then turn your test booklet over. Print your first and last name in the box.**

Assist students as necessary.

Ensure that all students have printed their names clearly in the boxes on the front and back covers of the test booklets.

## GRADES 3, 4, 5 MATHEMATICS TESTS

**SAY** Find the directions at the top of page 3 in your test booklet. Read them to yourself as I read them aloud.

### **DIRECTIONS FOR LARGE-PRINT OR BRAILLE FORMS ONLY**

**SAY** *“Read each question and choose the best answer.”*

### **DIRECTIONS FOR ALL OTHER GRADES 3, 4, 5 MATHEMATICS TESTS**

**SAY** *“Directions: Read each question and choose the best answer. Then fill in the circle on your answer document for the answer you have chosen.”*

**SAY** Now find the sample.

Point to the sample question using a student’s test booklet.

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

### **READ-ALOUD TESTS ONLY**

**SAY** Read the sample question and each answer choice to yourself as I read them aloud.

*“Carlos made this tally chart to record the chores done by 12 of the students in his class. A two column tally chart titled: Chores Done by Students. Read left to right: Chore, Number of Students. Chores top to bottom: Washing Dishes, Walking Dog, Emptying Trash, Cleaning Room. Which chore was done by 5 students? (A) Washing Dishes... (B) Walking Dog... (C) Emptying Trash... (D) Cleaning Room.”*

**SAY** Which answer did you choose?

Pause for replies.

**SAY** The best answer is “B.”

**On the back page of your answer document, look at the bottom section.** (Demonstrate.)  
**Now find the shaded box labeled “Sample.”** (Point to the section.)

Ensure that all students have found the correct section of the answer document.

**SAY** In the shaded box, for Sample A, fill in the circle for the letter “B,” because “B” is the letter for the best answer. Are there any questions?

Pause. Answer only questions related to marking the answer document. Do not answer any questions pertaining to the content of test questions.

➔ DIRECTIONS CONTINUE ON PAGE 28 ➔

↓ DIRECTIONS FOR ALL PAPER GRADES 3, 4, AND 5  
MATHEMATICS TESTS CONTINUE HERE ↓

**SAY Are there any questions about how to mark this answer on your answer document?**

Answer only questions related to marking the answer document. Examiners/Proctors must not answer any questions pertaining to the content of test questions.

**SAY You should answer all of the questions on this part of the test. You may use your scratch paper and the tools you were given at any time. You may write in your test booklet or on your scratch paper, but be sure to fill in your answers on your answer document. (Point to this section.) Are there any questions?**

Answer only questions related to the mechanics of selecting a response. Do not answer any questions pertaining to the content of test questions.

**SAY Work until you finish section one where you see the stop sign. (Demonstrate using a student's test booklet.) You will not be able to return to these questions after you have finished this section of the test.**

Notice that odd-numbered questions have answer choices labeled “A,” “B,” “C,” and “D,” and even-numbered questions have answers labeled “F,” “G,” “H,” and “J.” Fill in only one answer for each question. If you decide to change your answer to a question, make sure you erase your first answer completely.

When you have finished section one, you may check your work for questions in section one only. Then raise your hand. I will then give further directions. Do NOT go past the STOP SIGN into section two of the *Mathematics* test. Remember, you must do your own work and not discuss the test at any time with anyone, including your classmates and teachers. Are there any questions?

Answer only questions related to marking the answer document. Examiners/Proctors must not answer any questions pertaining to the content of test questions.

Before actual testing starts, make sure the test procedures are very clear and that students understand the mechanics of completing the answer document.

**SAY You may start working.**

↓ When students reach the stop sign and raise their hands, continue  
with the following directions. ↓

## **TRANSITION TO THE SECOND PART OF THE TEST**

After the student reaches the end of the first section of the test, the STOP SIGN page will appear and direct the student to raise their hand.

Use the appropriate section below as instructed by your STC:

### **SINGLE-DAY TESTING: INDIVIDUAL BREAK**

If you have been instructed by your STC to provide only individual breaks and students will complete the second section of the test on the same day as the first section, read the instructions under “Single-Day Testing: Individual Break” on the following page. Remember, an individual break is permissible for any student who requires one during testing, and all breaks must be supervised. Test security must be maintained during the break. 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, and must not disrupt other students who are continuing to test. The student’s test materials must not be accessible or viewable to other students.

➔ DIRECTIONS CONTINUE ON PAGE 30 ➔

**OR**

### **SINGLE-DAY TESTING: GROUP BREAK**

If you have been instructed by your STC to provide a group break between the two sections of the test and students will complete the second section of the test on the same day as the first section, read the instructions under “Single-Day Testing: Group Break.” Remember the break must be supervised. Test security must be maintained during the break. The students 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, and must not disrupt other students who are continuing to test. The student’s test materials must not be accessible or viewable to other students.

➔ DIRECTIONS CONTINUE ON PAGE 32 ➔

**OR**

### **TWO-DAY TESTING**

If you have been instructed by your STC to administer the second section of the test on a different day than the first section, read the instructions under “Two-Day Testing.”

➔ DIRECTIONS CONTINUE ON PAGE 34 ➔

### SINGLE-DAY TESTING: INDIVIDUAL BREAK

#### DIRECTIONS FOR ADMINISTERING SECTION 2 OF THE PAPER GRADES 3, 4, AND 5 MATHEMATICS TESTS ON THE SAME DAY AS THE FIRST SECTION, WITH AN INDIVIDUAL BREAK.

**Limited Assistance:** When a student raises their hand indicating completion of Section 1 of the test, the Examiner/Proctor goes to the student's workstation. Before permitting the break, the Examiner/Proctor may quickly review the multiple-choice section of the student's answer document at the student's workstation. If an Examiner/Proctor notices the student has questions *multiple-marked* the Examiner/Proctor may only tell the student,

**SAY** Review your answer document carefully.

If the Examiner/Proctor notices any questions left unanswered in the first section of the test, the Examiner/Proctor may tell the student,

**SAY** You have not answered all the questions. Would you like to finish the questions?

If the student wants to make corrections or finish the questions in the first section, do not accept the answer document but permit the student to complete Section 1. Examiners/Proctors must not prompt the student to go back to any specific questions. When a student has completed the first section of the test, and wants an individual break, collect the student's test booklet, answer document, and scratch paper. You may have the student place their answer document and scratch paper inside the test booklet so that the material will be together when you redistribute them, after the individual break, for the second section of the test. Ensure that you have accounted for all scratch paper distributed to students.

During a student break, test security must be maintained. The student must not be allowed to discuss the test in any way, must not have access to any educational materials, cell phones, or electronic devices during the break and must not disrupt other students who are continuing to test. The student's test materials must not be accessible or viewable to other students.

When the student indicates that they are ready to begin the next section, return all testing materials.

**SAY** Do not open your test booklet until I tell you to do so. (Pause.)

Using a student's test booklet, identify the beginning page number for Section 2 of the *Mathematics* test.

#### Read for Grades 4 and 5 Mathematics Tests Only

**SAY** You may use the [hand-held four-function calculator or Desmos Virginia four-function calculator available online using the separate workstation]. Raise your hand if you have a problem with your calculator during the test.

**Important: Grade 4 and 5 Mathematics Tests Only**—Provide the students either an approved hand-held four-function calculator or the Desmos Virginia four-function calculator, provided through the PearsonAccess<sup>next</sup> Training Center. For students with a calculator accommodation, the calculator should be provided according to the student's IEP/504 Plan, following procedures provided in the *Special Test Accommodations Resource Guide*.

➔ DIRECTIONS CONTINUE ON THE NEXT PAGE ➔

### SINGLE-DAY TESTING: INDIVIDUAL BREAK, continued

**SAY** Now open your test booklet and turn to page \_\_\_\_\_. (Say the page number.)

Make sure the student has THEIR test booklet open to the correct page.

**SAY** Beginning on this page, you should answer all questions in section two. Keep working until you come to the STOP SIGN at the end of the test. (Demonstrate using a student's test booklet.)

**SAY** You may have as much time as you need today to complete this section. (Pause.)

**SAY** You may write in your test booklet or on your scratch paper, but be sure to fill in the answers on your answer document. (Point to this section.)

**SAY** When you finish, you may check your work on questions in section two only. Do NOT go back to questions in section one of your test booklet. Are there any questions?

Answer only questions related to the mechanics of selecting a response. Examiners/Proctors must not answer any questions pertaining to the content of test questions. As instructed by the STC, after students have completed the test session, they may remain in the room until all have finished, or they may be dismissed individually to class.

**SAY** When you have finished, raise your hand. After I have collected your materials,

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

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

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

You may start working.

➔ EXAMINER/PROCTOR MONITORING GUIDELINES ON PAGE 46 ➔

**SINGLE-DAY TESTING: GROUP BREAK****DIRECTIONS FOR ADMINISTERING SECTION 2 OF THE PAPER GRADES 3, 4, AND 5 MATHEMATICS TESTS ON THE SAME DAY AS THE FIRST SECTION, WITH A GROUP BREAK.**

**Limited Assistance:** When a student raises their hand indicating completion of Section 1 of the test, the Examiner/Proctor goes to the student's workstation. Before permitting the break, the Examiner/Proctor may quickly review the multiple-choice section of the student's answer document at the student's workstation. If an Examiner/Proctor notices the student has questions *multiple-marked* the Examiner/Proctor may only tell the student,

**SAY Review your answer document carefully.**

If the Examiner/Proctor notices any questions left *unanswered* in the first section of the test, the Examiner/Proctor may tell the student,

**SAY You have not answered all the questions. Would you like to finish the questions?**

If the student wants to make corrections or finish the questions in the first section, do not accept the answer document but permit the student to complete Section 1. Examiners/Proctors must not prompt the student to go back to any specific questions. Once the student's answer document has been collected it may not be returned to the student. When a student has completed the first section of the test, collect the student's test booklet, answer document, and scratch paper. You may have students place their answer documents and scratch paper inside their test booklets so that the materials will be together when you redistribute them, after the break, for the second section of the test. All materials should be collected from each individual student. Ensure that you have accounted for all scratch paper distributed to students.

Follow your STC's instructions regarding how long a BREAK between the first and second sections of the Grade 3, 4, or Grade 5 *Mathematics* test students should be given. When most students have finished,

**SAY You will take a break now.**

Remember that SOL tests are untimed. Allow those students who have not finished the first section of the test to continue working. You may move these students to an alternate test area. Should this become necessary, be sure to maintain the security of the test booklet, answer documents, and scratch paper for those students yet to complete the test. You must collect all materials used in testing. Be sure to account for all test materials, including test booklets, answer documents, and all scratch paper **before** students are moved to an alternate test site or dismissed from the test session for the break. Test materials must be kept in a secure location.

Do not allow students to discuss the test in any way during this move or have access to any educational materials, cell phones, or other electronic devices during the move. When these students have finished Section 1, allow them to take a break as instructed by the STC before resuming Section 2.

➔ DIRECTIONS CONTINUE ON THE NEXT PAGE ➔

### **SINGLE-DAY TESTING: GROUP BREAK, continued**

When you are ready to begin Section 2 of the *Mathematics* test read the following directions,.

**SAY** You will now begin the second section of the *Mathematics* test. I will give you back your test materials. Make sure that your name is on your test booklet and answer document.

(Demonstrate.)

**SAY** Do not open your test booklet until I tell you to do so. Do NOT go back to questions in the first section.

Return each student's own test booklet, answer document, and scratch paper. Make sure all students have sharpened No. 2 pencils with erasers and any materials needed for accommodations. Using a student's test booklet, identify the beginning page number for **Section 2** of *Mathematics* test.

➔ DIRECTIONS FOR SECTION 2 CONTINUE ON PAGE 35 ➔

## TWO-DAY TESTING

### DIRECTIONS FOR ADMINISTERING SECTION 2 OF THE PAPER GRADES 3, 4, AND 5 MATHEMATICS TESTS ON A DIFFERENT DAY THAN THE FIRST SECTION.

#### DAY ONE

**Limited Assistance:** When a student raises their hand indicating completion of Section 1 of the test, the Examiner/Proctor goes to the student's workstation. Before collecting the student's materials the Examiner/Proctor may quickly review the multiple-choice section of the student's answer document at the student's workstation. If an Examiner/Proctor notices the student has questions *multiple-marked* the Examiner/Proctor may only tell the student,

**SAY Review your answer document carefully.**

If the Examiner/Proctor notices any questions left *unanswered* in the first section of the test, the Examiner/Proctor may tell the student,

**SAY You have not answered all the questions. Would you like to finish the questions?**

If the student wants to make corrections or finish the questions in the first section, do not accept the answer document but permit the student to complete Section 1. Examiners/Proctors must not prompt the student to go back to any specific questions. Once the student's answer document has been collected it may not be returned to the student. When a student has completed the first section of the test, collect the student's test booklet, answer document, and scratch paper. You may have students place their answer documents and scratch paper inside their test booklets so that the materials will be together when you redistribute them for the second section of the test. All materials should be collected from each individual student. Ensure that you have accounted for all scratch paper distributed to students. All test materials must be kept secure as instructed by the STC.

When most students have finished,

**SAY We will continue the test on [Date].**

Allow those students who have not finished to continue working. Be prepared for the possibility of moving these students to an alternate test site. Should this become necessary, be sure to maintain the security of the test booklets, answer documents, and scratch paper for those students yet to complete the test. Students should not be allowed to discuss the test in any way during this move. Examiners must collect all materials used in testing. Be sure to account for all test materials, including test booklets, answer documents, and all scratch paper **before** students are moved to an alternate test site or dismissed from the test session. Test materials must be kept in a secure location until returned to the STC by the end of the day.

➔ DIRECTIONS CONTINUE ON THE NEXT PAGE ➔

**TWO-DAY TESTING, continued**

**DAY TWO**

When you are ready to resume testing,

**SAY** You will now begin the second section of the *Mathematics* test. I will give you back your test materials. Make sure that your name is on your test booklet and answer document.

(Demonstrate.)

**SAY** Do not open your test booklet until I tell you to do so. Do NOT go back to questions in the first section.

Return each student’s own test booklet, answer document, and scratch paper. Make sure all students have sharpened No. 2 pencils with erasers and any materials needed for accommodations.

Using a student’s test booklet, identify the beginning page number for **Section 2** of the *Mathematics* test..

↓ DIRECTIONS FOR SECTION 2 CONTINUE BELOW ↓

↓ DIRECTIONS FOR SECTION 2 OF THE GRADES 3, 4, AND 5  
**MATHEMATICS TESTS FROM SINGLE-DAY-GROUP BREAK AND  
 TWO-DAY TESTING CONTINUE BELOW ↓**

**Read for Grades 4 and 5 *Mathematics* Tests Only**

**SAY** You may use the [hand-held four-function calculator *or* Desmos Virginia four-function calculator available online using the separate workstation]. Raise your hand if you have a problem with your calculator during the test.

**Important: Grade 4 and 5 *Mathematics* Tests Only**—Provide the students either an approved hand-held four-function calculator or the Desmos Virginia four-function calculator, provided through the PearsonAccess<sup>next</sup> Training Center. For students with a calculator accommodation, the calculator should be provided according to the student’s IEP/504 Plan, following procedures provided in the *Special Test Accommodations Resource Guide*.

**SAY** Now open your test booklet and turn to page \_\_\_\_.

(Say the page number. Demonstrate, using a student’s test booklet.)

Make sure all students have their test booklets open to the correct page.

**SAY** Beginning on this page, you should answer all questions in this section. Keep working until you come to the **STOP SIGN** at the end of the test. (Demonstrate, using a student’s test booklet.)

**SAY** You may have as much time as you need today to complete this section. You may write in your test booklet or on your scratch paper. But be sure to fill in the answers on your answer document. (Point out to students the first test item for this section on the answer document.)

**SAY** When you finish, you may check your work on questions in section two only. Do NOT go back to questions in section one of your test booklet. Are there any questions?

Answer only questions related to the mechanics of selecting a response. Do not answer any questions pertaining to the content of test questions.

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

**SAY** When you have finished, raise your hand. After I have collected your materials,

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

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

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

You may start working.

➔ EXAMINER/PROCTOR MONITORING GUIDELINES ON PAGE 46 ➔

## 5.4 Directions for Administering the Paper Grade 5 Science Test

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

**NOTE:** The testing directions may be modified for students who do not enter their answers into the answer document themselves. Such students indicate their answers in a different way (verbally, by pointing, circling answers in the test booklet) according to the testing accommodations specified in their IEPs, 504 Plans, or EL Assessment Participation Plans. The Examiner then enters the student's choices into the answer document.

The Examiner may omit the test directions pertaining to the student completing the information in Fields A, E, and F on the answer document and writing their name on the test booklet. Before or after testing, the Examiner should complete Fields A, E, and F, and write the student's name on his/her test booklet.

Examiners may modify the testing directions to reflect the accommodation. For example, the direction to fill in the circle on the answer document for the letter of the best answer may be modified to "circle the answer in your test booklet," "say your answer," or "point to the answer." Refer to the *Special Test Accommodations Resource Guide* for the requirements for administering tests with accommodations.

You will provide the students either an approved hand-held four-function calculator or the Desmos Virginia four-function calculator, provided through the PearsonAccess<sup>next</sup> Training Center. The calculator should be provided according to the student's accommodation(s).

Before distributing any materials,

**SAY Today you will be taking the SOL Grade 5 Science test. Please check your work area. You should only have the materials that are allowed for this test. All cell phones, electronic devices, books, and other personal and school materials must be removed during all tests.**

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

**SAY I am going to give you an answer document. When you receive it, leave it on your desk. Do not write anything on it until I tell you what to do.**

Distribute the Version 3.0 answer documents with the front page facing up. Make sure all students have two sharpened No. 2 pencils with erasers.

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

**SAY Verify the answer document says "Answer Document Version 3.0" in the upper right corner. Raise your hand if there is a problem with your answer document.**

**We will complete some of the information on the front page. In Field A, find the line labeled "Student Name." Carefully print your last name, then your first name, and then your middle initial.**

Give help as needed.

### ADDITIONAL TEST DIRECTIONS (OPTIONAL)

If instructed by the STC to complete the remaining information in Field A:

**SAY** Now, on the other lines, fill in the rest of the information requested—teacher, school, school division, grade, your date of birth, and today’s date as the testing date. (Provide students with the month, day, and year.) **Are there any questions?**

**NOTE:** You may expand on this instruction to clarify the information students are to complete in Field A of the answer document.

Answer students’ questions. Refer them to the dry-erase board or chalkboard if you have written identification information there. While students are completing the information, walk around the room to see that they are following instructions. Give help as needed.

**SAY** Now look at the back page of your answer document. (Demonstrate.) Find the top two boxes labeled “Last Name” and “First Name.” (Point.) Print your last name and first name in the labeled boxes.

Give help as needed.

**SAY** I am going to give each of you a test booklet, a ruler, and scratch paper. You may use the [hand-held four-function calculator or Desmos Virginia four-function calculator available online using the separate workstation.] Do not open your test booklet until I tell you to do so.

Test booklets contained in each package may have different form numbers. Make sure that you pass out the test booklets in the order in which they were packaged. DO NOT re-order the test booklets in any way before distributing to students.

**Important:** Provide the students either the Desmos Virginia four-function calculator, provided through the PearsonAccess<sup>next</sup> Training Center or an appropriate hand-held four-function calculator. The calculator should be provided according to the student’s accommodation(s).

Distribute test booklets, scratch paper and rulers. Remember, all scratch paper distributed whether used or not used must be returned to the STC at the end of testing. Verify that the correct four-function calculators are distributed for the test and are operating correctly.

**SAY** Raise your hand if you have a problem with your calculator during the test.

Answer only questions related to the mechanics of selecting a response. Examiners/Proctors must not answer any questions pertaining to the content of test questions.

**SAY** Look at the front cover of your test booklet for the form number of the test you are taking. Find the “S” followed by four numbers. (Demonstrate using a student’s test booklet.) On your answer document, find Field E, *Form*. (Point.) The letter “S” has been written for you. In the empty boxes, write the four numbers that appear after the “S” from the front cover of your test booklet. Beneath each box in which you wrote a number, fill in the circle that has the same number. When you have finished, recheck the form number and the circles you filled in.

Assist students as necessary.

To assist in the identification of the test form, the complete form number indicates the test level (5), subject test code (3-digit numbers), followed by a dash (-), an “S,” and four numbers. However, only the last four numbers must be entered on the answer document.

As the Examiner, you may need to complete this field for students with disabilities. On a large-print test booklet, the form number is on the top right corner of the test booklet's front cover. The form number for a braille test booklet is on its front cover at the bottom center. Correct completion of the form number is essential for accurate scoring.

**SAY Find Field F, Test Date.** (Point.) **In the area labeled “Month,” find the circle for the month of this test date and fill it in.** (Specify the month.)

Assist students as necessary.

**SAY The next area is labeled “Day.” In the two boxes, write the test date, entering one number in each box.** (Specify the test date.) **For example, if the test date is between the 1st and the 9th of the month, you would write “0” in the first box and the correct number in the second box.**

Assist students as necessary.

**SAY Beneath each box, fill in the circle that has the same number that you wrote in the box.**

Assist students as necessary.

**SAY The next area is labeled “Year.” In the last two boxes, write “\_\_.”** (Examiner should state the last two digits of the current year.)

Assist students as necessary.

**SAY Beneath each box, fill in the circle that has the same number that you wrote in the box.**

Assist students as necessary.

**SAY Now look at your test booklet. On the front cover find the box labeled “Student Name.”** (Point using a student's test booklet.) **Print your first and last name in the box. Then turn your test booklet over. Print your first and last name in the box.**

Assist students as necessary.

Ensure that all students have printed their names clearly in the boxes on the front and back covers of the test booklets.

**SAY Open your test booklet to page 3.** (Demonstrate using a student's test booklet.)

If you are administering a braille or large-print test form, check your examiner's copy of a braille or large-print test to verify the starting page number.

Make sure all students have their test booklet open to the correct page.

**SAY Find the directions at the top of page 3 in your test booklet. Read them to yourself as I read them aloud.**

**DIRECTIONS FOR LARGE-PRINT OR BRAILLE FORMS ONLY**

**SAY “Directions: Read each question and choose the best answer.”**

### DIRECTIONS FOR ALL OTHER GRADE 5 SCIENCE TESTS

**SAY** *“Directions: Read each question and choose the best answer. Then fill in the circle on your answer document for the answer you have chosen.”*

**SAY** Now find the sample.

Point to the sample question using a student’s test booklet.

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

### READ-ALoud TESTS ONLY

**SAY** Read the sample question and each answer choice to yourself as I read them aloud.

*“When Earth is seen from outer space, it looks mainly blue. This is because most of Earth is covered with— (A) ice... (B) mountains... (C) oceans... (D) deserts.”*

**SAY** Which answer did you choose?

Pause for replies.

**SAY** The best answer is “C.” (Pause.)

**On the back page of your answer document look at the bottom section.** (Demonstrate.)

**Now find the shaded box labeled “Sample.”** (Point to the section.)

Make sure all students have found the correct section of the answer document.

**SAY** In the shaded box, for “Sample A,” fill in the circle for the letter “C” because “C” is the letter for the best answer.

Pause.

**SAY** Are there any questions about how to mark this answer on your answer document?

Answer only questions related to the mechanics of selecting a response. Do not answer any questions pertaining to the content of test questions.

Before actual testing starts, make sure the test procedures are very clear and that students understand the mechanics of completing the answer document.

**SAY** Read and answer all of the questions in your test booklet. You may have as much time as you need today to complete the test. You may use the calculator and ruler whenever you want. You may write in your test booklet or on your scratch paper, but be sure to fill in the answers on your answer document. (Point to this section.)

**SAY** Notice that odd-numbered questions have answer choices labeled “A,” “B,” “C,” and “D,” and even-numbered questions are labeled “F,” “G,” “H,” and “J.” Fill in only one answer for each question. If you decide to change your answer to a question, make sure you erase your first answer completely.

**Work until you come to the stop sign.** (Demonstrate using a student's test booklet.) **When you have finished, you may check your work. Are there any questions?**

Answer only questions related to the mechanics of completing the answer document. Do not answer any questions pertaining to the content of test questions.

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

**SAY When you have finished, raise your hand. After I have collected your materials,**

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

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

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

**You may start working.**

➔ EXAMINER/PROCTOR MONITORING GUIDELINES ON PAGE 46 ➔

## 5.5 Directions for Administering the Paper *Virginia Studies* Tests

Once you and the students enter the testing room, all instruction and/or review of the content covered by the test or discussion of testing strategies must stop. Check the test room to ensure it has been prepared for testing, as described in Section 4.5 of the *Examiner's Manual*.

**NOTE:** The testing directions may be modified for students who do not enter their answers into the answer document themselves. Such students indicate their answers in a different way (verbally, by pointing, by circling answers in the test booklet) according to the testing accommodations specified in their IEPs, 504 Plans, or EL Assessment Participation Plans. You then enter the student's choices into the answer document.

You may omit the test directions pertaining to the student completing the information in Fields A, F and G on the answer document and writing their name on the test booklet. Before or after testing, the Examiner should complete Fields A, F, and G, and write the student's name on their test booklet.

You may modify the testing directions to reflect the accommodation. For example, the direction to fill in the circle on the answer document for the letter of the best answer may be modified to "circle the answer in your test booklet," "say your answer," or "point to the answer." Refer to the *Special Test Accommodations Resource Guide* for the requirements for administering tests with accommodations.

Before distributing any materials,

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

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

**SAY I am going to give each of you an answer document. Do not write anything on it until I tell you what to do.**

Distribute Version 3.0 answer documents with the front page facing up. Ensure all students have sharpened No. 2 pencils with erasers. Ensure that students also have any needed materials or supplies required for accommodations.

**SAY Verify the answer document says "Answer Document Version 3.0" in the upper right corner. Raise your hand if there is a problem with your answer document.**

**We will complete some of the information on the front page. In Field A, find the line labeled "Student Name." Carefully print your last name, then your first name, and then your middle initial.**

Give help as needed.

### ADDITIONAL TEST DIRECTIONS (OPTIONAL)

If instructed by the STC to complete the remaining information in Field A,

**SAY** Now, on the other lines in Field A, fill in the rest of the information requested—teacher, school, school division, grade, your date of birth, and today’s date as the testing date. (Provide students with the month, day, and year.) **Are there any questions?**

**NOTE:** You may expand on this instruction to clarify the information students are to complete in Field A of the answer document.

**SAY** Now look at the back page of your answer document. (Demonstrate.) At the top of the page, find the two boxes labeled “Last Name” and “First Name.” (Point.) Print your last name and first name in the labeled boxes.

Give help as needed and answer student questions.

**SAY** I am going to give each of you a test booklet and scratch paper. Do not open your test booklet until I tell you to do so.

Test booklets contained in each package may have different form numbers. Make sure that you pass out the test booklets in the order in which they were packaged. DO NOT re-order the test booklets in any way before distribution to students.

Distribute test booklets, and scratch paper. Remember, all scratch paper distributed, whether used or not used, must be collected and returned to the STC at the end of testing. Ensure that students also have any materials or supplies required for accommodations.

**SAY** Look at the front cover of your test booklet for the form number of the test you are taking. Find the “H” followed by four numbers. (Demonstrate using a student’s test booklet.) On your answer document find Field F, Form. (Point.) The letter “H” has been written for you. In the empty boxes, write the four numbers that appear after the “H” from the front cover of your test booklet. Beneath each box in which you wrote a number, fill in the circle that has the same number. When you have finished, recheck the form number and the circles you filled in.

Assist students as necessary.

To assist in the identification of the test form, the complete form number indicates the test level (CSH), subject test code (3-digit numbers), followed by a dash (-), an “H” and four numbers. However, only the last four numbers following the “H” must be entered on the answer document.

As an Examiner, you may need to complete this field for students with disabilities. On a large-print test booklet, the form number is on the top right corner of the test booklet’s front cover. The form number for a braille test booklet is on its front cover, at the bottom center. Correct completion of the form number is essential for accurate scoring.

**SAY** Find Field G, Test Date. (Point.) In the area labeled “Month,” find the circle for the month of this test date and fill it in. (Specify the month.)

Give help as needed. When all students have finished,

**SAY** The next area is labeled “Day.” In the two boxes write the test date, entering one number in each box. (Specify the test date.) For example, if the test date is between the 1<sup>st</sup> and the 9<sup>th</sup> of the

month, you would write “0” in the first box and the correct number in the second box. Are there any questions?

Answer all questions, and give help as needed. When all students have finished,

**SAY** Beneath each box, fill in the circle that has the same number that you wrote in the box.

Give help as needed. When all students have finished,

**SAY** The next area is labeled “Year.” In the last two boxes, write \_\_. (Examiner should state the last two digits of the current year.)

**SAY** Beneath each box, fill in the circle that has the same number that you wrote in the box. (Give help as needed.)

**SAY** Look at your test booklet. On the front cover find the box labeled “Student Name.” (Point using a student’s test booklet.) Print your first and last name in the box. Then turn your test booklet over. Print your first and last name in the box.

Give help as needed. Ensure that all students have printed their names clearly in the boxes on the front and back covers of the test booklets.

**SAY** Open your test booklet to page 3. (Demonstrate using a student’s test booklet.)

If you are administering a braille or large-print test form, check your Examiner’s copy of a braille or large-print test to verify the starting page number.

Make sure all students have their test booklet open to the correct page.

**SAY** Find the directions at the top of page 3 of your test booklet. Read them to yourself as I read them aloud.

### BRILLE OR LARGE-PRINT TESTS ONLY

**SAY** “Directions: Read each question and choose the best answer.” (Pause.)

### DIRECTIONS FOR ALL OTHER VIRGINIA STUDIES TESTS

**SAY** “Directions: Read each question and choose the best answer. Then fill in the circle on your answer document for the answer you have chosen.” (Pause.)

**SAY** Find the sample. Read the sample to yourself. (Point to the sample question using a student’s test booklet.)

Test Examiners: Be sure to carefully select the correct sample directions to read to the students.

## READ-ALoud TESTS ONLY

**SAY** [Read the sample to yourself] as I read it aloud. A map titled Virginia. Please refer to the map in your test booklet. *“In which direction would you travel from Richmond to Alexandria? (A) North... (B) South... (C) East... (D) West.”*

**SAY** Which answer did you choose? (Pause for replies.)

**SAY** The best answer is “A.” (Pause.)

**SAY** On the back page of your answer document look at the bottom section. (Demonstrate.) Now find the shaded box labeled “Sample A.” (Point to this section.)

Make sure all students have found the correct section of the answer document.

**SAY** Fill in the circle for the letter “A” because “A” is the letter for the best answer.

**Are there any questions about how to mark an answer on your answer document?**

Before actual testing starts, make sure the test procedures are very clear and that students understand the mechanics of selecting a response.

**SAY** You should read and answer all of the questions. You may have as much time as you need today to complete the test.

You may write in your test booklet or on your scratch paper, but make sure to fill in your answers on your answer document. (Point to this section.)

**SAY** Notice that odd-numbered questions have answer choices labeled “A,” “B,” “C,” and “D,” and even-numbered questions have answers labeled “F,” “G,” “H,” and “J.” Fill in only one answer for each question. If you decide to change your answer make sure to erase the first answer completely.

**Work until you come to the stop sign.** (Demonstrate using a student’s test booklet.) **When you have finished, you may go back to any question and check your work. Are there any questions?**

Answer only questions related to the mechanics of selecting a response. Do not answer any questions pertaining to the content of test questions.

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

**SAY** When you have finished, raise your hand. After I have collected your materials,

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

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

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

**You may start working now.**

➔ EXAMINER/PROCTOR MONITORING GUIDELINES ON PAGE 46 ➔

### 5.5.1 Monitoring the test and answering student questions

- **Examiner/Proctor monitoring.** During the test administration, monitor the testing process by moving as unobtrusively as possible about the room. You must not engage in other activities that would interfere with monitoring. Such activities include but are not limited to reading, grading papers, using electronic devices, etc. Students must not be left unattended for any length of time.
- **Student access to unauthorized materials.** Ensure that students are working independently and do not have access to unauthorized materials, cell phones, or any other electronic devices in the testing room while any students are testing. Immediately notify the STC if a student accessed or had access to a cell phone, electronic device, or other unauthorized material that could provide an unfair advantage while any students were testing. **If the student is testing at the time of the discovery of the cell phone, electronic device, or unauthorized material, the student may not be permitted to continue testing.** The STC must submit an irregularity to the DDOT providing the details about the incident.
- **Examiner/Proctor reviewing test items.** Before, during, or after testing, do not spend time reading any test items, creating any type of answer key to the test items, copying test items or portions of test items, taking notes about test items, recording student responses to test items, or discussing test items with anyone.
- **Examiner/Proctor providing help.** Help must not be given on specific test items. Examples of prohibited help include but are not limited to: pronouncing words, rewording the question, providing hints and clues, and/or giving reminders, giving verbal indications or non-verbal cues about the correctness of a student's answer. Test questions or portions of the question may not be read to students unless specified by their IEPs, 504 Plans, or EL Assessment Participation Plans. If, after testing is complete, a student asks to discuss a question, remind the student that the test questions cannot be discussed.
- **Students leaving the testing room during the test.** Students may not leave the testing site and subsequently return to finish the test unless they are closely monitored. Students may not discuss the test or any test items with anyone. Students must not be allowed to interact with each other or any other students in any way, or have access to cell phones, electronic devices, or educational materials.
- **Students moving to an alternate test room.** If students are moved to an alternate testing site to complete their tests, collect their testing materials prior to the move. Students must not be permitted to discuss the test or course content in any way with anyone or have access to any educational materials, cell phones, or other electronic devices during the move. Once in the alternate site, return each student's own materials and resume testing. The student should be re-issued the same calculator they received for the test. If the student is issued a different calculator, it must meet the guidelines as described in Section 2.3 prior to being issued to the student.
- **Answer selection.** If a student needs assistance with the mechanics of selecting a response, you may provide directions to the student, such as: **"Fill in the circle on your answer document for the letter you have chosen."**
- **Circling in the test booklet.** Do not direct students to circle answer choices in their test booklets first and then transfer their answers to their answer documents. Only students with the mark-in-test-booklet accommodation may test without an answer document, circling answers in their test booklet.
- **Prompting students.** Do not prompt the student to go back to any specific question such as any left *unanswered*, or questions *multiple-marked*. You may tell students, **"Review your**

**answer document carefully.”** Once the student’s answer document has been collected it may not be returned to the student.

- **Questions about test items.** If a student asks a question during the test about a test item, the student should be told, **“Read it carefully and choose the best answer.”** Help must not be given on any test items. Refer to the previous bullet regarding prohibited help.
- **Cheating.** Immediately notify the STC if a student is found cheating on the test. **If the student is testing at the time of the discovery of cheating, the student may not be permitted to continue testing.** The STC must submit an irregularity to the DDOT providing the details about the incident. If the school division makes the determination that a student cheated, the student is not eligible for a retest during the current session. If the test was an EOC SOL test, the student may retest during the next regularly scheduled session. The STC/DDOT must invalidate the test and the student will receive a score of “0.” The student’s test record will note the student cheated on the test.
- **Student Inactivity.** If you observe an inactive student during testing, you may ask the student, **“Are you finished with your test?”** If the student responds “No,” then you may say, **“You need to continue working on your test.”** If the student responds, “Yes,” then collect the student’s testing materials. Once the student’s answer document has been collected, it may not be returned to the student.
- **Reporting an error with a test item.** If the student reports there is an error with a test question or answer choice, you should record the name of the student, subject-area, test level, format (online or paper), question number, and a brief statement describing the student’s concern. However, under no circumstances should the test question or answer choices be written down or discussed with the student or with other staff members. Tell the student that the concerns will be reported. The student may continue with the test; you may tell the student to, **“Read the question carefully and choose the best answer.”** Notify the STC of the student’s concern.
- **Assistance with hand-held calculators.** If a student’s calculator malfunctions or stops working, replace it with another approved calculator for this test. The calculator must meet the guidelines as described in Section 2.3, prior to being issued to the student.

### STRUGGLING EL

As you are monitoring students, be especially observant of EL who appear to be struggling with reading the test items. Testing may be discontinued after an EL has had sufficient time to answer items on the test and indicates that they are unable to complete any more items. Students must answer at least five items (not including the samples) to be counted as a participant in the test.

After the student has indicated verbally or non-verbally that they are unable to respond to any more test items,

**SAY** **If you have completed as many items as you can, you may stop now. I will collect your materials. After I have collected your materials, [you may sit quietly or read if you wish or you will be dismissed to class].**

Collect the student’s answer document and all other test materials. After testing, notify the STC of the need to discontinue testing for the EL student. The STC should notify the DDOT. After the test is submitted for scoring, if the student answered less than five questions, not including the samples, the test will be alerted and a testing status must be applied. If the student answered five or more questions, no testing status is to be applied.

## 5.5.2 Collecting Students' Test Materials

- When a student raises their hand indicating completion of the test, go to the student's workstation. Before accepting the answer document from the student, you may quickly review the answer document at the student's workstation for multiple-marked or unanswered questions. If you notice the student has questions *multiple-marked*, then you may only tell the student,

**SAY Review your answer document carefully.**

If the Examiner/Proctor notices any questions left *unanswered*, you may tell the student,

**SAY You have not answered all the questions. Would you like to finish the questions?**

If the student wants to make corrections or finish the questions, do not accept the answer document but permit the student to complete the test. You must not prompt the student to go back to any specific questions. Once the student's answer document has been collected, it may not be returned to the student.

- Be sure to account for all test materials including test booklets, answer documents, and scratch paper. Ensure that all sheets of scratch paper distributed to each student are collected and accounted for **before** students are moved to an alternate test site or dismissed from the test session. All scratch paper that has been written on must be destroyed in accordance with local policies.
- All test materials must be kept in a secure location until they are returned to the STC.

## 6. SPECIFIC DUTIES OF EXAMINERS: AFTER TESTING

### 6.1 Inspect Answer Documents

Remember that the students' completed answer documents are secure test materials. They must be returned to your STC **no later than the end of the school day on which the test was administered**. Examiners should check the answer document to ensure:

- Box A is correctly completed.
- Field B (*Last Name, First Name*) and Field C (*Date of Birth*) must be correctly completed. If the answer document has a field for Gender/Sex, it should be left blank.
- The field for the State Testing Identifier must be filled out; however, the STC will determine who fills this in.
- The number entered in the Form field matches the form number on the student's test booklet.

**The student's answer choices must not be altered in any way.**

### 6.2 Organize Test Materials for Return to the STC

As directed by your STC, assemble the following materials for return to the STC:

#### **Prepare Scorable Test Materials (Answer Documents)**

Verify the following:

- There is a completed or partially completed answer document for each student that was administered the test, including answer documents for irregularities that required retesting.
- The number of students tested, the number of completed answer documents, and the number of test booklets (identified with students' names) match the testing/classroom attendance roster.

#### **Prepare Non-Scorable Test Materials**

Verify that the number of test booklets and the Special Test Forms Kits returned match the number you received initially and recorded on the *Assembly ID Sheet*. Include:

- regular test booklets
- if applicable, Special Test Forms Kits including:
  - students' braille or large-print test booklets
  - accompanying Examiner's copy of braille or large-print test booklets

Check test booklets to ensure students' answer documents are not included.

Separate these items from answer documents and test booklets:

- unused answer documents
- all scratch paper
- damaged and/or "VOID" answer documents
- student paper, audio, or electronic responses used for transcriptions
- audio/electronic and video copies of testing sessions (e.g., read-aloud)
- completed *Assembly ID Sheets*

### 6.3 Return All Test Materials to the STC After Testing

After all materials are inspected and verified, return them to your STC. Return three separate groups of materials as follows:

■ **Group 1—Scorable Secure Answer Documents:**

- all completed and partially completed answer documents. **NOTE: No loose scratch paper should be included with the scorable answer documents.**

■ **Group 2—Non-Scorable Secure Test Materials:**

- all test booklets issued to you for the test session (include braille and large-print Examiner’s copies)
- damaged and/or “VOID” answer documents
- used scratch paper written on by students
- student paper, audio, or electronic responses used for transcriptions
- audio/electronic and video copies of testing sessions (e.g., read-aloud)

The STC will verify that you have returned all test materials and will initial the “IN” column on the *Test Booklets/Prompts Transmittal Form and Affidavit for Examiners/Proctors* or *Special Test Forms/Kits Transmittal Form and Affidavit for Examiners/Proctors* or another document.

■ **Group 3—Remaining Non-Scorable, Non-Secure Materials:**

- completed *Assembly ID Sheets*
- unused and/or unmarked answer documents
- unused scratch paper
- this *Supplement to the Examiner’s Manual*
- the *Examiner’s Manual*

**NOTE:** The unused answer documents may be reused in subsequent administrations.

### 6.4 Sign the Examiner’s/Proctor’s Affidavit

After the SOL Grade 3, 4, or 5 and *Virginia Studies* tests have been administered and materials returned to the STC, Examiners and Proctors are required to sign the affidavit certifying that the test was administered according to the *School Division Personnel Test Security Agreement*.

For this certification, the STC may provide the *Test Booklets/Prompts Transmittal Form and Affidavit for Examiners/Proctors* or *Special Test Forms/Kits Transmittal Form and Affidavit for Examiners/Proctors* (located in the Appendix of the *Supplement to the Virginia Assessment Program Test Implementation Manuals*).

## 7. MAKE-UP TESTING

Every student who is absent on the regular test date must be given an opportunity to take the missed test, provided the make-up sessions are within the testing window.

Your STC will provide you with information regarding the schedule for make-up testing sessions.

- Students will use a test booklet from the school's original distribution of main materials. However, for irregularities that require retesting use the alternate multiple-choice form as directed by the Virginia Department of Education.
- The STC must provide you with the appropriate test booklets.
- The STC will provide you with information regarding the schedule for make-up testing sessions.
- Consult with your STC if you have any questions about make-up testing.

### THANK YOU

The Virginia Department of Education appreciates your time and effort in administering the SOL Assessment tests for Grade 3, 4, or 5 and *Virginia Studies*.

Please email any comments or suggestions for improving this manual to: **student\_assessment@doe.virginia.gov**



## SAMPLE TEST BOOKLET PACKAGE ASSEMBLY ID SHEET

**VIRGINIA  
STANDARDS OF LEARNING  
NON-WRITING SECURE TEST MATERIALS**


Assembly ID Sheet

Name of Test

Form Number

5 READ, FM R3054, PK 5

Level



VA00033013

Quantity

**AFTER OPENING THIS PACKAGE BUT BEFORE DISTRIBUTING ITS CONTENTS TO THE STUDENTS:**

1. Count the number of test materials contained in this package.
2. Check the one that is applicable and explain any discrepancy.
  - The number of test materials in this package matches the number indicated in the description.
  - The number of test materials in this package DOES NOT match the number indicated in the description.

Discrepancy: \_\_\_\_\_

\_\_\_\_\_

3. Signature \_\_\_\_\_ Date \_\_\_\_\_
4. Return this Assembly ID sheet to the STC along with all enclosed test materials

For Internal Use Only:		Pack Station: H
PGM-SSN: N/A	Discrete Job: 2833367	Batch #: N/A
Page: 1	PKT: <b>N/A</b> of <b>N/A</b>	Seq #: <b>N/A</b>



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