



Spring and Summer 2026 Test Implementation Manual

Virginia Alternate Assessment Program Tests

Writing Standards of Learning Tests

Non-Writing Standards of Learning Tests

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

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

Spring 2026 Virginia Alternate Assessment Program (VAAP) Administration Schedule*

Student Registration Import (SRI) Submission Available	January 19, 2026
Additional Orders Window	January 19–July 17, 2026
Manually Create/Edit Online Test Session Start	February 2, 2026
Prepare Sessions Start	February 9, 2026
<i>School Division Test Security Agreement Due</i>	No later than Friday prior to the start of the division's test window if it has not previously been submitted for the 2025–2026 school year
Ability to Start Test Session	February 23, 2026
VAAP Test Window	February 23–June 18, 2026
<i>School Division Affidavit Due</i>	Within 3 weeks of the receipt of VAAP scores
Secure Test Materials Due	Within 3 weeks of the receipt of VAAP scores
Authorization to Report (ATR) Deadline	July 10, 2026
Printed Reports Order Deadline	August 21, 2026

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

The detailed Virginia Assessment Program Schedule for the 2025–2026 school year is available in PearsonAccess^{next}.

Spring 2026 End-of-Course (EOC) Writing Test Administration Schedule*

Student Registration Import (SRI) Submission Available	January 26, 2026
Additional Orders Window	January 26–May 1, 2026
Special Assessment Accommodation Request Deadline	February 6, 2026
Manually Create/Edit Online Test Session Start	February 9, 2026
Prepare Sessions Start	February 16, 2026
School Division Test Security Agreement Due	No later than the Friday prior to the start of division's testing window if it has not previously been submitted for the 2025–2026 school year
Ability to Start Test Session	March 2, 2026
EOC Online Test Window	March 2–April 3, 2026
Term Graduate 1st Attempt Online Test Window	March 2–13, 2026
Term Graduate Paper Test Window Both test opportunities must be completed by March 20, 2026. Ship answer documents to Pearson by March 20, 2026.	March 2–4, 2026
EOC 1st Paper Test Window Make-up testing must be completed by March 20, 2026. Ship answer documents to Pearson by March 20, 2026.	March 2–4, 2026
EOC 2nd Paper Test Window Make-up testing must be completed by March 27, 2026. Ship answer documents to Pearson by March 27, 2026.	March 9–11, 2026
EOC 3rd Paper Test Window Make-up testing must be completed by April 3, 2026. Ship answer documents to Pearson by April 3, 2026.	March 16–18, 2026
Term Graduate 2nd Attempt Online Test Window	April 6–24, 2026

Spring 2026 End-of-Course (EOC) Writing Test Administration Schedule*, continued

Secure Test Materials Due	May 1, 2026
<i>School Division Affidavit Due</i>	May 1, 2026
Requests for Rescore Deadline	June 5, 2026
Authorization to Report (ATR) Deadline	July 10, 2026
Short Paper Image Download Deadline	July 10, 2026
Printed Reports Order Deadline	August 7, 2026

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Spring 2026 Non-Writing Test Administration Schedule*

Student Registration Import (SRI) Submission Available	February 2, 2026
Special Assessment Accommodation Request Deadline.	February 6, 2026
Additional Orders Window	February 2–July 17, 2026
Manually Create/Edit Online Test Session Start	March 16, 2026
Prepare Sessions Start	March 23, 2026
Ability to Start Test Session	April 6, 2026
Test Window	April 6–June 18, 2026
<i>School Division Test Security Agreement Due</i>	No later than the Friday prior to the start of division’s test window if it has not previously been submitted for the 2025-2026 school year
Answer Documents Shipped By	No later than the last day of the division’s testing window OR not later than June 26, 2026
Secure Test Materials Due	No later than four weeks after the end of the division’s testing window
<i>School Division Affidavit Due</i>	No later than four weeks after the end of the division’s testing window
Authorization to Report (ATR) Deadline	July 10, 2026
Printed Reports Order Deadline	August 21, 2026

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Summer 2026 Non-Writing Test Administration Schedule*

Student Registration Import (SRI) Submission Available	May 4, 2026
Special Assessment Accommodation Request Deadline	May 15, 2026
Additional Orders Window	May 4–October 9, 2026
Manually Create/Edit Online Test Session Start	May 18, 2026
Prepare Sessions Start	May 26, 2026
Ability to Start Test Session	June 8, 2026
Test Window	June 8–September 11, 2026
<i>School Division Test Security Agreement Due</i>	No later than the Friday prior to the start of division's test window if it has not previously been submitted for the 2025–2026 school year
Answer Documents Shipped By	No later than the last day of the division's testing window OR not later than September 18, 2026
Secure Test Materials Due	No later than four weeks after the end of the division's testing window
<i>School Division Affidavit Due</i>	No later than four weeks after the end of the division's testing window
Authorization to Report (ATR) Deadline	October 30, 2026
Printed Reports Order Deadline	December 4, 2026

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Summer 2026 End-of-Course (EOC) Writing Test Administration Schedule*

Student Registration Import (SRI) Submission Available	June 1, 2026
Additional Orders Window	June 1–August 21, 2026
Special Assessment Accommodation Request Deadline	June 12, 2026
Manually Create/Edit Online Test Session Start	June 15, 2026
Prepare Sessions Start	June 22, 2026
Ability to Start Test Session	July 6, 2026
EOC Online Test Window	July 6–24, 2026
Term Graduate Online Test Window Students who are scheduled to graduate by August 31, 2027, may attempt both the <i>Term Graduate Form Group Type Context</i> multiple-choice and the short-paper components of the EOC <i>Writing</i> test twice during the July 6–24 window. Both opportunities must be completed by July 24, 2026.	July 6–24, 2026
Term Graduate Paper Test Window	July 6–24, 2026
EOC Paper Test Window	July 6–8, 2026
Answer Documents Shipped By	July 24, 2026
Secure Test Materials Due	August 21, 2026
<i>School Division Affidavit</i> Due	August 21, 2026
Requests for Rescore Deadline	September 25, 2026
Authorization to Report (ATR) Deadline	October 30, 2026
Short Paper Image Download Deadline	October 30, 2026
Printed Reports Order Deadline	November 20, 2026

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

The detailed Virginia Assessment Program Schedule for the 2025–2026 school year is available in PearsonAccess^{next}.

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NEW FOR SPRING AND SUMMER 2026

Answer Documents

- Refer to this chart to determine which version of the answer document should be used for each test each administration.

Test	Version 2.0	Version 3.0
Grades 3-8 and EOC <i>Mathematics</i>		X
Grades 3-8 and EOC <i>Reading</i>		X
Grade 5 <i>Science</i>		X
<i>Virginia Studies</i>		X
Grade 8 <i>Science</i>		X
<i>Civics & Economics</i>		X
EOC <i>Science</i> Tests		X
EOC <i>History</i> Tests		X
EOC <i>Writing</i>	X	

IMPORTANT REMINDERS FOR SPRING AND SUMMER 2026

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

Special Test Accommodations Resource Guide

For ALL information regarding Special Test Accommodations for eligible students with disabilities or English Learners (EL) see the *Special Test Accommodations Resource Guide*. **This manual does not contain any details for Special Test Accommodations.**

Integrated Reading and Writing (IRW) Information

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

Pearson Support Services

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

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

TestNav Availability

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

IMPORTANT REMINDERS FOR SPRING AND SUMMER 2026, continued

School Division Personnel Test Security Agreement

All individuals who may be exposed to secure test items and those involved in the administration of the Virginia Assessment Program (including but not limited to Examiners, Proctors, Interpreters, and Scribes) **MUST** read, understand, and agree to adhere to the *School Division Personnel Test Security Agreement*. This agreement must be completed and signed before access to PearsonAccess^{next} is granted and before any online or paper test is administered. One 2025–2026 School Division Personnel Test Security Agreement may be completed if school division personnel will have access to or anticipate participation in any or all of these test administrations:

- 2025–2026 Fall/Winter Growth Assessments
- 2025–2026 Fall/Spring/Summer *Writing Tests*
- 2025–2026 Fall/Spring/Summer *Non-Writing Tests*
- 2025–2026 Virginia Alternate Assessment Program (VAAP)

Testing Out-of-Division Students

Students testing during the Summer administration may be enrolled in schools outside of your division. This may be due to attendance at regional summer schools, summer jobs away from home, or enrollment in a summer school class in an adjacent school division. To allow for scores of paper tests to be reported to the student's "home school," the answer documents should be bundled separately with their own *Header Sheet*.

Summer School Students SOL Test Participation

Students attending summer school for an EOC credit-bearing class who are currently enrolled for Fall 2026 in a Virginia public school are required to take the EOC SOL test if the student requires the verified credit to fulfill graduation requirements and/or ESSA participation requirements for high school. The test scores are to be reported to the student's "home school." **NOTE:** Students attending summer school in your division who are not enrolled in a Virginia public school for Fall 2026 (private school or home-schooled students) do not take the EOC tests. There is no need to submit a test with a testing status code for these students.

Summer Transfer Students SOL Test Participation

Students who have transferred into a Virginia Public School Division over the summer and who want to take any Summer EOC tests to attempt to earn verified credits for qualifying transfer courses must be registered in a Virginia public school with the intent to enroll for Fall 2026 at the time of testing. The scores for these students are to be reported to the school in which they are enrolled for Fall 2026.

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 email at Student_Assessment@doe.virginia.gov.

Table 1. DDOT Testing Checklist

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

Table 1. DDOT Testing Checklist, continued

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

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

Table 1. DDOT Testing Checklist, continued

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

Table 2. STC Testing Checklist

Activities Before Test Administration	Mode
1. Carefully read this <i>Test Implementation Manual</i> as well as any local directions you have been given. Resolve any questions you might have with your DDOT. Read the <i>Supplement to the Virginia Assessment Program Test Implementation Manuals</i> if your school will administer any paper tests.	Online Paper
2. Carefully read the <i>Examiner's Manuals</i> , and when applicable the <i>Supplements to the Examiner's Manuals</i> , to become familiar with the Examiner's/Proctor's testing information, guidance, procedures, and responsibilities.	Online Paper
3. Train Examiners/Proctors. Review <i>Examiner's Manual</i> updates with Examiners/Proctors.	Online Paper
4. Assist teachers and Examiners in identifying students who will be tested.	Online Paper
5. For the SOL <i>Writing</i> tests, inform Examiners of the order of the test components and if they are to read the short-paper prompt to all students or just those who request it.	Online Paper
6. Ensure that suitable testing sites are available, including an alternate site for students who do not finish by the allotted test administration time.	Online Paper
7. Schedule all test sessions in your school. Remember to schedule Term Graduates and students who are retaking an EOC <i>Writing</i> or <i>Non-Writing</i> test to earn verified credits.	Online Paper
8. Select Examiners, determine the size of each testing group, and determine whether use of Proctors will be necessary.	Online Paper
9. Ensure a signed <i>School Division Personnel Test Security Agreement</i> for the current school year, is on file from all individuals who may be exposed to secure test items and those involved in the administration of VAAP and SOL assessments (including, but not limited to, Examiners, Proctors, Interpreters, and Scribes).	Online Paper
10. Receive non-secure materials and verify quantities with the DDOT.	Online Paper
11. Review completion of SOL answer document fields.	Paper
12. Ensure that teachers and Examiners understand which test accommodations are available for students with disabilities, EL, and students with documented temporary conditions participating in SOL <i>Writing</i> and/or <i>Non-Writing</i> tests. Ensure that STCs and Examiners, who administer VAAP tests, understand the Testing Conditions and Accommodations available to students.	Online Paper
13. Receive secure materials from your DDOT. Report discrepancies to the DDOT.	Paper
14. Create and prepare online test sessions in PearsonAccess ^{next} according to the dates on the Virginia Assessment Program Schedule in the front of this manual.	Online

Table 2. STC Testing Checklist, continued

Activities Before Test Administration		Mode
15.	Be prepared to print the Student Testing Tickets for each test session. Print Proctor Testing Tickets for appropriate tests. All tickets should be printed no more than 96 hours (4 school days) prior to the test session start date and must be stored in a secure location until needed.	Online
16.	Assist, as necessary, teachers/Examiners and students to access the SOL <i>Writing</i> and <i>Non-Writing</i> , and VAAP test training resources.	Online Paper
17.	Verify students who require online accessibility features such as audio tests and the Personal Needs Profile (PNP) Calculator, have the correct forms assigned and the accessibility feature selected.	Online

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

Table 2. STC Testing Checklist, continued

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

Table 3. Required Technology

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

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

The TN8 Infrastructure Test in the PearsonAccess^{next} Training Center is available for school divisions to use for testing the performance of school networks and equipment.

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

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

<https://support.assessment.pearson.com/TN/testnav-online-support-16908292.html>

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

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

Table 3. Required Technology, continued

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

1. USE OF THIS MANUAL FOR SPRING AND SUMMER 2026

The *Test Implementation Manual* describes procedures that the Division Director of Testing (DDOT) and School Test Coordinator (STC) should follow before, during, and after administration of the Spring and Summer Virginia Assessment Program (VAP) tests. Most of the sections of this *Test Implementation Manual* apply to the following test administrations within PearsonAccess^{next}: Virginia Alternate Assessment Program (VAAP), Spring *Writing* test administration, Spring *Non-Writing* test administration, Summer *Writing* test administration, and Summer *Non-Writing* test administration.

This manual includes the following information:

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

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

Section 8: Virginia Alternate Assessment Program (VAAP) Test Administration

Section 9: Spring *Writing* Test Administration

Section 10: Spring *Non-Writing* Test Administration

Section 11: Summer *Non-Writing* Test Administration

Section 12: Summer *Writing* Test Administration

You should be familiar not only with this manual but also with the following documents, located on the VDOE website at:

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

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

Writing and *Non-Writing* Examiner's Manuals—provide the information Examiners/Proctors need to administer the assessments.

Supplement to the *Writing* and *Non-Writing* Examiner's Manuals—provides the information Examiners/Proctors need to administer paper SOL assessments.

Special Test Accommodations Resource Guide—contains additional information the Examiner/Proctor may need for the administration of the VAAP and SOL *Writing* and *Non-Writing* assessments (such as special testing accommodations, health management devices, hearing aids, and testing condition adjustments available for all students).

The VAAP Examiner's Manual is located on the VDOE website at:

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

You can find documents on the PearsonAccess^{next} website that cover topics on training, technology, testing schedules, student registration import, reports, extracts, and authorization to report:

<https://va.pearsonaccessnext.com>

Additional assistance with PearsonAccess^{next} system basics, session set up, Pearson testing processes, and reporting can be accessed the PearsonAccess^{next} Online Support page at:

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

2. SPRING AND SUMMER 2026 TEST ADMINISTRATION SCHEDULES

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

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

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

3. SCHOOL DIVISION RESPONSIBILITIES FOR VAP TESTING

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

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

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

Division Director of Testing

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

Project Manager

Each division has designated a Project Manager (PM). The PM is responsible for the divisionwide technology infrastructure needed to conduct online testing and manage secure assessment data. The PM is to take particular care in reviewing the *TestNav 8 Online Support* resource at <https://support.assessment.pearson.com/TN/testnav-online-support-16908292.html> and disseminating this information as needed. The PM and DDOT must collaborate to ensure the technology infrastructure and hardware are adequate and properly prepared in the time frame needed for administering online tests as scheduled in the school division. Any questions the PM has regarding technology are to be directed to the Pearson Support Center. Any questions regarding the administration of the Virginia Assessment Program tests are to be directed to the DDOT.

School Test Coordinator

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

Test Examiner

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

Test Proctor

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

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

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

4.1 Train School Test Coordinators

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

TRAINING TOPICS FOR SCHOOL TEST COORDINATORS
Identifying responsibilities of STCs, Examiners/Proctors, and other appropriate personnel responsible for the administration of the VAP tests
Identifying responsibilities of school administration during testing and training all school personnel in the requirements for Test Security; training for school personnel who are not directly involved in test administration should include reminders that access to the secure test room is prohibited and the content of unreleased test items is not to be discussed with students or with other school staff; providing training for all school staff on how to report potential test security concerns
Maintaining an appropriate "school climate" during the testing schedule (such as appropriate student and staff behavior, avoiding distracting instances such as planned fire drills, reviewing division guidelines on cell phones, texting, and other electronics, etc.)
Training of Examiners and Proctors, and preparing the entire school staff for the test administrations; ensuring that school staff are prepared to discuss with students the policies regarding cell phones, electronic devices, and other unauthorized materials during testing, and the consequences of cheating on a VAP test
Reviewing security requirements, including use of the <i>School Division Personnel Test Security Agreement</i> ; reviewing local policies to ensure students have no access to cell phones or other electronic devices during testing
Preparing students for online testing with Practice Items and Guides, Practice Tools, Training Center Tests, and Released Tests as applicable
Reviewing guidelines for participation of EL and students with disabilities
Arranging for testing site and alternate test locations; establishing an appropriate test setting
Understanding what testing materials/manipulatives are available online and what hand-held manipulatives are permitted for online and/or paper tests
Creating test sessions, assigning forms, knowing how to distinguish audio forms; adding and moving students; removing students from test sessions
Ensuring audio forms and PNP calculators are successfully assigned and read-aloud sessions are correctly created for SOL tests; VAAP tests, with the exception of braille, will automatically have the text-to-speech tool available
Preparing online test sessions according to the dates specified in the testing schedule at the front of this manual

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

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

4.2 Train Examiners/Proctors

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

TRAINING TOPICS FOR EXAMINERS/PROCTORS
Identifying responsibilities of Examiners and Proctors
Thoroughly reviewing the security requirements of the <i>School Division Personnel Test Security Agreement</i> and the Virginia General Assembly Legislation on test security; reviewing local policies to ensure students have no access to cell phones or other electronic devices during testing
Reviewing with all school staff, who are not directly involved in test administration, access to the secure test room is prohibited and the content of unreleased test items is not to be discussed with students or with other school staff; reviewing with all school staff the process of how to report potential test security concerns
Preparing students for testing, using Practice Items, Training Center tests, Released Tests (if applicable), etc.
Providing guidance for the teacher/Examiner discussion with students regarding cell phones, electronic devices, and other unauthorized materials, and the consequences of cheating on the test
Reviewing the testing schedule
Preparing the test site
Using classroom Proctors and/or Interpreters (if necessary)
Understanding what testing materials/manipulatives are available online and what hand-held manipulatives are permitted for online and/or paper tests

TRAINING TOPICS FOR EXAMINERS/PROCTORS
Becoming familiar with the various functions of online testing, navigating in TestNav, and the purpose of the various screens by practicing with the TestNav 8 application by using Practice Items and Guides and the Training Center Practice Tests
Administering VAAP and SOL testing under standardized conditions using the <i>Examiner's Manuals</i> and Supplements assigned for those tests
Ensuring students receive the correct Student Testing Ticket
Ensuring eligible students taking SOL tests receive authorized testing accommodations (refer to the <i>Special Test Accommodations Resource Guide</i>)
Ensure students participating in the VAAP receive appropriate Test Conditions and Test Accommodations (refer to Section 8)
Reviewing the monitoring duties of the Examiner and Proctor during testing, how student questions may be answered and what level and kinds of assistance may be given
Reviewing procedures if the Connectivity/Save Warning and Error Codes appear on a student's test
Reviewing the process of permitting student-requested breaks
Identifying and reporting testing irregularities
Handling emergencies
Notifying STC of student reported errors on test items
During SOL tests, identifying struggling EL and discontinuing testing following the guidelines in the <i>Examiners' Manuals</i>
During the VAAP tests, identifying struggling students and discontinuing testing according to guidelines in the <i>Examiner Manual</i>
Reviewing the troubleshooting process
During testing, moving students and testing materials to an alternate location
Reviewing the process of notifying the STC of students not tested or requiring make-up sessions
Reviewing the process of returning testing materials

TRAINING TOPICS FOR EXAMINERS/PROCTORS SPECIFICALLY REGARDING PAPER TESTS
Hand-coding student information on SOL answer documents
Completing the <i>Assembly ID Sheets</i> to verify and document the number of test booklets/prompts contained in packages before distributing to students
Using the <i>Supplement to the Examiner's Manual</i> to administer paper SOL tests
Coding fields for student name, date of birth, test form/prompt number, test date, and state testing identifier (if applicable) on the paper SOL answer documents
Organizing scorable and non-scorable test materials for return to the STC
Returning all test materials to the STC
Refer to the <i>Supplement to the Examiner's Manual</i> for details regarding these topics.



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

STC

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

DDOT

- ☑ All SOL test manuals may be viewed and downloaded from the Virginia Department of Education website at:

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

- ☑ The VAAP Examiner’s Manual is located on the VDOE website at:

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

4.3 Online User Roles

DDOT

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

4.4 Test Preparation Training

4.4.1 Resources for test preparation

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

Table 4. Resources Available for Test Preparation

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

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

Table 4. Resources Available for Test Preparation, continued

Resource	Location	Purpose
<p>Desmos Virginia Four Function Calculator</p> <p>Desmos Virginia Scientific Calculator</p> <p>Desmos Virginia Graphing Calculator</p>	<p>Located within the PearsonAccess^{next} Training Center. Access to these calculators is via a Student Testing Ticket created in the Training Center.</p>	<p>The Desmos Virginia Calculator may be used by students:</p> <ul style="list-style-type: none"> • who have a documented need for a paper Grades 4–8 or EOC <i>Mathematics</i> test; or • who are eligible to receive the calculator accommodation on the Grades 3–7 <i>Mathematics</i> test. Refer to the <i>Special Test Accommodations Resource Guide</i> for accommodation criteria details.
<p>Introduction to TestNav 8</p>	<p>https://www.doe.virginia.gov/teaching-learning-assessment/student-assessment/sol-practice-items-all-subjects</p>	<p>The <i>Introduction to TestNav 8</i> is intended to be used with the Practice Item Sets. The <i>Introduction to TestNav 8</i> provides information on:</p> <ul style="list-style-type: none"> • navigating through the practice item sets; • answering Technology Enhanced Items (TEI) and multiple-choice items; • using the online tools; and • using the accessibility features available in TestNav 8.

Table 4. Resources Available for Test Preparation, continued

Resource	Location	Purpose
<p>Practice Item Sets</p>	<p>Access the TestNav 8 application. The practice item sets are available on the Practice Items link below the <i>Sign In</i> button.</p> <p>Use the Guided Practice Suggestions with these Practice Item Sets.</p>	<p>The Practice Item Sets provide:</p> <ul style="list-style-type: none"> • examples that are representative of content included in the SOL and VAAP tests; • opportunities for students participating in the VAAP and teachers to become familiar with the VAAP test format and supports; • examples of all types of TEI and opportunities to experience TEI functionality; • opportunities to practice with the online tools and features that are available during online testing; • practice with Personal Needs Profile (PNP) accommodations for qualified students with disabilities, such as the PNP calculator, available on Grades 3–7 <i>Mathematics</i> tests, or the PNP Web Extension which enables speech-to-text for the written response area of the EOC <i>Writing</i> test; • practice with items in audio format; and • opportunities to navigate through and interact with the online testing software.
<p>Guided Practice Suggestions</p>	<p>https://www.doe.virginia.gov/teaching-learning-assessment/student-assessment/sol-practice-items-all-subjects</p>	<p>The <i>Guided Practice Suggestions</i> documents provide specific item information (item type and answer) for each question in the practice item sets and provide specific information for teachers as they guide students through the practice items. Following the suggestions in these guides will ensure that students are exposed to the different tools within TestNav 8, the different functionality features of TEI, and common messages that may appear as students complete their tests.</p>
<p>List of Available <i>Writing</i> Prompts</p>	<p>https://www.doe.virginia.gov/teaching-learning-assessment/k-12-standards-instruction/english-reading-literacy/assessment-resources/english-sol-writing-resources</p>	<p>Provides the opportunity for students to practice writing short papers using the <i>Writing</i> prompts.</p>

Table 4. Resources Available for Test Preparation, continued

Resource	Location	Purpose
Released Tests	https://www.doe.virginia.gov/teaching-learning-assessment/student-assessment/sol-practice-items-all-subjects/released-tests-item-sets-all-subjects	Released tests are provided to assist in understanding the format of the tests and questions. The answers to the questions for each test and test item set can be found in the back of each PDF document.
Large-Print and Braille Released Tests	PearsonAccess ^{next} Orders.	The DDOT may place an Additional Order for large-print and braille released tests.

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

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

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

Unauthorized materials: During testing, students should have access only to those materials permitted for the test they are taking. Students may not access any other unauthorized materials during testing. Such materials include, but are not limited to, formula cards, class notes, course-content review materials, test-taking strategy reminders, notes, textbooks and other curriculum materials, “cheat sheets,” unauthorized calculators, unauthorized formula sheets, extra highlighters, non-school issued scratch paper, fidget items, toys, reading material, etc.

4.4.3 Pre-testing discussion regarding cheating

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

4.5 Document the Need for Paper Assessment

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

4.6 Register Students for Testing

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

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

<https://va.pearsonaccessnext.com>

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

4.7 Determine Where Tests Will Be Administered

- STC** Make arrangements for appropriate physical conditions for testing. Testing rooms/labs should be quiet, well lighted, set to an appropriate temperature, and well ventilated. Each student's workspace should be clear of books and other materials not needed for the test and large enough to accommodate testing materials. Crowding should be minimized and seating arranged to discourage students from copying or viewing one another's work. Students must not have access to cell phones or any other device that is capable of providing an unfair advantage, be distracting to others, or items not authorized for testing. Students who are not taking the VAAP or SOL test are not permitted in the testing room/lab during the test session.
- NOTE:** Examiners administering the VAAP assessments do not need to remove, take down, or cover curricular materials. For the test, choose a location that is comfortable and familiar to the student, and free of distractions. The student should be out of range of other students. As a best practice, try to position the student so curricular materials are not visually or physically accessible.
- For SOL tests, remove from the testing site or cover all curricular materials and materials related to test content and test-taking strategies that might influence student performance or provide an unfair advantage. These materials include, but are not limited to, maps, timelines, graphic organizers, charts, posters, projections, computer programs, textbooks, dry-erase board displays, chalkboard displays, and bulletin board displays.
- Remove from student access any items not approved for use during testing. These items include, but are not limited to: cell phones, any electronic device, dictionaries (when not approved), class notes, course content review materials, test taking strategy reminders, notes, textbooks and other curriculum materials, "cheat sheets," extra highlighters, non-school issued scratch paper, fidget items, reading material, or toys.
- It may be helpful to provide Examiners with "TESTING IN PROGRESS: DO NOT DISTURB" signs for testing rooms.
- Students who are absent on the school's established test date(s) must be given an opportunity to take any missed test on a make-up basis. A time and location must also be arranged for each necessary make-up session.

Establish Guidelines for the Alternate Test Site for SOL Tests

NOTE: The VAAP tests are generally administered individually and may be given over multiple test sessions. Therefore, the guidance in this section does not apply to students participating in the VAAP.

The SOL assessments are not timed. Students who do not finish by the end of the allotted test administration time should be given additional time, up to the end of the school day. Students are **not** allowed, however, to complete the test after leaving, voluntarily or not, for

any activity that would allow interaction with other students, access to any educational materials, or electronic devices. Except when permitted, **students must complete the test in one school day** (refer to the multiple test sessions accommodation in the *Special Test Accommodations Resource Guide* for exceptions and testing directions for Grades 3, 4, and 5 *Reading* and *Mathematics* SOL tests.)

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

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

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



4.8 Schedule the School's SOL and VAAP Testing Sessions

The SOL and VAAP test administrations take precedence over other scheduled school activities. Each SOL *Writing* test component and *Non-Writing* test is to be completed within one school day, with the exception of those students who qualify for the Multiple Test Sessions accommodation as described in the *Special Test Accommodations Resource Guide* and testing directions for Grades 3, 4, and 5 *Reading* and *Mathematics* SOL tests. All students participating in the VAAP are eligible to complete the test over multiple days. Refer to Section 8 for details on Testing Conditions.

- DDOT** All testing sessions for the school division must be scheduled within the testing window. If you need to adjust the testing window, notify the Office of Student Assessment.
- ONLINE** DDOTs, Project Managers, and STCs should work together to determine the online test schedule. Some things to consider include:
- number of concurrent tests your network can successfully manage
 - number of students participating in online testing
 - number of online test sessions your schools will offer each day
 - number of available labs/testing devices

- ☑ Notify Pearson well in advance if a school plans to administer online tests after 5:00 P.M. Provide the following information:
 - Division Name
 - School Name
 - Date(s) of After Hours Testing
 - Time(s) of After Hours Testing
- ☑ Permission from the Office of Student Assessment must be obtained prior to any testing on weekends.
- ☑ Make-up sessions are to be completed according to the division's schedule as long as the schedule affords each student an adequate opportunity to take missed tests. Additionally, the division's make-up schedule must allow time for assembly and shipment of all paper scorable answer documents by the date(s) reported to Pearson. **Work with the STCs to establish the testing schedule and appropriate make-up testing schedules for their schools.**

STC

- ☑ Schedule testing sessions to avoid interruptions by drills (fire, tornado, intruder, etc.) and other school functions.
- ☑ Take into consideration that the VAP assessments are untimed tests. Students should be afforded as much time as they need to complete the test as described at the beginning of this section.
- ☑ Ensure that SOL testing sessions are scheduled so that they begin early enough to allow students a reasonable amount of time to complete the test before lunch or before the end of the school day.
- ☑ Prior to the first date of SOL testing, develop a plan to accommodate situations in which "allocated" time has elapsed but students have not yet completed the test. For example, these students could be moved to an alternate location such as a library or activity room so that they can finish the test.
- ☑ Each school's SOL testing dates and time for each subject (for paper and/or online) must be on file with the DDO. If a change to testing dates or times occurs, notify the DDO immediately.
- ☑ VAAP test schedules are afforded additional flexibility to accommodate the needs of the students participating in the test. The Examiner and STC should work together to manage each student's testing time.
- ☑ Ensure that each school provides students with advance notice of the test dates and schedule. Urge students' parents/guardians not to make appointments for their children or take them out of school unnecessarily on the test days.
- ☑ Schedule make-up sessions so that all testing is completed before the end of the division's test window and in time to meet the deadline for the return of materials to Pearson (refer to the calendar in this manual.)

4.9 Determine Testing Groups and Select Examiners

STC

- ☑ Determine how students will be grouped for testing (e.g., in homerooms, in regular English classes, individual testing) and which staff members will serve as Examiners.
- ☑ Examiner's for SOL tests may be teachers or other school staff. If resources permit, for SOL tests it is recommended that teachers do not serve as Examiners or Proctors to their own students. For the VAAP tests, teachers may serve as Examiners to their own students.

- ☑ VDOE strongly recommends that VAAP Examiners be licensed teachers familiar with the needs of the students eligible for VAAP. The Examiner should also be familiar with the testing conditions and accommodations available to students participating in the VAAP.
- ☑ All SOL and VAAP Examiners must be trained in test administration and test security. Prior to testing all SOL and VAAP Examiners must read, understand, and sign the *School Division Personnel Test Security Agreement*.

4.10 Determine the Need for Proctors and Arrange for Assistance

Testing students in large groups is not recommended. Testing in smaller groups lessens test fear and anxiety for the student and facilitates the Examiner’s ability to monitor and control the testing session. However, if it is necessary to test a large group of students, consider the addition of Proctors to the testing session.

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

STC

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

4.11 Review Procedures for Ensuring Test Security

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

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

Security procedures must be followed to ensure complete test security.

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

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

4.12 Collect Completed *School Division Personnel Test Security Agreements*

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

Each testing staff member who will participate in one or more of the 2025–2026 Test Administrations needs to have a 2025–2026 *School Division Personnel Test Security Agreement* on file in the school division. Refer to the 2025–2026 *School Division Personnel Test Security Agreement*, located in Appendix A. **Persons who have not signed the *School Division Personnel Test Security Agreement* may not be allowed access to any VAP tests.**

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

STC ☑ Forward the signed test agreements to your DDOT as directed in Section 6.4.

DDOT ☑ **School Division Test Security Agreement**—Both the DDOT and the division’s superintendent must complete and sign the *School Division Test Security Agreement*, if one was not submitted during Fall 2025, prior to the time the division is first scheduled to administer the VAAP, *Writing*, or *Non-Writing* assessments. Send the *School Division Test Security Agreement* to Pearson by the date specified in the Test Administration Schedules posted in the front of this manual. The agreement, which may be photocopied, is in Appendix A.

4.13 Additional Security Procedures for Online Testing

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

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

4.13.1 Student Testing Tickets

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

4.14 Provide Special Accommodations During Testing

All Tests. 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*. For information regarding students with disabilities and EL participation in state assessments, refer to: *Participation in the Virginia Assessment Program: A Resource for Educators and Parents of Students with Disabilities*, and *Procedures for Determining English Learner Participation in the Virginia Assessment Program*, which are available on the Virginia Department of Education's website located at:

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

All accommodations provided to students must be documented in PearsonAccess^{next}. Refer to the *Special Test Accommodations Resource Guide*, which includes accommodations, their guidelines, and their corresponding codes. The VAAP accommodations, guidance, and codes are located in the VAAP Examiner's Manual and the *Special Test Accommodations Resource Guide*.

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

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

4.15 Testing Condition Adjustments Available During SOL Testing

NOTE: Refer to Appendix C of this manual for further information. For details regarding providing testing conditions for students participating in VAAP tests, see the VAAP Examiner's Manual and the *Special Test Accommodations Resource Guide*.

4.15.1 Health Management Device

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

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

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

4.15.2 Hearing Aids with Internet-Connected Device

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

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

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

4.16 Test Tools and Materials

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

- Section 8.3.2—VAAP Test Tools and Materials
- Section 9.3—Spring *Writing* Test Tools and Materials
- Section 10.3—Spring *Non-Writing* Test Tools and Materials
- Section 11.3—Summer *Non-Writing* Test Tools and Materials
- Section 12.3—Summer *Writing* Test Tools and Materials

4.17 Preparing for Paper Testing

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

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

4.18 On-site Test Monitoring

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

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

5.1 Maintain a Contingency Plan

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

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

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

If schools are closed:

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

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

5.2 Coordinate the School's Administration of the Paper Tests

While the VAAP assessment has a paper test booklet, the student's responses are transcribed into the online version of the test. Refer to Section 8 for management of VAAP Student Resources.

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

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

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

STC

- For the paper SOL tests check out the test booklets to Examiners. You should use the *Test Booklets/Prompts Transmittal Form and Affidavit for Examiners/Proctors* or the *Special Test Forms/Kits Transmittal Form for Examiners/Proctors* (located in the Appendix of the *Supplement to the Virginia Assessment Program Test Implementation Manuals*) to assist with the distribution and collection of test booklets from the Examiners.
- Review a sample of the *Assembly ID Sheet* (located in the Appendix of the *Supplement to the Virginia Assessment Program Test Implementation Manuals*) that

will be included in the packages of test booklets. An *Assembly ID Sheet* shows a unique package number and identifies the form number of the test booklets contained in that package.

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

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

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

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

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

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

- STC**
 - ☑ Ensure that all test materials are returned to you no later than the end of the test administration day.
 - ☑ When the test materials are returned, verify the receipt of all materials using the information in Section 6.1, "Receive All Testing Materials from Examiners."

- ☑ You should count the test booklets and initial the *Test Booklets/Prompts Transmittal Form and Affidavit for Examiners/Proctors* or the *Special Test Forms/Kits Transmittal Form for Examiners/Proctors* (located in the Appendix of the *Supplement to the Virginia Assessment Program Test Implementation Manual*) or another such form documenting the same information as the VDOE form to verify that all test booklets and answer documents have been returned. Immediately report any missing test booklets to the DDOT. Missing testing materials must be documented in TIWAS or on the *Test Irregularity Form* in Appendix D.
- ☑ Check in materials used for recording test sessions. You should use the *Examiner's/Proctor's Transmittal Form and Affidavit for Recorded/Proctored Test Sessions* (Appendix B).
- ☑ Verify that all answer documents have been returned.

5.3 Coordinate the School's Administration of the SOL *Writing, Non-Writing,* and VAAP Online Assessments

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

- ☑ On the day of testing, distribute all materials necessary to administer the online SOL *Writing, Non-Writing,* or VAAP assessments.

STC

- ☑ For each test session, Examiners/Proctors should be provided with the following test materials:
 - *Examiner's Manual* for grade-level and subject area SOL tests; *VAAP Examiner's Manual*;
 - For SOL tests; Student Testing Tickets (use the *Testing Ticket Transmittal Form and Affidavit for Examiners/Proctors* to assist with the distribution and collection of test tickets);
 - For VAAP tests, student test booklet, Student Testing Tickets (use the *VAAP Transmittal Form and Affidavit for Student Test Resources* to check materials out and back in each day);
 - Proctor Testing Ticket (if read-aloud session) for non-CAT SOL Tests;
 - Test session roster (optional);
 - "TESTING IN PROGRESS: DO NOT DISTURB" sign, if available; and
 - Appropriate ancillary materials and manipulatives.
- ☑ Check out materials needed for recording SOL test sessions, as necessary. You should use the *Examiner's/Proctor's Transmittal Form and Affidavit for Recorded/Proctored Test Sessions* (Appendix B). **NOTE:** VDOE does not require individual administration of VAAP tests to be video/audio recorded and/or proctored, but school divisions can implement this as a best practice.

5.3.1 Monitor online test sessions

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

Student's Real-Time Test Status

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

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

As students begin to sign in and start the test, the student *Status* will turn green. As students submit their test, the student *Status* will turn blue; a "blue" status cannot be restarted. If a student exits TestNav (either inadvertently or intentionally) before completing the test, the student *Status* will turn red.

- Students may not leave the testing site and subsequently return to finish the test unless their absence from the site is closely monitored to prevent interaction with other students and/or access to educational materials. Refer to Section 5.4.3 for details about student breaks.
- If students are moved to an alternate testing site to complete their tests, their Student Testing Tickets and portable testing devices must be collected by the Examiner or Proctor prior to the move. Students must not be permitted to discuss the test or course content in any way with anyone or have access to any educational materials,

cell phones, or other electronic devices during the move. Once in the alternate site, return each student's own materials and resume testing. Be sure that the alternate testing devices (as appropriate) to be used during testing meet the minimum requirements as stated in the *TestNav 8 System Requirements* at:

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



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

STC

- ☑ **All active online test sessions must be stopped when all students are either in Completed or Marked Complete status.** Students in started sessions who are in a status other than *Completed* or *Marked Complete* must be locked or moved to a not-started session at the end of the day.
- ☑ VAAP tests, which are being administered using multiple sessions, must be *Exited* and *Locked* at the end of each day's testing. The session may remain started until the student completes the test. Once all students in the session are in *Completed* or *Marked Complete* status, the session must be stopped.
- ☑ **Online read-aloud sessions should never be left in Started status overnight in PearsonAccess^{next}.** All read-aloud tests in *Exited* status must be moved to a not-started session. New testing tickets must be printed and the session started for the second day of testing.

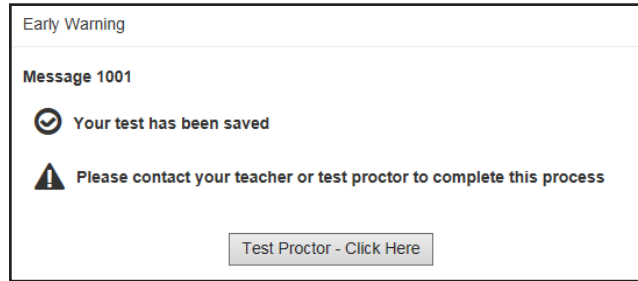
5.3.2 Connectivity/Save Warning and Error Codes

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

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

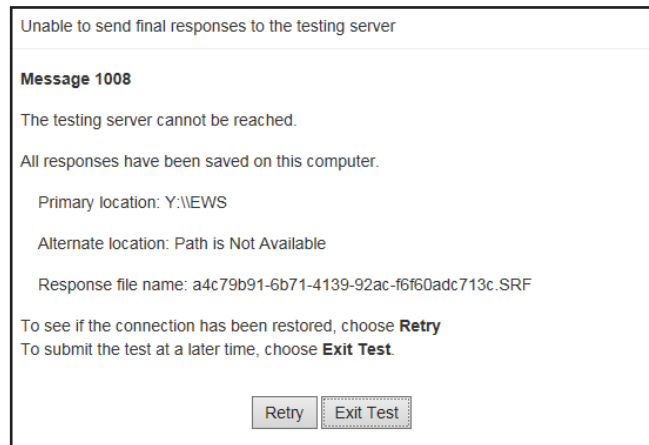
TestNav automatically displays a notification screen whenever the connection to the testing server is interrupted or when the system detects a potential problem with the designated response file save locations. The first screen displayed will always be one of two "notify" screens that prompt the student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

Notify Screen A—Notify Your Teacher or Test Proctor



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

Notify Screen B—Your Test Has Been Saved



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

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

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

- If a student receives this error code on a **Mobile Device**:
 - Click *Retry* to check whether the connection is restored. If you believe the connection may be restored, click *Retry* again.
 - If you have clicked *Retry* and the connection with the testing server is not restored, click *Exit Test*. When the student closes TestNav, the student remains in Active testing status.
 - After the connection is restored and the student *Resumed*, the student can sign in. TestNav automatically searches for, and submits, the response file.


5.3.3 Troubleshooting

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

- **Student requires an audio test but there is no audio:** For the Grades 3–8 and EOC *Reading*, Grades 3–8 and EOC *Mathematics*, Grades 5 and 8 *Science*, EOC *Science* (2018 SOL), *Virginia Studies, Civics & Economics*, EOC *Writing, VA & US History* (2015 SOL), and EOC *History* (2023 SOL) SOL tests, the audio tools will appear on the right side of the student’s test screen for both the samples and the test questions.

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

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

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

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

- **Student should not have an audio test, but the audio is playing, or the audio player/tools appeared at the first test question or samples:** The Examiner/Proctor should contact the STC immediately. Do not permit the student to continue testing. The STC or Examiner should have the student *EXIT* the test but keep the student seated at their workstation and immediately contact the DDOT, who should immediately contact VDOE. In most cases, VDOE can change the student’s form to the correct non-audio form while the student waits in the test room.

NOTE: With the exception of braille VAAP tests, the text-to-speech audio player is available on VAAP tests using TestNav. This accessibility tool is available to any student participating in the VAAP tests.

- **Personal Needs Profile (PNP) Web Extension is not visible upon sign in:** Only students with disabilities who are eligible to use the speech-to-text web extension on the EOC *Writing* short-paper component may use the web extension. Prior to signing in to TestNav with their Student Testing Ticket, the PNP Web Extension must be assigned to the student. Once the student signs in to the test, the speech-to-text web extensions should appear for selection. If the student does not have the PNP Web Extension, the student should be directed to Exit their test. The STC should be contacted immediately. The STC should go to the Students in Sessions screen to determine if the student was assigned the PNP Web Extension. The PNP Web Extension is indicated under the student’s name. If the PNP Web Extension is not indicated, the STC must contact the DDOT who will contact VDOE to resolve the issue. Do not mark the test complete or have the student Submit the test.

- **The PNP Calculator does not appear on the student’s tool bar:** Only students with disabilities who are eligible to use the Desmos Virginia calculator on Grades 3–7 *Mathematics* non-calculator items may use the PNP Calculator.


Prior to the student signing in to TestNav with their Student Testing Ticket, the PNP Calculator accommodation must be assigned to the student. The student should be directed to Exit their test. The PNP Calculator is indicated under the student’s name. If the PNP Calculator is not indicated, the STC must contact the DDOT who will contact VDOE. In most cases, VDOE will reassign the form and apply the appropriate coding while the student waits in the test room. DO NOT mark the test complete or have the student *Submit* the test.

- **PNP Web Extension for speech-to-text stops working:** If speech-to-text stops working, the Examiner should have the student *EXIT* the test. Then the STC must Resume the student’s test in PearsonAccessnext and have the student sign in to the test again. Speech-to-text should work again after resuming the test.

To keep speech-to-text from stopping, students should click the speech-to-text icon only when they are ready to use it. Clicking it at the beginning may cause it to time out as they progress through the test. The time-out window varies by device. Students should also ensure their cursor is in the text box when they starts using the speech-to-text functionality for the text to paste correctly.

- **Shading is not visible on the test questions:** Some test questions refer to the “shaded section” of a map, graph, chart, etc. If the shading is not apparent to the student, the Examiner/Proctor may adjust the contrast setting on the student’s monitor until the shading is visible. If this adjustment does not resolve the problem, the Examiner has been instructed to contact the STC.
- **The student completed a question but the *Next* button does not appear (CAT only):**

- The Student may have attempted to answer the question using a “tool” other than the Pointer.


The Examiner/Proctor may remind the student that “**The Pointer  must be used to answer the question.**”

OR

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

- **The Review dropdown indicates a question is “*Not Answered*” when the student is confident they answered the question:**


- The Student may have attempted to answer the question using a “tool” other than the Pointer.

The Examiner/Proctor may remind the student that “**The Pointer  must be used to answer the question.**”

OR

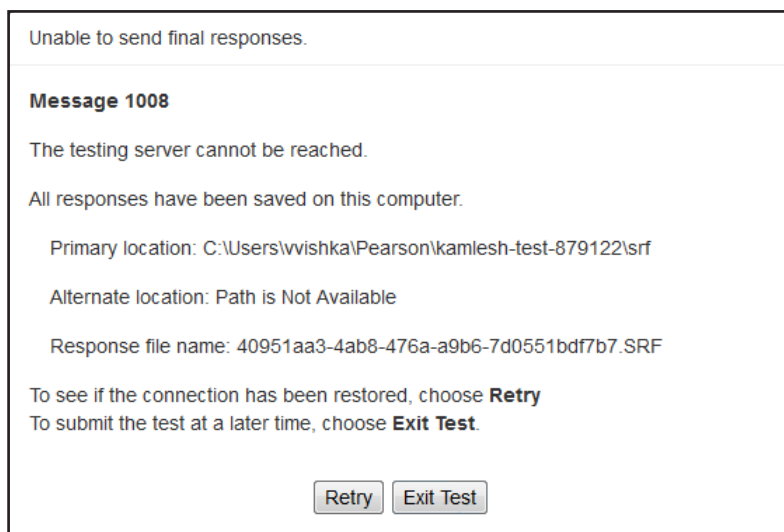
- The student may not have met all the requirements of the test question. For example, if a test item requires the student to select and drag 3 items to answer

boxes, the Review dropdown will show that question as “Not Answered” if the student only selects 1 or 2 items. The Examiner/Proctor may tell the student to “**Read the screen carefully**” and/or “**Read the directions carefully.**”

- **Student is trying to use the Answer Eliminator tool  on a TEI question and it is not working:** Refer to Appendix E for online tool descriptions. The Examiner/Proctor may tell the student that the Answer Eliminator tool functions with multiple-choice questions and certain TEI items; it does not function on all TEI questions.
- **Student has difficulty entering a specific symbol or character into a TEI answer box:** If the student asks the Examiner/Proctor which key to use for a specific symbol or character, the Examiner/Proctor may tell the student which keys to press and may point to the keys. For example, the student asks the Examiner, “How do I make a minus sign?” The Examiner may say, “**Use the hyphen key.**” Other examples include:
 - To make a colon, “**Hold the shift key down and then press the colon key.**”
 - To make a fraction, “**Use the forward slash key.**”
 - To make a plus sign, “**Hold the shift key down and then press the plus key.**”
 - To make a decimal, “**Use the period.**”The Examiner/Proctor may only respond to the student’s request for “how” to enter a specific symbol. The Examiner/Proctor may not prompt the student to enter a specific symbol or tell a student what symbol is needed in the answer to a specific question.
- **Student cannot enter a specific “character” into a TEI answer box:** The Examiner/Proctor should look to see if the “Caps Lock” key is active on the student’s keyboard. If it is, the Examiner/Proctor may tell the student, “**Try pressing the ‘Caps Lock’ key on your keyboard.**”
 - If the student is still having difficulty, the Examiner/Proctor may re-read the testing directions from the *Examiner’s Manual* verbatim to the student, “**Make sure the Caps Lock key is not on if you are trying to enter a lowercase letter in the answer box. If you select a letter, number, or symbol that cannot be used in your answer, a message will appear on the screen that states, ‘You cannot use that character.’**”
 - If the student is still having difficulty, it may be that the student misunderstands the question or does not know how to resolve the question. In these cases the Examiner/Proctor may only say, “**Read the question carefully.**”
- **The student submitted the test prematurely (non-CAT only):** If the student accidentally submitted the test, wants to return to it, and has not left the secure test room, the Examiner/Proctor should contact the STC immediately. The STC or Examiner should have the student remain in the test room seated at their workstation and immediately contact the DDOT, who should immediately contact VDOE. In most cases, VDOE can “unsubmit” the student’s test so the student can log back into the test.
- **This message is displayed on the student’s workstation, “Are you still there? This test will be exited in 30 seconds if no activity is detected.”:** This message is indicating that the student has been inactive for nearly two hours. To reset the inactivity timer, the student should move the mouse, press a key, or touch the screen (on touch screen devices).
- **The student’s test is Exited and the workstation is showing Error 3124.** The student’s test was automatically *Exited* by TestNav after at least two hours of inactivity. The message for Error 3124 states, “TestNav has closed the test session due to inactivity. To continue testing, ask your proctor to resume your test, and sign in again.”

To enable the student to continue with the test, the STC must *Resume* the student's test in PearsonAccess^{next}; then the student can sign in with the Student Testing Ticket

- **The student was attempting to Exit or Submit the test, but an error message, “Message 1008,” appeared with a *Retry* and an *Exit Test* button and a message that “The testing server cannot be reached. All responses have been saved on this computer.”**



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

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

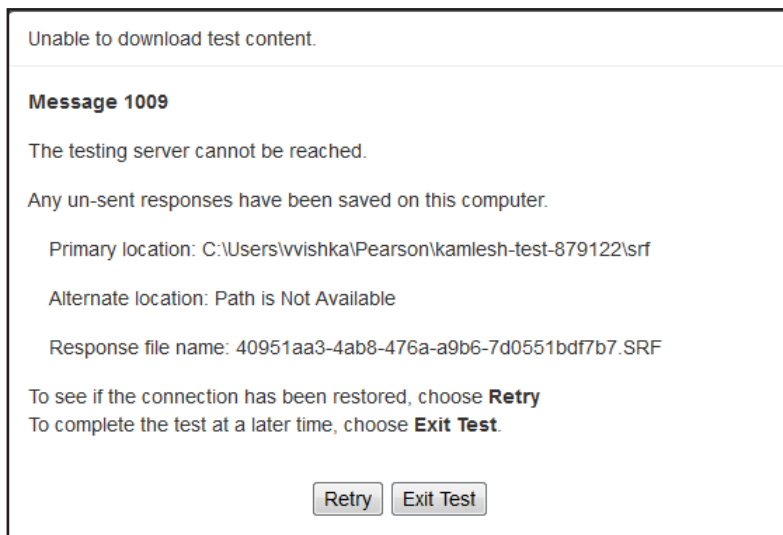
- on a single or a few workstations, the workstation connectivity should be checked to ensure the device(s) can communicate to the Pearson server.
- throughout the school or division, the local network and connectivity to the Internet should be checked to ensure the testing devices can communicate to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

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

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

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

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



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

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

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

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

- Select the *Exit Test* button and make a note of the exact testing device the student was using.
- If possible, to avoid having to retest the student, maintain secure test conditions among the students while connectivity is being restored. Examiners should consult with their STC regarding how long you should wait for connectivity to be restored before discontinuing the testing session.

- Once connectivity is restored to the student's testing device, the STC must Resume the student's test in PearsonAccess^{next} before the student can sign in to the test again.
- The STC should notify the DDO. The DDO may need to contact VDOE for next steps.

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

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

5.4 During Test Administration

5.4.1 Monitoring the test administration

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

STC Monitor the administration of testing in the school.

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

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

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

- Upon entering the testing room and monitoring.** Once students and the test Examiner/Proctor enter the testing room, all instruction and/or review of the content covered by the test or discussion of testing strategies must stop. During the test administration, Examiners/Proctors must monitor the SOL test administration process by moving as unobtrusively as possible about the room. Examiners/Proctors must not engage in other activities that would interfere with monitoring. Such activities include, but are not limited to, reading, grading papers, using electronic devices, etc. Students may not be left unattended for any length of time.
- Student access to unauthorized materials.** Examiners/Proctors should ensure that students are working independently and do not have access to unauthorized materials, cell phones, or any other electronic devices in the testing room while any students are testing. Immediately notify the STC if a student accessed or had access to a cell phone, electronic device, or other unauthorized material that could provide an unfair advantage while any students were testing. If the student is testing at the time of the discovery of the cell phone, electronic device, or unauthorized material, the student must not be permitted to continue testing. The test must be placed in *Exited* status and moved to an irregularity session, and the STC must notify the DDO immediately if test security may be compromised. The STC must submit an irregularity to the DDO providing the details about the incident. The student may not retest until the division receives a response to the irregularity from the Office of Student Assessment.
- Cheating.** Examiners/Proctors must immediately notify the STC if a student is found cheating on the test. If the student is testing at the time of the discovery of cheating, the student must not be permitted to continue testing. The test must be placed in *Exited* status and moved to an irregularity session. The STC must notify the DDO

immediately if test security may be compromised. For SOL *Writing, Non-Writing*, and VAAP assessments the STC must submit an irregularity to the DDOT providing the details about the incident. If the school division makes the determination that a student cheated, the student is not eligible for a retest during the current administration. 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.

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

For VAAP tests—at the conclusion of the day’s test session, the student may only review the test items completed during the day’s session. If the student left any items unanswered or bookmarked from the day’s test items, the Examiner may prompt the student to return to any unanswered or bookmarked items.

- ☑ **Examiner/Proctor navigating a student’s test.** Examiners/Proctors for online SOL must not navigate any portion of the online test for the student. This includes, but is

not limited to: moving between questions; moving from the Review dropdown screen to questions marked *answered*, *not answered*, or *flagged with a bookmark*; exiting or submitting the test.

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

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

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

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

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

For the VAAP test—Examiners are permitted to sign in, navigate, and respond to items based on the needs of the individual student being assessed and in accordance with the procedures in the *Examiner’s Manual*.

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

On a PC or Chromebook:

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

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

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

On a Mac:

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

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

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

On a touch screen device:

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

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

For the VAAP test—Examiners are permitted to control the zoom and magnify accessibility tools for the student based on the student’s needs.

- ☑ **Student Inactivity.** If the Examiner/Proctor observes an inactive student during testing, the Examiner/Proctor may ask the student, **“Are you finished with your test?”** If the student responds “No,” then the Examiner/Proctor may say, **“You need to continue working on your test.”** If the student responds, “Yes,” then the Examiner/Proctor should direct the student through the Submit process. After two hours of inactivity, TestNav will automatically *Exit* the student’s test. The Examiner must contact the STC to *Resume* the student’s test. Refer to the Troubleshooting, Section 5.3.3, for details.
- ☑ **Answer document monitoring.** Examiners/Proctors for paper SOL testing should check that students are only using a No. 2 Pencil to mark the answer document.
- ☑ **Circling in the test booklet.** Examiners/Proctors for paper SOL testing must not direct students to circle answer choices in their test booklets first and then transfer

their answers to their answer documents. Examiners/Proctors may withhold answer documents only from students with the mark-in-test-booklet accommodation and direct the students to circle their answers in their test booklets. After testing, Examiners/Proctors, **not the students**, must then transcribe the circled answers to the students' answer documents.

- ☑ **Paper tests answer selection.** If during a paper SOL test a student needs assistance with the mechanics of selecting a response, the Examiner/Proctor may provide directions to the student, such as: **“Fill in the circle on your answer document for the letter you have chosen.”**
- ☑ **Paper test prompting.** Examiners/Proctors for paper SOL tests must not prompt the student to go back to any specific questions, such as any left not answered or questions *multiple-marked*.
 - If an Examiner/Proctor notices the student left any questions not answered or *multiple-marked*, the Examiner/Proctor may only tell the student, **“Review your answer document carefully.”**
- ☑ **Collected answer document.** Once the student's answer document has been collected it may not be returned to the student.

5.4.2 Answering student questions

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

- **Questions about test items.** If a student asks a question about a test item during the test, the student should be told, **“Read it carefully and choose the best answer.”** Help must not be given on specific test items and no clues should be given about the correctness of a student's answer to a particular item. If in doubt, it is better to say that you cannot respond to the student's question rather than risk violating standard procedures. Test questions may not be read to students unless specified by their IEPs, 504 Plans, or EL Assessment Participation Plans. If, after testing is complete, a student asks to discuss a question, the Examiner, Proctor, or teacher should remind the student that the test questions cannot be discussed.
- **Questions about mechanics/navigating.** Examiners or Proctors may answer students' questions about the mechanics of testing, such as how to navigate to the next question, previous question, Review dropdown, and End Test screen.

Unless specified as an accommodation, the Examiner/Proctor must not navigate the test for the student.
- **Assistance with TestNav Tools.** If the student requests a description or the function of a tool, the Examiner/Proctor may read the specific tool's description from the test tools tables provided in the *Examiner's Manual*.
- **Assistance with the audio control box or audio tools for audio tests.** If a student requests assistance with the operation of the audio control box or audio tools, the Examiner/Proctor may read from the tables in the *Examiner's Manual* to provide the tool's function and operation to the student. (In this manual, refer to the Audio Control Box and Audio Tools tables in Appendix E.)
- **No question appears.** If the student reports that there is no test question or they cannot see the test question, the student should be told **“You might need to scroll down on the page to see the entire question?”**

5.4.3 Allowing student breaks during testing

The SOL *Writing* and *Non-Writing* tests are untimed, and ample time should be allotted for all students to complete the test prior to the end of the scheduled school day. To minimize interruptions during testing, make sure that all students have had an opportunity to visit the restroom and to get a drink of water before beginning the testing session. A break is permissible for any student who requires one during testing. Students who are still testing by lunch time may be given a lunch break. All breaks must be supervised, and test security must be maintained at all times during the break. The student must not be allowed to discuss the test or course content in any way with anyone. The student must not have access to any educational materials 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. Student breaks must not be planned unless the accommodation is stipulated in the student's IEP, 504 Plan, or EL Assessment Participation Plan. **NOTE:** VAAP tests are untimed and may be completed over multiple days. Refer to Section 8 for details.

5.4.4 Identifying and resolving testing irregularities

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

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

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

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

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

- while testing, a student becomes ill or leaves the testing room unescorted;
- during testing, a student accesses or has access to a cell phone or other electronic device, notes, study guide, etc.;
- during testing, a student is observed cheating;
- while testing, students are interrupted by PA announcements, alarm system, or drills;
- an Examiner, Proctor, or teacher, or other person provides improper assistance to a student;
- anyone who has not signed the *School Personnel Test Security Agreement* enters the testing room while secure test materials are exposed;

- testing accommodations specified in a student’s IEP, 504 Plan, or EL Assessment Participation Plan are not provided;
 - a student is provided an accommodation that is not specified in their IEP, 504 Plan, or EL Assessment Participation Plan;
 - a student is provided an inappropriate manipulative for the test;
 - a student’s test booklet or used answer document is missing; and
 - any unused/unassigned test ticket or test booklet is missing.
- All testing irregularities must be reported using the Testing Irregularities Web Application System (TIWAS) and as directed by the DDOT. The *User’s Guide for the Testing Irregularities Web Application System (TIWAS)* will provide step-by-step instructions for accessing TIWAS to report the division’s testing irregularities. The *User’s Guide* is located at:

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

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

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

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

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

5.4.5 Setting up irregularity sessions for online testing

DDOT Irregularity sessions may be created before online testing begins for each subject, not group (for example, *Algebra 1* irregularities), at each school. If a student is unable to complete their test after they begin, have the student Exit from TestNav. Do not have the student select the **Submit** button; this will submit their test for scoring.

DDOT Once the student has exited TestNav, move that student in the online system from that session to the Irregularity session.

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

5.4.6 Reporting problems/errors on SOL *Writing* and *Non-Writing* tests, and VAAP Assessments

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

Only the DDOT should notify the assessment staff at the Virginia Department of Education of any reported errors or concerns by phone or the Single Sign-on for Web Systems (SSWS). The DDOT should include the student's State Testing Identifier (STI) when reporting the suspected error. If using the SSWS to report an error on a secure test item, upload the file via the "Dropbox" application to the Virginia Department of Education, Receiver: Monroe, Jane.

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

The Office of Student Assessment will investigate the problem and provide a follow-up report to the DDOT.

Provide directions to Examiners and Proctors regarding proper responses to student questions about test items. For example, if a student says, "I don't understand this item," the Examiner should respond, **"I can't discuss the items with you."** If, after testing is complete, a student asks to discuss a test question, the Examiner, Proctor, or teacher should remind the student that test questions cannot be discussed. Refer to Section 5.4.2 for guidance.

5.4.7 Marking SOL *Writing, Non-Writing*, and VAAP Assessments Test Complete guidelines

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

- they were exempt due to EL status as specified in the EL Assessment Participation Plan;
 - they were absent during the entire test window;
 - their parent/guardian refused to permit the student to test;
 - they refused or were disruptive;
 - they cheated; or
 - they were involved in a medical emergency and unable to return during the test window to take the test.
- To account for a student using PearsonAccess^{next}, an online test record may be submitted by selecting the *Mark Test Complete* button and selecting the testing status reason from the dropdown in PearsonAccess^{next}.
- Refer to PearsonAccess^{next} Online Support, located at <https://support.assessment.pearson.com/x/BYDy>, for more information on marking a test complete.
- Students who are retesters (students who have passed the EOC course but failed the EOC SOL test) or are enrolled in a remediation program do not have to be accounted for if they are not tested.
- Because absent students are to be afforded an opportunity for make-ups, **do not mark an absent student's test complete until the end of your testing window**. Only the DDOT or STC has authorization to mark a test complete and assign a testing status.
- Follow established guidelines regarding the Mark Test Complete functionality. The guidelines are explained in terms of non-test irregularity and test irregularity situations. In the case of test irregularities, follow the procedures in Section 5.4.7.2 before marking a test complete. Once a test is in "Stopped" status, an alternate form cannot be assigned.



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

5.4.7.1 Marking a test complete for non-test irregularity situations

DDOT

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

5.4.7.2 Marking a test complete for online test irregularity situations

DDOT

- In the event of a test irregularity, you will receive specific instructions about how to handle the student record. **Before marking a test complete, please**

wait for a response from VDOE regarding resolution for the irregularity. You can move the student (if in Exited or Resumed status) to a non-started test session in order to stop the current session by the end of the day.

- ☑ When the student is authorized to take the alternate form online, the DDOT will receive specific directions regarding the method in which the alternate form is to be delivered. An alternate form can only be assigned by the DDOT via the online system. Refer to PearsonAccess^{next} Online Support, located at <https://support.assessment.pearson.com/x/BYDy>, for more information on marking a test complete.
- ☑ In general, the following irregularities may require a test to be marked complete.
 - If a student is found to have cheated on an online test either before or after logging into the test, mark the test complete and assign Testing Status “07—Student Cheated.”
 - If a student is found to be disruptive or refuses to take/finish an online SOL test, has entered their login information for the test; and answered five (5) or more items on the test, then it is permissible to mark the test complete and assign Testing Status “50—Refusal/Disruptive.”

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

5.4.7.3 Marking a test complete for struggling EL on Grades 3–8 tests

Testing may be discontinued after an EL student has had sufficient time to answer items on an SOL test and indicates that they are unable to complete any more items.

- When the Examiner encounters this situation, the Examiner is instructed to have the student *Sign out* of TestNav. The student’s test will appear in *Exited* status. The STC/DDOT must mark this test complete and select “no testing status” on the testing status dropdown menu. If the student answered five or more questions, the test will not alert and will be scored as is. If the test alerts, the student did not answer the minimum number of questions to be considered an “attempt,” and the DDOT will need to code Testing Status 6 to clear the alert.

5.4.7.4 Marking a test complete for struggling students on the VAAP assessments

If a student who is participating in the VAAP has difficulty responding to questions or indicates in some manner that they cannot continue, the Examiner should follow these guidelines:

- Items must be presented to the student before skipping them.
- The student may skip the item and be presented the next item
- At the conclusion of the day’s test session, the Examiner may only review the test items completed during the day’s session. If the student left any items unanswered or bookmarked, the Examiner may prompt the student to return to any unanswered or bookmarked items. For any

items the student is not able to answer, the Examiner should record “DNA,” for “Did Not Answer,” in the Examiner’s Copy of the test in the space provided.

- The student’s test may be *Exited* for the day, and the student may try again on another day, picking up where the student left off. The student may not return to any items answered or left unanswered from a previous day. The intent of the test administration is not to begin testing and then stop testing to provide instruction and then resume testing.
- If the student’s attempt at the test must be stopped entirely, the Examiner *Exits* the student’s test. The student responses to all attempted questions must be transcribed/entered into TestNav. After the transcription of student responses into TestNav, the test is placed in *Exited* status and must be marked complete by either the STC or DDOT who apply “no testing status” on the testing status dropdown menu. If the test alerts, the student did not answer the minimum number of questions to be considered an “attempt,” and the DDOT will need to code Testing Status 6 to clear the alert.
- Discontinuing testing will impact the student’s score. Local school divisions may require documentation to justify discontinuing the test.

5.5 Make-Up Testing Sessions

STC

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

5.5.1 Paper test make-up sessions

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

make-up short-paper component will write to the alternate prompt assigned to the division.

- ☑ **Term graduate Multiple-choice or short-paper component of the *Writing* test make-up sessions:** Term Graduates will make up the component of the test they missed using the original multiple-choice test booklet or prompt that was assigned on the day they were absent. Refer to the notes for Table 13 in Section 9 for additional information.
- ☑ After make-up sessions have been completed, bundle the SOL answer document of each student who has taken a make-up test with the answer documents used by students in their regular classroom. Students completing VAAP tests will have their responses entered in the online test in TestNav. No paper answer documents are used or submitted to Pearson for scoring.
- ☑ At the close of the last testing session, Examiners are instructed to inspect the students' SOL answer documents, verify the testing materials, as directed by the STC, and organize and return all test materials to the STC. For detailed information, refer to the *Supplement to the Examiner's Manual*.

5.5.2 Online test make-up sessions

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

5.6 Term Graduate Testing

- ☑ For the Spring *Writing* and *Non-Writing* Test Administrations, a Term Graduate is defined as a student who is scheduled to graduate by August 31, 2026, and who needs certain verified credits in order to graduate.
- ☑ For the Summer *Writing* Test Administration, a Term Graduate is defined as a student who is scheduled to graduate by August 31, 2027, and who needs a verified credit in writing in order to graduate.
- ☑ For the Summer *Non-Writing* Test Administration, a Term Graduate is defined as a student who is scheduled to graduate by August 31, 2026, and who needs one or more verified credits in non-writing content areas in order to graduate.
- ☑ Term Graduates will take designated *Term Graduate Form Group Type Context* forms.
- ☑ **Assigning forms for online testing:** Staff creating test sessions in PearsonAccess^{next} for Term Graduates must select the *Term Graduate Form Group Type Context*, and then select the appropriate "attempt" from the drop-down menu in order to ensure previously equated forms are used for Term Graduate testing.
- ☑ **Assigning forms for paper testing:** Refer to the Term Graduate Forms Matrix provided to the DDOT from Pearson when determining the correct Term Graduate form. The Term Graduate first opportunity assigned should be the Regular/Read Aloud, Regular Audio, Large Print, or Braille First Attempt form. If a failing score is received back from Pearson, the DDOT may order the Second Attempt form listed on the forms matrix for the student's second

attempt. If needed, the Third Attempt or Fourth Attempt opportunity may be given (if forms are available), after remediation.

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

5.7 Expedited Retake Testing

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

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

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

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

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

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

Extenuating Circumstance

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

Significant Achievement Discrepancy

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

Required Documentation

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

Parental Permission

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

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

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

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

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

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

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

5.7.3 Ordering materials for Expedited Retakes

If you have students who will be taking paper SOL *Non-Writing* tests under the Expedited Retake policy, refer to the forms matrix for paper tests. If a form is listed in the Expedited Retake column, order that form using Additional Orders in PearsonAccess^{next}. If you have any questions about which forms should be administered, contact the assessment staff of the Virginia Department of Education.

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

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

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

5.7.5 Coding Expedited Retake tests in PearsonAccess^{next}

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

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

6. SPECIFIC DUTIES OF THE STC: AFTER TESTING

6.1 Receive All Testing Materials from Examiners

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

For online tests, follow the procedure below:

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

6.2 Complete Coding of Student Demographic Information

6.2.1 Testing Status

After all make-up testing sessions are finished, select the Testing Status code to explain why a student did not take or complete the required SOL or VAAP test. The Testing Status code may be applied to either completed processed online tests or completed processed SOL paper tests by completing the status code box on the students’ Test Details screen in

PearsonAccess^{next}. Table 5 describes the coding options. Contact the Office of Student Assessment if you have a situation in which a student was not tested and none of the codes in Table 5 apply.

Table 5. SOL Testing Status Codes

Testing Status:	Apply testing status if:
1 = Absent	The student was absent from the regular session and was never present to make up the test for the remainder of the division's test window. This now includes students who were absent for the entire testing window due to hospitalization or serious illness, or had a medical condition that rendered the student unable to test.
3 = English Learner Exempt Virginia Studies or Civics & Economics	The student was determined eligible for a one-time exemption by way of their <i>EL Assessment Participation Plan</i> . Applicable only to students in grades 3–8 for the <i>Virginia Studies</i> or <i>Civics & Economics</i> SOL test. Formerly ELs, Years 1, 2, 3, and 4, are not eligible for any exemptions. This testing status does not apply to the VAAP.
6 = Did Not Attempt Reading, Mathematics, or Science Test	The student was enrolled but not assessed in <i>Reading</i> , <i>Mathematics</i> , or <i>Science</i> and no other testing status code applies. This testing status can only be coded by Division Directors of Testing.
7 = Student Cheated	The student was determined by the school division to have cheated. (Student receives a score of zero.) This testing status does not apply to the VAAP.
8 = Did Not Attempt Writing, Integrated Reading & Writing, or History/Social Studies Test	The student was enrolled but not assessed in <i>Writing</i> , <i>Integrated Reading & Writing</i> , or <i>History/Social Studies</i> and no other testing status code applies. This testing status does not apply to the VAAP.
11 = English Learner Exempt Reading	ELs who have attended school in the United States for less than 12 months may receive a one-time exemption for the SOL <i>Reading</i> test in grades 3–8. This guideline also applies to students arriving from Puerto Rico. No exemption is available for EOC <i>Reading</i> . Formerly ELs, Years 1, 2, 3, and 4, are not eligible for any exemptions.
50 = Student Refusal/Disruptive	The student has entered their login information for the test and answered five (5) or more items on the test, then it is permissible to use Status 50 – Student Refusal/Disruptive. (Student receives a score of zero.) If the student answered less than 5 items on the test, the DDOT must code Testing Status 6 or 8 (depending on the test) in order to clear the alert.
51 = Parent Refusal	The parent/guardian refused to permit the student to take the test. (Student receives a score of zero.)

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

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

Student Refusals

In order to comply with United States Department of Education (USED) guidelines and expectations, some assessment records that would have been coded locally with Testing Status (TS) 50 – Student Refusal/Disruptive must be coded with TS 6 – Did Not Attempt Reading, Mathematics, or Science Test. All assessment records that require TS 6 – Did Not Attempt Reading, Mathematics, or Science Test must be coded by the DDOT.

USED guidelines do not allow for students that refuse to take the test to count as participants for federal accountability. Currently, when a student is coded as TS 50 – Student Refusal/Disruptive, they are assigned a scaled score of “0” and previously were counted as a participant, even if they had not logged in to the test or answered any test items. This practice is not allowable per USED. Therefore, a change must be made in the coding of assessment records for student refusals based on the criteria typically used to determine attemptedness on Standards of Learning assessments.

Student assessment records that meet the following criteria must be coded with TS 6 – Did Not Attempt Reading, Mathematics, or Science:

- The student refused to login to the test; or
- The student answered four (4) or fewer items on the test (does not include the sample items); and
- The student refused to continue with the test administration.

If a student’s test attempt matches these criteria, a testing irregularity may be submitted, or the division can resolve this in the Test Irregularity Web-based Application System (TIWAS) locally.

Student assessment records that meet the following criteria may be coded locally with TS 50 – Student Refusal/Disruptive:

- The student entered their login information for the test; and
- The student answered five (5) or more items on the test; and
- The student refused to continue with the test administration.

If a student’s test attempt matches these criteria, a testing irregularity may be submitted, or the division can resolve this in the Test Irregularity Web-based Application System (TIWAS) locally.

☑ **Coding an Online SOL Writing, Non-Writing, or VAAP Test with a Testing Status:**

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

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

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

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

☑ **Vendor Test Data Collection (formerly SOL Substitute Test):** The Vendor Test Collection provides school divisions the opportunity to submit scores for those students who took a substitute test in the place of an SOL test in order for those scores to be included in the state's accountability ratings. In addition, the Vendor Test Collection allows school divisions to submit ASVAB, AP, IB, and CLEP test results for use in the SPSF 3E calculation. Questions or comments relating to these collections should be directed to the Office of Data Services at RESULTSHELP@doe.virginia.gov.

6.2.2 Special Test Accommodations

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



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

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

The *Table of Testing Accommodations* in the *Special Test Accommodations Resource Guide* defines the special testing accommodations that correspond to the codes in PearsonAccess^{next} for SOL *Writing* and *Non-Writing* tests.

For VAAP tests and coding the student's individual test accommodations, refer to the VAAP Examiner's Manual and the *Special Test Accommodations Resource Guide*.

6.3 Conduct Transcription of Student Responses

The following information should be used for *Writing* and *Non-Writing* SOL tests. Transcribing students' test responses is only available for students with certain accommodations as stated in their IEPs, 504 Plans, EL Assessment Participation Plans, due to a documented temporary condition, or due to a damaged answer document. Refer to the *Special Test Accommodations Resource Guide, Transcription of Student's Answers—Information for all Assessments*, for detailed information.

For more information about VAAP details regarding transcription of student responses, refer to Section 8.

6.4 Prepare and Transmit Affidavits and Forms

NOTE: Separate Affidavits and forms are required for the *Writing*, *Non-Writing*, and VAAP test administrations. Refer to the directions on the forms for assistance.

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

Table 6. STC Management of Materials

	Item(s)	Required Signatures
Scorable test materials	<ul style="list-style-type: none"> ■ SOL answer documents (includes completed and partially completed) ■ <i>Header Sheet (ensure the updated Header Sheet with the VAP logo is used)</i> 	None
Non-scorable, secure test materials	<ul style="list-style-type: none"> ■ All VAAP, <i>Writing</i>, and <i>Non-Writing</i> test administration test booklets and prompts ■ All student and Examiner copies of the VAAP tests; all envelopes containing VAAP student test copies, test pieces, choice cards, VI Supplements, and Interpreting/Transliteration notes ■ Braille and large-print test booklets and audios, and Examiner's copies of test booklets ■ Audio copies of test booklets 	None
	<ul style="list-style-type: none"> ■ Used (written on) <i>Mathematics</i> formula sheets, z-tables, copies of the <i>Periodic Table of the Elements</i> and copies of the <i>Checklist for Writers</i>. ■ Damaged and/or "VOID" answer documents ■ Used scratch paper written on by students ■ All Testing and Proctor tickets 	None
	<ul style="list-style-type: none"> ■ Student paper, audio, or electronic responses used for transcriptions ■ Audio/video/electronic copies of testing sessions (e.g., read-aloud, interpreting, etc.) 	None
	<ul style="list-style-type: none"> ■ <i>Test Irregularity Form</i> (if used) 	STC
Required forms	<ul style="list-style-type: none"> ■ Locally required accounting documents for secure materials and/or <i>Transmittal Forms and Affidavits for Examiners/Proctors</i> ■ <i>Assembly ID Sheets</i> for test booklets including those with discrepancies ■ <i>School Division Personnel Test Security Agreements</i> 	As stipulated on the form
	<ul style="list-style-type: none"> ■ <i>School Affidavits</i> 	STC/Principal
Non-scorable, non-secure test materials	<ul style="list-style-type: none"> ■ <i>Test Implementation Manual</i> 	N/A
Non-secure materials	<ul style="list-style-type: none"> ■ <i>Examiner's Manuals</i> ■ <i>Supplements to the Examiner's Manuals</i> ■ <i>Supplement to the Virginia Assessment Program Test Implementation Manuals</i> ■ Unused answer documents, paper bands, and <i>Header Sheets</i> 	N/A
	<ul style="list-style-type: none"> ■ Calculators, compasses, protractors, angle rulers, and rulers 	N/A

7. SPECIFIC DUTIES OF THE DDOT: AFTER TESTING

7.1 Paper SOL Testing

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

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

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

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

Spring 2026 Test Administration	Specific Box Contents	Address Label Color
Spring <i>Writing</i>	Only Version 2.0 answer documents for EOC <i>Writing</i> SOL spring tests.	Blue
Spring <i>Non-Writing</i>	Only Version 3.0 answer documents for Grades 3-8 <i>Reading</i> and <i>Mathematics</i> , Grades 5 and 8 <i>Science</i> , <i>Civics & Economics</i> , <i>Virginia Studies</i> , EOC <i>Reading</i> , <i>Science</i> , and <i>History/Social Science</i>	Pink

Summer 2026 Test Administration	Specific Box Contents	Address Label Color
Summer <i>Non-Writing</i>	Only Version 3.0 answer documents for EOC <i>Reading</i> , <i>Mathematics</i> , <i>Science</i> , and <i>History/Social Science</i> .	Pumpkin
Summer <i>Writing</i>	Only Version 2.0 answer documents for EOC <i>Writing</i> SOL tests.	Blue

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

Spring 2026 Test Administration	Specific Box Contents	Address Label Color
Spring <i>Writing</i>	Only multiple-choice test booklets and prompts for regular, large-print, and braille forms, Examiner’s copies of large-print and braille forms, and CDs for multiple-choice audio test forms from EOC <i>Writing</i> spring SOL tests	Green
Spring <i>Non-Writing</i>	Only regular, large-print and braille test booklets, Examiner’s copies of large-print and braille test booklets, and CDs for audio tests	Peach
VAAP	Only VAAP student test booklets, Examiner copies, choice cards*, VI Supplements, envelopes containing VAAP student test copies, test pieces, and Interpreting/Transliteration notes	Yellow

* VAAP Choice Cards may be returned to Pearson or securely shredded at the Division.

Summer 2026 Test Administration	Specific Box Contents	Address Label Color
Summer <i>Non-Writing</i>	Only regular, large-print and braille test booklets, Examiner’s copies of large-print and braille test booklets, and CDs for audio tests	Purple
Summer <i>Writing</i>	Only multiple-choice test booklets and prompts for regular, large-print, and braille forms, Examiner’s copies of large-print and braille forms	Green

7.2 Complete and Return the *School Division Affidavit*

- Separate Affidavits are required for the VAAP and SOL tests.
- Complete the *School Division Affidavits* (Appendix A).
- Scan and email each signed affidavit to the Virginia Department of Education no later than the deadline published in each schedule located in the front of this manual.

7.3 Review Disposition of All Test Materials

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

Table 9. DDOT Disposition of Test Material

	Item(s)	Required Signatures	Disposition
Scorable test materials	<ul style="list-style-type: none"> ■ SOL answer documents (includes completed and partially completed) bundled behind <i>Header Sheets</i> (ensure the updated <i>Header Sheets</i> with the VAP logo are used) 	None	Packed in new/original cartons shipped by UPS (overnight) to Cedar Rapids, IA; EOC <i>Writing</i> use Blue labels; Spring <i>Non-Writing</i> use Pink labels; Summer <i>Non-Writing</i> use Pumpkin labels.
Non-scorable, secure test materials	<ul style="list-style-type: none"> ■ Test booklets/Prompts ■ Braille and large-print test booklets and Examiners' copies of test booklets, VAAP choice cards (if not shredded by the division), and VI Supplements, ■ Audio copies of test booklets ■ All envelopes containing VAAP student test copies, test pieces, and Interpreting/ Transliteration notes <p>NOTE: Ship VAAP secure test materials to Pearson within 3 weeks from the receipt of the VAAP scores.</p>	None	<p>Packed and shipped by UPS (ground) to Cedar Rapids, IA; VAAP use Yellow labels, EOC <i>Writing</i> use Green labels; Spring <i>Non-Writing</i> use Peach labels; Summer <i>Non-Writing</i> use Purple labels.</p> <p>Large-print SOL test booklets and braille tests are packed in original boxes and returned to Pearson using the corresponding administration label color.</p>
	<ul style="list-style-type: none"> ■ All Student and Proctor Testing Tickets ■ Used (written on) <i>Mathematics</i> formula sheets, z-tables, copies of the <i>Periodic Table of the Elements</i>, and Checklists for Writers ■ Used (written on) scratch paper 	None	Securely destroy according to local procedures.
	<ul style="list-style-type: none"> ■ Damaged and/or "Void" answer documents ■ Student paper, audio, or electronic responses used for transcriptions ■ Audio/video/electronic copies of testing sessions (e.g. read-aloud, interpreting, etc.) 	None	Keep secure in the division. After scores are reported and are verified, securely destroy according to local procedures.
	<ul style="list-style-type: none"> ■ <i>Test Irregularity Form(s)</i> (if needed) 	STC/DDOT	Submitted to VDOE through TIWAS if applicable

Table 9. DDOT Disposition of Test Material, continued

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

7.4 Resolve Alerted Student Tests in PearsonAccess^{next}

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

For assistance with resolving alerted student tests, refer to the document, *Resolving Student Test Alerts*, located on the *Support* page in PearsonAccess^{next}.

7.5 Access Test Results

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

7.6 Review Data

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

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

7.7 Request ATR

Separate ATR Requests must be completed for each test administration, VAAP 2025–2026, *Writing 2025–2026*, *Spring 2026 Non-Writing*, and *Summer 2026 Non-Writing*, even if tests were not administered to any student. After the division has reviewed the data and has made corrections to ensure every student who is required to be tested is accounted for and every student/test is coded properly, the DDOT must request the Authorization to Report (ATR). Requesting ATR is a two step process:

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

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

7.8 Order Final Reports

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

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

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

7.9 Post ATR Record Changes

If the division discovers erroneous coding or omitted coding after ATR has been submitted and approved, the DDOT and Division Superintendent request that assessment staff at the Virginia Department of Education correct the coding for the division. Corrections to data in PearsonAccess^{next} may be requested for the three most recent school years.

Process for requesting post ATR record changes:

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

8. VIRGINIA ALTERNATE ASSESSMENT PROGRAM (VAAP) 2025–2026 TEST ADMINISTRATION, SPRING 2026

Section 8 contains specific guidance for the administration of the VAAP assessments.

The VAAP tests in *Reading*, *Mathematics*, and *Science* will be administered to eligible students in grades 3–8 and high school. Students enrolled in Grades 3–8 will take the *Reading* and *Mathematics* tests one time at each grade level and will take *Science* when enrolled in grades 5 and 8.

For high school VAAP, school divisions have flexibility to determine when participating students will be administered *Reading*, *Mathematics*, and *Science* assessments across grades 9–12. School divisions are to maintain records locally to ensure students are administered the three tests once during grades 9–12.

Virginia Studies, Civics & Economics, and Grade 8 Writing—will continue to be assessed using collections of evidence (COE) based on the Aligned Standards of Learning (ASOL). The *Virginia Studies and Civics & Economics* COE are collected at the grade levels in which these tests are assessed in the division. COE portfolios will be scored locally and will not be submitted to VDOE or Pearson. Divisions will report student performance to parents. Resources for these collections of evidence are available in the DDOT page application in the Single Sign-on for Web Systems (SSWS) portal. Use of these resources is not required but may occur at the discretion of the school division.

The DDOT and STC must review the *VAAP Examiner’s Manual* to become aware of the VAAP testing process including but not limited to: Examiner preparation for testing, VAAP resources, and the Examiner’s directions for administering the VAAP test.

8.1 VAAP Test Schedule

Refer to the front of the manual for the VAAP Administration Schedule. Refer to Section 2 for additional guidance regarding testing windows.

8.2 Identify Students to be Tested

The VAAP is only available for eligible students with the most significant cognitive disabilities in grades 3–8 and high school. Decisions about participation in the VAAP are made by the student’s IEP team. The VAAP is not available to students with 504 plans. The following document is used to determine eligibility for participation in the VAAP:

- *VAAP Participation Decision-Making Tool*

This document is available on the VAAP website on the VDOE website at:

<https://www.doe.virginia.gov/teaching-learning-assessment/student-assessment/virginia-sol-assessment-program/virginia-alternate-assessment-program-vaap/teacher-resources-training-for-vaap>

8.3 Administration of the VAAP Assessment

The VAAP test assesses the Virginia Essentialized Standards of Learning (VESOL). VESOL were developed from the Virginia SOL which have been reduced in depth, breadth, and complexity to make the content relevant, accessible, and appropriate for students with the most significant cognitive disabilities. The VESOL for each content area show what is required to be taught to students.

VESOL are available for *Reading* and *Mathematics* for grades 3–8 and high school, and *Science* for grades 5 and 8 and high school. Refer to the VDOE website for access to the VESOL:

<https://www.doe.virginia.gov/teaching-learning-assessment/student-assessment/virginia-sol-assessment-program/virginia-alternate-assessment-program-vaap/teacher-resources-training-for-vaap>


8.3.1 Overview of the VAAP Assessment Process

The VAAP testing process is slightly different from the SOL testing process. Refer to the bulleted items that follow:

- Register students participating in the VAAP for all tests in the VAAP Test Administration in PearsonAccess^{next} either by the Student Registration Import submission process or manually.
- Order testing materials:
 - VAAP *Examiner Manuals*.
 - One copy of each test is ordered for each student. The Examiner's Copy and Student Materials contain both the student paper test and the Examiner's Copy of the student test with test directions. The Examiner's Copy is printed on perforated paper so the Examiner may remove it from the Student Materials. **NOTE:** While all students participating in the VAAP will be placed into online test sessions (including students receiving braille tests), all students may also have the paper version of their online test available, without the need to complete the *Documentation of Need for Paper Assessment* form. Paper braille test forms must be ordered.
 - If a student requires a large-print paper test, the STC must enlarge the paper copy to the size required by the student.
 - Secure return materials kit (for returning the Student Materials and the Examiner's Copy of the test, answer choice cards, transcriber or interpreter notes, and all notes from advance access to the test).
- Test Session Management:
 - Create online test sessions.
 - When creating the session in the VAAP test administration, select the MAIN Form Group Type. With the exception of braille, the Text-to-Speech tool will be available on these tests. Add students to sessions.
 - When creating a braille session, select the Braille Form Group Type. The braille session is only used to enter the student responses from the braille test administered to the student.
 - Prepare sessions.
 - Print student test tickets no earlier than 96 hours (4 school days) prior to the test session start date,
 - Print Choice Cards for Examiners. Choice cards are available for Examiners to provide the VAAP individual test accommodation, Alternate Representation of Response Options, to eligible students. The choice cards, available for download, are enlargements of the answer choices in the student's test booklet. The STC/DDOT will download the choice cards for the Examiner from PearsonAccess^{next}. Refer to the VAAP Examiner's Manual and the *Special Test Accommodations Resource Guide* for details.

- On the Day of Testing:
 - Check out test booklets to Examiners. Fill out the *VAAP Transmittal Form and Affidavit for Student Testing Resources* (located in Appendix B).
 - Start the session on the day of testing.
 - Most students will likely be tested individually.
 - The student may take the test on the online version exclusively; or
 - The student may take the paper test exclusively (such as braille tests, or students in out-of-division placements); or
 - The student may have both the online version and the paper test available as needed at the same time while completing the test.
 - Provide Testing Conditions and/or Test Accommodations as required.
- Student responses are entered into TestNav
 - Students may enter their responses to items into TestNav or indicate their responses to the Examiner using their usual communication modality.
 - If Examiners enter the student's responses they may enter the responses into TestNav as the student progresses through the test, or
 - Examiners should enter the student responses onto the Examiner's Copy of the test in the space provided. Then the student responses may be transcribed into TestNav by the Examiner or other testing staff. As a best practice it is advised that a second staff member verify the accuracy of the transcription. It is also advised that school divisions maintain documentation of who entered the student's responses and who verified the transcription.
 - Guidance for out-of-division placements in Special Situation Schools (8888).
 - Students who have out-of-division placements will only have access to the paper version of the test. The Examiner, at the out-of-division placement, will record the student's responses onto the Examiner's Copy in the space provided. When the student has completed the test, both the Student Materials and the Examiner's Copy are returned to the DDOT. Testing staff will transcribe the student's responses into TestNav, using the Student Testing Ticket to sign in to the test. As a best practice, it is advised that a second staff member verify the accuracy of the transcription. Refer to section 8.8 for additional information regarding Special Situation Schools (8888).
- Submit the test
 - Once the student's responses have been entered into TestNav and verified, testing staff selects the *Submit* button at the end of the student's test to submit the test for scoring.

8.3.2 Test Tools and Materials

 The Pointer must be used to select multiple-choice answers.

The following accessibility TestNav tools are available for all students as needed.

Audio Tools for Text-to-Speech

The Audio Tools are available on all test items on the online version of the VAAP tests and are available for use by students and/or Examiners. The audio tools for the text-to-speech reader are located on the right side of the screen. During testing, the Examiner may operate the tools or assist the student, as needed, with the audio tools. **NOTE:** The text-to-speech tool is not available on the braille tests. The Examiner reads the test item aloud to the student when appropriate.

Table 10. Audio Tools for Text-to-Speech

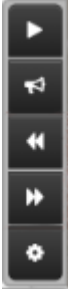






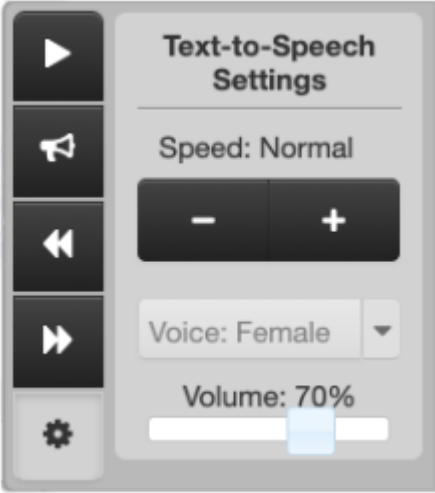


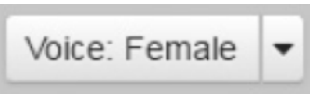
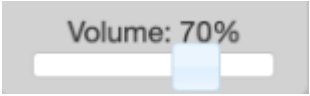
Audio Tools	Tool Icon	Tool Name and Description
	 	<p>Play button—when selected, this tool reads the item from the beginning. The text for the item is highlighted in yellow. To help the student follow along as the text is read, each word within the text will be highlighted in blue.</p> <p>The Stop button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

Table 11. Audio Settings Available


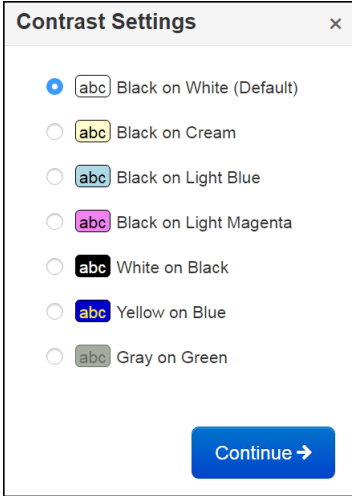

Settings Wheel Expanded	Tool Icon	Tool Name and Description
	 	<p>Speed—selecting minus will decrease the speed of the audio.</p> <p>Selecting plus will increase the speed of the audio.</p>
		<p>Voice—default gender of the voice of the audio may <u>not</u> be changed.</p>
		<p>Volume—students may adjust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

NOTE: The majority of the VAAP test items are read aloud to all students either through text-to-speech in the online format or through human-read-aloud. The Examiner may read the test aloud to the student, according to the directions in the Examiner’s Copy of the test. The use of the text-to-speech function and the read-aloud, following the Examiner’s directions, are not considered accommodations for the VAAP tests, and do not have to be documented in the student’s IEP. VDOE does not require individual administration of the VAAP test to be video/audio recorded and/or proctored, but school divisions can implement this as a best practice.

A very small number of items are NOT read to all students, as described in the Examiner’s Copy. Reading these items aloud to students must be documented as an accommodation in the student’s IEP. Refer to the VAAP Examiner’s Manual and the *Special Test Accommodations Resource Guide* for guidance.

User Drop Down

The User drop down is located at the top of the online test. It contains the color contrast settings, the magnifier, the zoom in/zoom out accessibility tools, and is where students/Examiner signs out of TestNav.

<p>User Dropdown Menu</p> 	<p>Change the Background and Foreground Colors—selecting this permits the student to choose the background and foreground colors of their test. The list of background and foreground colors are shown in the screen shot below:</p>  <p>To return the background and foreground color to the default, the student selects Black on White (Default).</p>
<p>Enable Magnifier</p>	<p>When Enable Magnifier is selected, a square box appears on the student’s screen that can be moved anywhere on the screen to magnify the text/art within the box. This tool needs to be selected for each test item as needed.</p>
<p>Zoom In/Out</p>	 <p>Selecting “+” increases the zoom Selecting “-” decreases the zoom.</p> <p>Other methods can activate Zoom depending on the device (such as, keyboard shortcuts, pinch to zoom, etc.)</p> <p>Once zoom is set, this setting applies to all test items until it is changed.</p>
<p>Sign out of TestNav</p>	<p>Selecting Sign out of TestNav will bring up the Exit Test screen. Select <i>Save and Return Later</i> to exit the test. The test may be resumed at a later time to permit the student to finish the test. Selecting <i>Cancel</i> returns the user to the test.</p>

8.4 Testing Conditions Available to all Students Taking VAAP Tests

VAAP testing conditions provide flexibility to the testing environment that ensures access to participants. The testing conditions are not considered accommodations and are not required to be documented in the student's IEP. Any testing conditions provided to the student should be included in the student's Test Plan. VDOE does not require individual administration of the VAAP test to be video/ audio recorded and/or proctored, but school divisions can implement this as a best practice. The VAAP testing conditions are grouped in the following categories: time/scheduling, setting, presentation, and response. Additional details can be found in the VAAP Examiner's Manual and the *Special Test Accommodations Resource Guide*.

8.5 VAAP Individual Test Accommodations

Any individual testing accommodations provided to the student participating in the VAAP must be documented in the student's IEP.

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

8.6 Accessing the Test Prior to the Test Date

In order to adequately prepare to administer the VAAP test, testing staff may require access to the test prior to the test date to prepare the test for some testing conditions (such as highlighting or magnification) and the test accommodations: Alternate Representation of Response Options and Interpreting/Transliteration.

Specific procedures for accessing the test prior to the test date are located in the VAAP Examiner's Manual. Examiners who provide testing conditions requiring test preparation may access and prepare the test no more than 24 hours prior to each test's scheduled test date.

Examiners who provide the Alternate Representation of Response Options accommodation may access and prepare the test no more than four school days (96 hours) prior to each test's scheduled test date.

Testing staff who will provide the Interpreting/Transliteration accommodation may review the test no more than 24 hours prior to each test's scheduled test date.

Refer to the *VAAP Test Access Guidance and Transmittal Form* located in Appendix B for procedures and the transmittal form.

8.7 After the Test Administration

At the end of each day's testing, the Examiner returns all secure testing materials to the STC.

- The Examiner must return the student's testing ticket, all of the student's and Examiner's Copies of the test, choice cards, and scratch paper to the STC.
- Examiners who administered the accommodation Alternate Representation of Response Options must return the Student Materials and all copies and any loose pieces of the Student Materials along with the Examiner's Copy. These secure test materials must be placed into an

envelope labeled with the student's name, test name and grade level, and returned to the STC.

- Examiners who provided the accommodation Interpreting/Transliteration must also return all notes used about how to interpret/transliterate an item.
- The STC initials the *VAAP Transmittal Form and Affidavit for Student Testing Resources*.
- The Examiner/Proctor sign the Examiner's Affidavit.

8.8 Special Situation Schools (8888)

Students served as part of a 8888 special situation school will only participate in the paper administration of the VAAP tests.

School divisions will use a process for VAAP participants served in special situation schools that is similar to the process used for students in special situation schools taking SOL tests.

School divisions are responsible for:

- Providing Examiner training or ensuring that Examiners in 8888 facilities are trained.
- Ordering and distributing test materials to facilities, receiving completed test materials from the facilities, registering students for individual tests, and creating test sessions.
- Entering student responses into TestNav and returning materials to Pearson.

9. SOL WRITING 2025–2026 TEST ADMINISTRATION, SPRING 2026

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

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

9.1 Spring SOL *Writing* Test Schedule

Refer to the front of the manual for the Spring *Writing* Test Administration Schedule.

The multiple-choice/technology enhanced item (TEI) and short-paper components are combined in one test session. Each component is administered on a separate day. Divisions may choose the order of the components and their testing dates. These students' test sessions must be created using the *Regular Form Group Type Context* and include selection of the appropriate Main, Audio, or Read-Aloud (multiple-choice/TEI component only) forms.

Online Term Graduate Testing Schedule:

- **1st Opportunity:** Term Graduate students may have two online testing opportunities. Term Graduate students must be assigned to test sessions created in PearsonAccess^{next} using the *Term Graduate Form Group Type Context*; then select the appropriate *1st Attempt* form from the drop-down menu.
- **2nd Opportunity:** If a Term Graduate student fails the 1st attempt, they may re-take the EOC *Writing* test during the second online opportunity test window. The second online opportunity test session will be created using the *Term Graduate Form Group Type Context*; then select the appropriate *2nd Attempt* form from the drop-down menu.

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

Divisions have previously selected one of the three paper test windows to administer the EOC *Writing* tests. Refer to the following table for the administration information of the paper test window your division selected.

9.2 Identify Students to be Tested

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

1. Students who will complete high school English classes that cover grades 9–11 English SOL in the Spring semester.
2. Students who have previously passed the course in which the EOC *Writing* test is usually taken but failed the test and need it for verified credit.
3. Students eligible to graduate by August 31, 2026, are considered to be Term Graduates for the Spring *Writing* administration. If these students have not earned the writing verified credit, they may have two opportunities in the Spring administration to earn the required verified credit.
4. Students who have already left school and are returning to take the SOL EOC *Writing* test to earn verified credit.

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

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

- *Participation in the Virginia Assessment Program: A Resource for Educators and Parents of Students with Disabilities*
- *Procedures for Determining English Learner Participation in the Virginia Assessment Program*

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

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

Review these documents carefully and provide STCs with information about whom they should contact within the division if they have questions about applying the guidelines. If you have any further questions, please contact the assessment staff at the Virginia Department of Education.










9.3 Test Tools and Materials

Refer to Table 12 and the tables in Appendix E for the lists of available online tools and their function and the list of hand-held materials permitted for use on each component of the *Writing* test.

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

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

Table 12. Online Tools Available in TestNav on the Short-Paper Component of the EOC Writing Test

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

NOTE: The online spell check is available to all students; therefore, students may not use a dictionary except when permitted as an accommodation. Refer to Table 15 for English and bilingual dictionary assistance.

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

Table 13. Hand-Held Materials Permitted on the Multiple-Choice/TEI and Short-Paper Components of the Online EOC *Writing* Test

Material
Scratch Paper
<p>Scratch paper must be of a <u>single</u> color and <u>blank</u> (must not contain any words, numbers, symbols, labels, or graphics). Acceptable scratch paper includes plain paper (no lines), lined paper, grid paper, sticky notes, and note cards. Students may not be issued any form of a graphic organizer, writing web, template, outline, enhanced scratch/grid paper (such as with added raised lines, some lines darker than others), etc. Students may be issued multiple sheets and multiple types of scratch paper; however, Examiners must keep track of all scratch paper distributed to students and ensure that it is <u>all</u> collected and accounted for before students are dismissed from the testing session. The STC may distribute the scratch paper to Examiners prior to testing or on the day of testing, or may instruct Examiners to provide their own scratch paper for testing sessions. All used and unused scratch paper must be returned to the STC.</p> <p>For online testing, the use of patty paper, dry-erase markers, and transparencies is not permitted. Students may <u>not</u> trace images directly from the testing device’s screen.</p> <p>Examples of acceptable grid/graph paper are posted on the VDOE Web site at: https://www.doe.virginia.gov/teaching-learning-assessment/student-assessment/virginia-sol-assessment-program/sol-test-administration-development/ancillary-test-materials</p>
Writing Implements
<p>Each student may receive one pencil or one pen to use on the scratch paper.</p> <p>In addition to the pencil or pen, students may be provided <u>two</u> additional writing implements such as highlighters, colored pencils, or colored pens.</p> <p>The student may use the writing implements on the scratch paper.</p>
Dictionary
<p>The online spell check is available to all students; therefore, <u>students may not use a dictionary</u> (except as noted in Table 14).</p> <p>Refer to Table 15 for details regarding the use of English and bilingual dictionaries.</p>
<p>NOTE: STCs may distribute the hand-held manipulatives to Examiners/Proctors prior to testing or on the day of testing.</p>

9.3.1 Materials needed for paper testing

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

Table 14. Materials Permitted on the Multiple-Choice and Short-Paper Components of the Paper EOC *Writing* Test

Material
Pencil
Students must use <u>only</u> No. 2 pencils when completing the answer document for both the multiple-choice and short-paper components. Have an extra supply of No. 2 pencils with erasers available for students to use. Mechanical pencils may be used as long as they have No. 2 lead.
Scratch Paper
Scratch paper must be of a <u>single</u> color and <u>blank</u> (must not contain any words, numbers, symbols, labels, or graphics). Acceptable scratch paper includes plain paper (no lines), lined paper, grid paper, sticky notes, and note cards. Students may not be issued any form of a graphic organizer, writing web, template, outline, enhanced scratch/grid paper (such as with added raised lines, some lines darker than others), etc. Students may be issued multiple sheets and multiple types of scratch paper; however, Examiners must keep track of <u>all</u> scratch paper distributed to students and ensure that it is <u>all</u> collected and accounted for before students are dismissed from the testing session. The STC may distribute the scratch paper to Examiners prior to testing or on the day of testing, or may instruct Examiners to provide their own scratch paper for testing sessions. All used and unused scratch paper must be returned to the STC.
Examples of acceptable grid/graph paper are posted on the VDOE Web site at: https://www.doe.virginia.gov/teaching-learning-assessment/student-assessment/virginia-sol-assessment-program/sol-test-administration-development/ancillary-test-materials
Dictionary
NOTE: A dictionary is not permitted on the Multiple Choice/TEI Component of the EOC Writing test. Refer to Table 15 for details regarding the use of English and bilingual dictionaries on the Short Paper Component.
The dictionary must be a paper, general dictionary without a thesaurus section, and may be either school-owned or student-owned. The student should be familiar with the dictionary. The <i>Writing</i> Test should not be the first time a student uses the dictionary. Electronic dictionaries are not allowed. The dictionary must not be altered with hand-written notes in the margins nor include additional materials, such as class notes.
OPTIONAL: Highlighter, Colored Pencil, or Pen
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.
The highlighters, colored pencils, or pens must not be used anywhere on the student’s answer document. Answer documents submitted with highlighter, colored pencil, or pen marks will not scan properly and therefore cannot be scored. The student’s answer document must only be completed with the No. 2 pencil.

9.3.2 Guidelines for use of the English and bilingual dictionaries

Refer to the following table when determining whether an English or bilingual dictionary is permitted on the multiple-choice and short-paper components of the EOC *Writing* test. Guidelines for English and bilingual dictionary use by students with disabilities and EL are located in the *Special Test Accommodations Resource Guide*.

Table 15. Use of the English Dictionary and Bilingual Dictionary on the 2010 Standards of Learning (SOL) EOC *Writing* Test Components

EOC 2010 *Writing* Test (Online Mode)

	Multiple Choice		Short Paper	
	English Dictionary	Bilingual Dictionary	English Dictionary	Bilingual Dictionary
English Learners	NO	YES¹ Accommodation only	YES¹ Accommodation only	YES¹ Accommodation only
Students with Disabilities	NO	Not applicable	YES² Accommodation only	Not applicable
General Education Students	NO	Not applicable	NO	Not applicable

EOC 2010 *Writing* Test (Paper Mode)

	Multiple Choice		Short Paper	
	English Dictionary	Bilingual Dictionary	English Dictionary	Bilingual Dictionary
English Learners	NO	YES¹ Accommodation only	YES³	YES¹ Accommodation only
Students with Disabilities	NO	Not applicable	YES³	Not applicable
General Education Students	NO	Not applicable	YES³	Not applicable

Notes

¹Refer to the *Testing Accommodations for English Learners* in the *Special Test Accommodations Resource Guide* for guidance. This accommodation must be documented in the student’s EL Assessment Participation Plan.

²Refer to the *Testing Accommodations for Students with Disabilities* in the *Special Test Accommodations Resource Guide* for guidance. This accommodation must be documented in the student’s IEP or 504 Plan.

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

9.3.3 Materials needed for accommodations

- Refer to the *Special Test Accommodations Resource Guide* for additional information regarding accommodations.

9.4 Preparing for Paper Testing

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

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

10. SOL NON-WRITING TEST ADMINISTRATION, SPRING 2026

Section 10 contains specific guidance for the Spring administration of the SOL *Non-Writing* tests.

10.1 SOL *Non-Writing* Test Schedule

Refer to the front of the manual for the Spring *Non-Writing* Test Administration Schedule.

10.2 Identify Students to be Tested

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

1. Students who will complete classes in the Spring semester requiring the following SOL tests: Grades 3–8 *Reading and Mathematics*; Grades 5 and 8 *Science*; *Virginia Studies* and *Civics & Economics*; and any class with an associated EOC test when students need verified credits to meet graduation and/or Federal accountability requirements.
2. Students who have previously passed the class associated with an EOC SOL test, but failed the test and need it for verified credit, must be afforded the opportunity to retake the test. These students' tests should be coded as Retest in PearsonAccess^{next}.
3. Students in 9th grade who failed a Grade 8 *Reading* or *Mathematics* test in the previous school year and participated in a remediation recovery program may retake the applicable test(s).
4. Students who are classified as Term Graduates and are attempting to graduate by August 31, 2026, and who need verified credits to fulfill graduation requirements.
5. Students who have already left school and are returning to take the SOL test(s) to earn verified credit, and/or students who are beyond school age but return to take an SOL test for verified credit. Such students may be enrolled in a class within an adult education program.
 - Determination as to how students with disabilities and English Learners (EL) will participate in the SOL *Non-Writing* tests should be made in accordance with the following documents:
 - *Participation in the Virginia Assessment Program: A Resource for Educators and Parents of Students with Disabilities*
 - *Procedures for Determining English Learner Participation in the Virginia Assessment Program*


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

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

10.3 Test Tools and Materials

☑ Information regarding test manipulatives is listed in Table 16. The hand-held manipulatives are typically stored in the school division. If you have not already arranged for the distribution of these manipulatives, you must do so before testing is to begin. Make sure that STCs are aware of the information included in the *Examiner’s Manuals* regarding the use of test manipulatives.

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

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

- Grades 3–8 *Mathematics* CAT—If the student uses a tool other than the Pointer to indicate their answer, the student will not be able to advance to the next question.
- All other online tests—If a student informs the Examiner or Proctor that their Review dropdown shows a question as *Not Answered* and the student feels that they did answer the question, the Examiner or Proctor should instruct the student to go back to the test item to make sure that the Pointer was used to indicate the answer. **NOTE:** Grades 3–8 *Reading* and *Mathematics* CATs do not have a Review screen.

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

☑ The table on the following pages list the manipulatives and materials available to students on the SOL *Non-Writing* tests. Students should be familiar with the tools and materials needed for the test they will be taking.

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

Table 16. Allowable Test Manipulatives for the Spring SOL Non-Writing Tests

SOL Test	Scratch Paper	Calculator	Protractor Or Angle Ruler	Compass	Metric/ Standard Ruler	Formula Sheet	Table of Standard Normal Probabilities (z-table)
					Straightedge Tool	Periodic Table of the Elements	
Grade 3 <i>Reading</i>	Scratch paper Yes ¹						
Grade 3 <i>Mathematics</i>	Scratch paper Yes ¹				Yes ⁴		
Grade 4 <i>Reading</i>	Scratch paper Yes ¹						
Grade 4 <i>Mathematics</i>	Scratch paper Yes ¹	4–Function Calculator ³ available on calculator questions <u>only</u> .			Yes ⁴		
Grade 5 <i>Reading</i>	Scratch paper Yes ¹						
Grade 5 <i>Mathematics</i>	Scratch paper Yes ¹	4–Function Calculator ³ available on calculator questions <u>only</u> .	Protractor ⁴ or Angle Ruler		Yes ⁴		
Grade 5 <i>Science</i>	Scratch paper Yes ¹	4–Function Calculator ³			Yes ⁴		
Gr 6 <i>Reading</i>	Yes ¹						
Gr 6 <i>Mathematics</i>	Yes ¹	Scientific Calculator ³ available on calculator questions <u>only</u> .	Protractor ⁴ or Angle Ruler		Yes ⁴	Middle school Mathematics Formula Sheet ²	
Gr 7 <i>Reading</i>	Yes ¹						
Gr 7 <i>Mathematics</i>	Yes ¹	Scientific Calculator ³ available on calculator questions <u>only</u> .			Yes ⁴	Middle school Mathematics Formula Sheet ²	
Gr 8 <i>Reading</i>	Yes ¹						
Gr 8 <i>Mathematics</i>	Yes ¹	Scientific Calculator ³			Yes ⁴	Middle school Mathematics Formula Sheet ²	
Gr 8 <i>Science</i>	Yes ¹	Scientific Calculator ³			Yes ⁴	Periodic Table of the Elements ⁴	

Table 16. Allowable Test Manipulatives for the Spring SOL Non-Writing TestsI, continued

SOL Test	Scratch Paper	Calculator	Protractor Or Angle Ruler	Compass	Metric/ Standard Ruler	Formula Sheet	Table of Standard Normal Probabilities (z-table)
					Straightedge Tool	Periodic Table of the Elements	
<i>Virginia Studies</i>	Yes ¹						
<i>Civics & Economics</i>	Yes ¹						
<i>EOC Reading</i>	Yes ¹						
<i>EOC Algebra 1</i>	Yes ¹	Graphing Calculator ³			Yes ⁴	Formula Sheet ²	
<i>EOC Geometry</i>	Yes ¹	Graphing Calculator ³		Compass ⁴ A Safe-T [®] compass may be used on the paper test.	Yes ⁴	Formula Sheet ²	
<i>EOC Algebra 2</i>	Yes ¹	Graphing Calculator ³			Yes ⁴	Formula Sheet ²	z-table
<i>EOC Earth Science</i>	Yes ¹	Graphing Calculator ³			Yes ⁴		
<i>EOC Biology</i>	Yes ¹	Graphing Calculator ³			Yes ⁴		
<i>EOC Chemistry</i>	Yes ¹	Graphing Calculator ³			Yes ⁴	Periodic Table of the Elements ⁴	
<i>EOC VA & US History</i>	Yes ¹						
<i>EOC World History I</i>	Yes ¹						
<i>EOC World History II</i>	Yes ¹						
<i>EOC World Geography</i>	Yes ¹						

NOTES:

¹Scratch paper must be of a single color and blank (must not contain any words, numbers, symbols, labels, or graphics). Acceptable scratch paper includes plain paper (no lines), lined paper, grid/graph paper, sticky notes, and note cards. Students may not be issued any form of a graphic organizer, writing web, template, outline, enhanced scratch/grid paper (such as with added raised lines, some lines darker than others), etc. Patty paper may be used for paper testing only. Students may be issued multiple sheets and multiple types of scratch paper; however, Examiners must keep track of all scratch paper distributed to students and ensure that it is all collected and accounted for before students are dismissed from the testing session. The STC may distribute the scratch paper to Examiners prior to testing or on the day of testing, or may instruct Examiners to provide their own scratch paper for testing sessions. All scratch paper must be returned to the STC.

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

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

²Refer to **Grades 6–8 and EOC Mathematics Formula Sheets** following this table.

³Refer to **Calculator Details** following this table.

⁴For online testing, students must use the online version of this test manipulative.

Grades 6–8 and EOC *Mathematics* Formula Sheets

- Students who take online Grades 6–8 *Mathematics* SOL tests will access the Middle School Mathematics Formula Sheet from **the Exhibit tool within their tests. A printed copy of the Middle School Mathematics Formula Sheet, ordered from Pearson, may be provided to ALL students.**
- Students taking paper Grades 6–8 *Mathematics* SOL tests will receive the correct paper Middle School Mathematics formula sheet provided in the Mathematics test booklet. Students will be instructed to turn in the Middle School Mathematics formula sheets to the Examiner.
- Students taking an online *Algebra 1*, *Geometry*, or *Algebra 2* SOL test may access the formula sheet from their test’s tool bar in addition to receiving a paper formula sheet (ordered from Pearson).
- Students taking paper *Algebra 1*, *Geometry*, or *Algebra 2* tests will use the formula sheet/z-table (as applicable) included in their test booklet. Kits containing the large print or braille versions of the *Mathematics* test include the corresponding large-print or braille version of the formula sheet/z-table (as applicable).

Calculator Details

- **Calculators** Students taking online SOL Grades 4–8 and End-of-Course (EOC) *Mathematics* tests, and Grades 5 and 8 *Science* and EOC *Science* tests will be required to use the Desmos Virginia calculator provided on the test’s tool bar. Students taking the online tests may not be issued a hand-held calculator unless the student requires a hand-held calculator as part of an accommodation as documented in the student’s IEP or 504 Plan and using the *Calculator Accommodation Criteria Form* to determine the need for a hand-held calculator.
Students taking paper SOL Grades 4–8 and End-of-Course (EOC) *Mathematics* tests and Grades 5 and 8 and EOC *Science* SOL tests may use the appropriate state-approved hand-held calculator or have access to the appropriate Desmos Virginia calculator using the Desmos Virginia Calculator tests available in the PearsonAccess^{next} Training Center using a separate device.

Grade 8 Science and EOC Chemistry Periodic Table of the Elements

- **Online tests**—students who take the online Grade 8 *Science* or EOC *Chemistry* SOL test will access the Periodic Table of the Elements from the Exhibits tool within their test. Generally, students may not be given a paper formula sheet. However, a printed copy of the Periodic Table of the Elements may be provided as a visual aid to students with disabilities who require this accommodation as documented in the student’s IEP/504 Plan. The Periodic Table of the Elements must be downloaded and printed from the Virginia Department of Education website on the Ancillary Test Materials website:

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

- **Paper tests**—students who are eligible for a paper Grade 8 *Science* or EOC *Chemistry* SOL test will receive a paper Periodic Table of the Elements provided in the test booklet. Large-print and braille test kits will contain the Periodic Table of the Elements in large print or braille as applicable.

Online Tools

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

Pencil or Pen

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

Additional Writing Implements

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

Hand-held Manipulatives

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

10.3.1 Materials needed for accommodations

As appropriate, provide students any needed materials or equipment required for accommodations. Refer to the *Special Test Accommodations Resource Guide* for guidelines.

10.4 Single-Day and Two-Day Administration for the Grades 3, 4, and 5 Standards of Learning (SOL) *Reading* and *Mathematics* Tests

The school division determines whether each grade 3, 4, and 5 SOL *Reading* and *Mathematics* test is completed in one school day or over two school days. The school division is strongly encouraged to ensure the same test conditions are applied division-wide to all students taking the same grade level content area test. The DDOT must inform the STC which tests will be single-day tests and how the break will be managed, and which tests will be two-day tests. The STC is responsible for providing this information to the examiners.

- Online Grades 3, 4, and 5 *Reading* and *Mathematics* tests will have a Seal Code part way through the test.
 - Single-Day testing. When students complete the first portion of their *Reading* and *Mathematics* tests, they will reach the Seal Code screen. At the Seal Code screen students may be given either an Individual Break, or a Classroom Break. When the students are ready to resume the test, the Examiner will provide directions and the Seal Code to the students who will complete the test in one school day.
 - Two-Day testing. When students complete the first portion of the *Reading* and *Mathematics* tests, they will reach the Seal Code screen. Students will Sign out of TestNav and Exit the test. On the second day of the test, students sign into TestNav. At the Seal code the Examiner will provide directions and the Seal Code to the students who will complete the test.
- Paper Grades 3, 4, and 5 *Reading* and *Mathematics* tests will have a Stop Sign part way through the test.
 - Single-Day testing. When students complete the first portion of the *Reading* and *Mathematics* tests, they will reach the Stop Sign. At the Stop Sign, the students may be given either an Individual Break, or a Classroom Break. When the students are ready to resume the test, the Examiner will provide directions to the students who will complete the test in one school day.
 - Two-Day testing. When students complete the first portion of the *Reading* and *Mathematics* tests, they will reach the Stop Sign. The Examiner collects all the testing materials. On the second day of the test, the Examiner will provide the test materials and directions to the students who will complete the test.
- For details regarding single-day and two-day testing for the Grades 3, 4 and 5 *Reading* and *Mathematics* tests, refer to the *Grades 3, 4, and 5 Examiner's Manual* for online test directions and the *Supplement to the Grades 3, 4, and 5 Examiner's Manual* for paper test directions.

11. SOL NON-WRITING TEST ADMINISTRATION, SUMMER 2026

Section 11 contains specific guidance for the Summer administration of the SOL *Non-Writing* tests.

11.1 SOL *Non-Writing* Test Schedule

Refer to the front of the manual for the Summer *Non-Writing* Test Administration Schedule.

11.2 Identify Students to be Tested

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

1. Students attending summer school for an EOC credit-bearing class who are currently enrolled for Fall 2026 in a Virginia public school will take the EOC test when students need verified credits to meet graduation requirements or ESSA accountability. The test scores are to be reported back to the student's "home" school.

NOTE: Students attending summer school in your division who are not enrolled in a Virginia public school for Fall 2026 (private school or home-schooled students) do not take the EOC test. There is no need to account for these students.

2. Students who have previously passed the class associated with an EOC SOL test, but failed the test and need it for verified credit, must be afforded the opportunity to retake the test. These students' tests should be coded as Retest in PearsonAccess^{next}.
3. Students who participated in a remediation recovery program, during the summer, for EOC *Reading* or EOC *Mathematics* may retake the applicable test(s) if requiring the verified credit to fulfill graduation requirements.
4. Students who are classified as Term Graduates and are attempting to graduate by August 31, 2026, and who need verified credits to fulfill graduation requirements.
5. Students who have already left school and are returning to take the SOL test(s) to earn verified credit, and/or students who are beyond school age but return to take an SOL test for verified credit. Such students may be enrolled in a class within an adult education program.
 - Determination as to how students with disabilities and English Learners (EL) will participate in the SOL *Non-Writing* tests should be made in accordance with the following documents:
 - *Participation in the Virginia Assessment Program: A Resource for Educators and Parents of Students with Disabilities*
 - *Procedures for Determining English Learner Participation in the Virginia Assessment Program*


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

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

11.3 Test Tools and Materials

☑ Information regarding test manipulatives is listed in Table 17. The hand-held manipulatives are typically stored in the school division. If you have not already arranged for the distribution of these manipulatives, you must do so before testing is to begin. Make sure that STCs are aware of the information included in the *Examiner's Manuals* regarding the use of test manipulatives.

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

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

- If a student informs the Examiner or Proctor that their Review dropdown shows a question as *Not Answered* and the student feels that they did answer the question, the Examiner or Proctor should instruct the student to go back to the test item to make sure that the Pointer was used to indicate the answer.

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

☑ The table on the following pages list the manipulatives and materials available to students on the SOL *Non-Writing* tests. Students should be familiar with the tools and materials needed for the test they will be taking.

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

Table 17. Allowable Test Manipulatives for the Summer SOL Non-Writing Tests

SOL Test	Scratch Paper	Calculator	Protractor Or Angle Ruler	Compass	Metric/ Standard Ruler	Formula Sheet
					Straightedge Tool	Periodic Table of the Elements
EOC <i>Reading</i>	Yes ¹					
EOC <i>Algebra 1</i> (2016 and 2023 SOL)	Yes ¹	Desmos Virginia Graphing Calculator ³			Yes ²	Formula Sheet ²
EOC <i>Geometry</i>	Yes ¹	Desmos Virginia Graphing Calculator ³		Compass ² A Safe-T [®] compass may be used on the paper test.	Yes ²	Formula Sheet ²
EOC <i>Algebra 2</i>	Yes ¹	Desmos Virginia Graphing Calculator ³			Yes ²	Formula Sheet ² and Table of Standard Normal Probabilities (z-table)
EOC <i>Earth Science</i>	Yes ¹	Desmos Virginia Graphing Calculator ³			Yes ²	
EOC <i>Biology</i>	Yes ¹	Desmos Virginia Graphing Calculator ³			Yes ²	
EOC <i>Chemistry</i>	Yes ¹	Desmos Virginia Graphing Calculator ³			Yes ²	Periodic Table of the Elements ²
EOC <i>VA & US History</i>	Yes ¹					
EOC <i>World History I</i>	Yes ¹					
EOC <i>World History II</i>	Yes ¹					
EOC <i>World Geography</i>	Yes ¹					

NOTES:

¹Scratch paper must be of a single color and blank (must not contain any words, numbers, symbols, labels, or graphics). Acceptable scratch paper includes plain paper (no lines), lined paper, grid/graph paper, sticky notes, and note cards. Students may not be issued any form of a graphic organizer, writing web, template, outline, enhanced scratch/grid paper (such as with added raised lines, some lines darker than others), etc. Patty paper may be used for paper testing only. Students may be issued multiple sheets and multiple types of scratch paper; however, Examiners must keep track of all scratch paper distributed to students and ensure that it is all collected and accounted for before students are dismissed from the testing session. The STC may distribute the scratch paper to Examiners prior to testing or on the day of testing, or may instruct Examiners to provide their own scratch paper for testing sessions. All scratch paper must be returned to the STC.

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

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

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

³Refer to **Calculator Details** following this table.

Calculator Details

- **Calculators** Students taking online EOC *Mathematics* and EOC *Science* tests will be required to use the Desmos Virginia graphing calculator provided on the test's tool bar. Students taking the online tests may not be issued a hand-held calculator unless the student requires a hand-held calculator as part of an accommodation as documented in the student's IEP or 504 Plan and using the *Calculator Accommodation Criteria Form* to determine the need for a hand-held calculator.

Students taking paper EOC *Mathematics* and EOC *Science* SOL tests may use a state-approved hand-held calculator or have access to the appropriate Desmos Virginia calculator using the Desmos Virginia Calculator tests available in the PearsonAccess^{next} Training Center using a separate device.

EOC *Mathematics* Formula Sheets

- Students taking an online *Algebra 1*, *Geometry*, or *Algebra 2* SOL test may access the formula sheet from their test's tool bar in addition to receiving a paper formula sheet (ordered from Pearson).
- Students taking paper *Algebra 1*, *Geometry*, or *Algebra 2* tests will use the formula sheet/z-table (as applicable) included in their test booklet. Kits containing the large print or braille versions of the *Mathematics* test include the corresponding large-print or braille version of the formula sheet/z-table (as applicable).

EOC *Chemistry* Periodic Table of the Elements

- **Online tests**—students taking the online EOC *Chemistry* may not be issued a hand-held *Periodic Table of the Elements* unless the student requires a hand-held *Periodic Table of the Elements* as part of an accommodation documented in the student's IEP or 504 Plan. *The Periodic Table of the Elements* must be downloaded and printed from the Virginia Department of Education website on the Ancillary Test Materials website:

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

- **Paper tests**—students who are eligible for a paper EOC *Chemistry* SOL test will receive a paper *Periodic Table of the Elements* provided in the test booklet. Large-print and braille test kits will contain the *Periodic Table of the Elements* in large print or braille as applicable.

Online Tools

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

Pencil or Pen

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

Additional Writing Implements

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

Hand-held Manipulatives

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

11.3.1 Materials needed for accommodations

As appropriate, provide students any needed materials or equipment required for accommodations. Refer to the *Special Test Accommodations Resource Guide* for guidelines.

12. SOL WRITING TEST ADMINISTRATION, SUMMER 2026

Section 12 contains specific guidance for the Summer administration of the SOL End-of-Course *Writing* test.

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

12.1 Summer SOL *Writing* Test Schedule

Refer to the front of the manual for the Summer *Writing* Test Administration Schedule.

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

Online Term Graduate Testing Schedule: Term Graduates scheduled to graduate by August 31, 2027, may attempt both the multiple-choice and the short-paper components of the EOC *Writing* test **twice**. Term Graduates should be administered the *Term Graduate Form Group Context 1st Attempt* multiple-choice/TEI and short paper component forms first. After both the *1st Attempt* components have been completed, administer the *Term Graduate Form Group Context 2nd Attempt* multiple-choice/TEI and short-paper component forms.

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

12.2 Identify Students to be Tested

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

1. Students who will complete EOC English 11 SOL in a credit-bearing class during the Summer semester and who are currently enrolled for Fall 2026 in a Virginia public school are required to take the EOC *Writing* SOL test if they have not previously passed it. The test scores are to be reported to the student's "home" school.

NOTE: Students attending summer school in your division who are not enrolled in a Virginia public school for Fall 2026 (such as private school or home-schooled students) do **not** take the EOC *Writing* SOL test. There is no need to submit a blank answer document or mark an online test complete with a testing status code for these students

2. Students who have previously passed the course in which the EOC *Writing* test is usually taken but failed the test and need it for verified credit. These students do not need to be enrolled in a Summer EOC *Writing* class to take the test. Their participation in the test administration is optional.

3. Students eligible to graduate by August 31, 2027, are considered to be Term Graduates for the Summer *Writing* administration. These students may have two opportunities in the Summer administration to earn the required verified credit.

4. Students who have transferred into a Virginia Public School Division over the summer and who want to take the EOC *Writing* SOL test to attempt to earn a verified credit for the qualifying English transfer course must be enrolled in a Virginia public school for Fall 2026 at the time of testing. The scores for these students are to be reported to the school in which they are enrolled for Fall 2026.

5. Students who have already left school and are returning to take the SOL EOC *Writing* test to earn verified credit.

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

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

- *Participation in the Virginia Assessment Program: A Resource for Educators and Parents of Students with Disabilities*
- *Procedures for Determining English Learner Participation in the Virginia Assessment Program*

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

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

Review these documents carefully and provide STCs with information about whom they should contact within the division if they have questions about applying the guidelines. If you have any further questions, please contact the assessment staff at the Virginia Department of Education.










12.3 Test Tools and Materials

Refer to Table 18 and the tables in Appendix E for the lists of available online tools and their function and the list of hand-held materials permitted for use on each component of the *Writing* test.

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

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

Table 18. Online Tools Available in TestNav on the Short-Paper Component of the EOC Writing Test

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

NOTE: The online spell check is available to all students; therefore, students may not use a dictionary except when permitted as an accommodation. Refer to Table 21 for English and bilingual dictionary assistance.

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

Table 19. Hand-Held Materials Permitted on the Multiple-Choice/TEI and Short-Paper Components of the Online EOC *Writing* Test

Material
Scratch Paper
<p>Scratch paper must be of a <u>single</u> color and <u>blank</u> (must not contain any words, numbers, symbols, labels, or graphics). Acceptable scratch paper includes plain paper (no lines), lined paper, grid paper, sticky notes, and note cards. Students may not be issued any form of a graphic organizer, writing web, template, outline, enhanced scratch/grid paper (such as with added raised lines, some lines darker than others), etc. Students may be issued multiple sheets and multiple types of scratch paper; however, Examiners must keep track of all scratch paper distributed to students and ensure that it is <u>all</u> collected and accounted for before students are dismissed from the testing session. The STC may distribute the scratch paper to Examiners prior to testing or on the day of testing, or may instruct Examiners to provide their own scratch paper for testing sessions. All used and unused scratch paper must be returned to the STC.</p> <p>For online testing, the use of patty paper, dry-erase markers, and transparencies is not permitted. Students may <u>not</u> trace images directly from the testing device’s screen.</p> <p>Examples of acceptable grid/graph paper are posted on the VDOE Web site at: https://www.doe.virginia.gov/teaching-learning-assessment/student-assessment/virginia-sol-assessment-program/sol-test-administration-development/ancillary-test-materials</p>
Writing Implements
<p>Each student may receive one pencil or one pen to use on the scratch paper.</p> <p>In addition to the pencil or pen, students may be provided <u>two</u> additional writing implements such as highlighters, colored pencils, or colored pens.</p>
Dictionary
<p>The online spell check is available to all students; therefore, <u>students may not use a dictionary</u> (except as noted in Table 20).</p> <p>Refer to Table 21 for details regarding the use of English and bilingual dictionaries.</p>
<p>NOTE: STCs may distribute the hand-held manipulatives to Examiners/Proctors prior to testing or on the day of testing.</p>

12.3.1 Materials needed for paper testing

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

Table 20. Materials Permitted on the Multiple-Choice and Short-Paper Components of the Paper EOC Writing Test

Material
Pencil
Students must use <u>only</u> No. 2 pencils when completing the answer document for both the multiple-choice and short-paper components. Have an extra supply of No. 2 pencils with erasers available for students to use. Mechanical pencils may be used as long as they have No. 2 lead.
Scratch Paper
Scratch paper must be of a <u>single</u> color and <u>blank</u> (must not contain any words, numbers, symbols, labels, or graphics). Acceptable scratch paper includes plain paper (no lines), lined paper, grid paper, sticky notes, and note cards. Students may not be issued any form of a graphic organizer, writing web, template, outline, enhanced scratch/grid paper (such as with added raised lines, some lines darker than others), etc. Students may be issued multiple sheets and multiple types of scratch paper; however, Examiners must keep track of <u>all</u> scratch paper distributed to students and ensure that it is <u>all</u> collected and accounted for before students are dismissed from the testing session. The STC may distribute the scratch paper to Examiners prior to testing or on the day of testing, or may instruct Examiners to provide their own scratch paper for testing sessions. All used and unused scratch paper must be returned to the STC.
Examples of acceptable grid/graph paper are posted on the VDOE Web site at: https://www.doe.virginia.gov/teaching-learning-assessment/student-assessment/virginia-sol-assessment-program/sol-test-administration-development/ancillary-test-materials
Dictionary
NOTE: A dictionary is not permitted on the Multiple Choice/TEI Component of the EOC Writing test. Refer to Table 21 for details regarding the use of English and bilingual dictionaries on the Short Paper Component.
The dictionary must be a paper, general dictionary without a thesaurus section, and may be either school-owned or student-owned. The student should be familiar with the dictionary. The <i>Writing Test</i> should not be the first time a student uses the dictionary. Electronic dictionaries are not allowed. The dictionary must not be altered with hand-written notes in the margins nor include additional materials, such as class notes.
OPTIONAL: Highlighter, Colored Pencil, or Pen
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.
The highlighters, colored pencils, or pens must not be used anywhere on the student’s answer document. Answer documents submitted with highlighter, colored pencil, or pen marks will not scan properly and therefore cannot be scored. The student’s answer document must only be completed with the No. 2 pencil.

12.3.2 Guidelines for use of the English and bilingual dictionaries

Refer to the following table when determining whether an English or bilingual dictionary is permitted on the multiple-choice and short-paper components of the EOC *Writing* test. Guidelines for English and bilingual dictionary use by students with disabilities and EL are located in the *Special Test Accommodations Resource Guide*.

Table 21. Use of the English Dictionary and Bilingual Dictionary on the 2010 Standards of Learning (SOL) EOC *Writing* Test Components

EOC 2010 *Writing* Test (Online Mode)

	Multiple Choice		Short Paper	
	English Dictionary	Bilingual Dictionary	English Dictionary	Bilingual Dictionary
English Learners	NO	YES¹ Accommodation only	YES¹ Accommodation only	YES¹ Accommodation only
Students with Disabilities	NO	Not applicable	YES² Accommodation only	Not applicable
General Education Students	NO	Not applicable	NO	Not applicable

EOC 2010 *Writing* Test (Paper Mode)

	Multiple Choice		Short Paper	
	English Dictionary	Bilingual Dictionary	English Dictionary	Bilingual Dictionary
English Learners	NO	YES¹ Accommodation only	YES³	YES¹ Accommodation only
Students with Disabilities	NO	Not applicable	YES³	Not applicable
General Education Students	NO	Not applicable	YES³	Not applicable

Notes

¹Refer to the *Testing Accommodations for English Learners* in the *Special Test Accommodations Resource Guide* for guidance. This accommodation must be documented in the student’s EL Assessment Participation Plan.

²Refer to the *Testing Accommodations for Students with Disabilities* in the *Special Test Accommodations Resource Guide* for guidance. This accommodation must be documented in the student’s IEP or 504 Plan.

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

12.3.3 Materials needed for accommodations

- Refer to the *Special Test Accommodations Resource Guide* for additional information regarding accommodations.

12.4 Preparing for Paper Testing

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

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

THANK YOU

We appreciate your time and effort in administering in the VAAP 2025–2026, *Writing 2025–2026*, Spring 2026 *Non-Writing*, and Summer 2026 *Non-Writing* Assessments.

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

Appendix A

Test Security

Virginia Assessment Program 2025–2026 <i>School Division Personnel Test Security Agreement</i>	105
General Assembly Legislation	107
Virginia Assessment Program 2025–2026 <i>School Division Test Security Agreement For Growth, Writing, Non-Writing, and VAAP Test Administrations</i>	109
Virginia Assessment Program Spring 2026 <i>School Affidavit</i>	110
Virginia Assessment Program Spring 2026 <i>School Division Affidavit</i>	111

APPENDIX A

**Virginia Assessment Program
2025–2026 School Division Personnel Test Security
Agreement**

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

1. Students must never be exposed to unreleased (secure)¹ test items (except while completing an official VAP test attempt) or exposed to answers to secure test items. **Using secure test items in any form (including reworded test items) at any time is a violation of test security.** If in doubt whether test items are secure, contact your Division Director of Testing for assistance.
2. All persons are prohibited from providing students with answers to secure test items, suggesting how to respond to secure test items, or influencing student responses to secure test items. Prohibited actions include, but are not limited to, the following: providing clues or hints, providing reminders of content or testing strategies, prompting students to correct or check/recheck specific responses, permitting access to curricular materials² (e.g., textbooks, notes, review materials, bulletin boards, posters, charts, maps, timelines, etc.), or using voice inflection, facial gestures, pointing, gesturing, tapping, or other actions to indicate a response or accuracy of a student's response.
3. Examiners should be in possession of secure test materials only on the day they are administering a test, or in accordance with the procedures for advanced access to a test, and only for the specific test being administered. For the paper VAP *Writing* tests only, Examiners are not permitted to open sealed packages of prompts more than 30 minutes before the administration of the short-paper component.
4. Reading or reviewing any part of a secure test (e.g., test items, answer options, passages, pictures, diagrams, charts, maps, etc.) before, during, or after the test administration is a violation of test security unless an Examiner is reading the test items as part of an accommodation (e.g., read-aloud, interpretation/transliteration, etc.) or is reviewing the test items in preparation for providing that accommodation.
5. Any Login IDs and passwords issued for the administration of VAP tests are secure and must remain confidential.
6. Logging into or navigating throughout a secure online test by anyone except the student whose name appears on the Student Testing Ticket is a violation of test security³. Any exceptions to this must first be authorized by the Virginia Department of Education through the Division Director of Testing.
7. Capturing **ALL OR ANY PART** of a secure test **is a violation of test security**. Prohibited actions include, but are not limited to, copying, photographing, recording, outlining, or summarizing test content or details regarding the secure test content. Any exceptions to this must first be authorized by the Virginia Department of Education through the Division Director of Testing.
8. All VAP tests must be administered strictly in accordance with the instructions provided in the VAP test manuals. This includes, but is not limited to, adhering to procedures for the handling, distribution and use of test materials and test manipulatives, adhering to specific requirements associated with test accommodations (e.g., read-aloud accommodation, dictation to scribe, etc.), and reading all test directions to students exactly as written. VAP test directions must not be paraphrased, altered, or expanded without prior authorization from the Virginia Department of Education through the Division Director of Testing unless the *Examiner's Manual* allows flexibility in providing specific directions.
9. Sample items are included at the beginning of each VAP test and are the only items on the test that may be used with students to review, as directed in the *Examiner's Manual*, test item format and procedures for indicating responses. Students should also be provided with opportunities prior to the day of their test administration to become familiar with VAP test item formats and how to indicate responses. Resources such as SOL Practice Items are available for these purposes on the Virginia Department of Education website.
10. All persons are prohibited from attempting to formally or informally score secure VAP tests or individual test items. Prohibited actions include, but are not limited to, creating an answer key, reviewing or scoring a student's test item response or responses, reviewing or scoring student scratch paper, or tracking student performance on test items⁴.
11. All persons are prohibited from altering, in any manner, student responses to secure test items. Prohibited actions include, but are not limited to, erasing or deleting student responses, changing student responses, or providing responses to items left unanswered or partially unanswered.

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

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

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

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

Complete the following for the Virginia Assessment Program test administrations in which you may be participating only if you do not have a 2025–2026 School Division Personnel Test Security Agreement on file in the school division (check all that apply):

- 2025–2026 Fall/Winter Growth Assessments
- 2025–2026 Fall/Spring/Summer *Writing Tests*
- 2025–2026 Fall/Spring/Summer *Non-Writing Tests*
- 2025–2026 Virginia Alternate Assessment Program (VAAP)

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

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

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

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

Pages 1–2 of this document should be photocopied.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

These pages may be photocopied.

APPENDIX A**Virginia Assessment Program 2025–2026 School Division Test Security Agreement For Growth, Writing, Non-Writing, and VAAP Test Administrations**

Directions: School divisions are required to submit the *School Division Test Security Agreement* one time annually agreeing to maintain security for all Virginia Assessment Program tests administered during the school year (refer to the list below). Submit this form to Pearson only if the 2025–2026 *School Division Test Security Agreement* was not returned to Pearson during Fall 2025.

Check all test administrations that the division is participating in during the 2025–2026 school year.

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

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

TO: Pearson
Virginia Assessment Program
VAATR@pearson.com

The Virginia school division _____ (School Division Name) acknowledges that the 2025–2026 Virginia Assessment Program tests are secure tests and agrees to the following to ensure test security:

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

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

Signature:		
Title:	Division Director of Testing	Division Superintendent
Date:		

This page may be photocopied.

Division Name: _____

School Name: _____

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

Check the Spring or Summer 2026 Administration (choose one):

- Spring 2026 *Writing Assessments* Summer 2026 *Writing Assessments*
- Spring 2026 *Non-Writing Assessments* Summer 2026 *Non-Writing Assessments*
- Virginia Alternate Assessment Program (VAAP) Assessments

Complete all Sections:

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

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

Section II. Test Monitoring. Select if applicable:

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

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

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

STC Name (printed or typed):	STC Signature:	Date:
Building Principal’s Name (printed or typed):	Building Principal’s Signature:	Date:

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

This page may be photocopied.

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

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

School Division Name: _____

Check the Spring or Summer 2026 Administration (choose one):

- Spring 2026 *Writing* Assessments
- Spring 2026 *Non-Writing* Assessments
- Virginia Alternate Assessment Program (VAAP) Assessments
- Summer 2026 *Writing* Assessments
- Summer 2026 *Non-Writing* Assessments

Complete all Sections:

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

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

Section II. Test Monitoring. Select if applicable:

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

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

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

DDOT Name (printed or typed):	DDOT Signature:	Date:
Division Superintendent Name (printed or typed):	Division Superintendent Signature:	Date:

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

This page may be photocopied.

Appendix B

Guidance and Forms

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NOTE: All the forms may be photocopied.

VIRGINIA ASSESSMENT PROGRAM

Some special test accommodations require that the test administration be audio/video recorded and/or proctored. These accommodations include but are not limited to:

- read back response
- interpreting/transliterating
- augmentative communication device
- specific verbal prompts
- Examiner records responses
- communication board, choice cards
- dictation to a scribe
- read-aloud test administration

For more information on which test sessions must be recorded and/or proctored, please refer to the Special Test Accommodations section found in the *Special Test Accommodations Resource Guide*.

Using a Proctor

VDOE recommends that a proctor be present with the Examiner during all recorded sessions to avoid possible retesting in the event of technological failure. If the session is proctored, the Proctor must sign the affidavit that the test administration was conducted according to the *School Division Personnel Test Security Agreement*. This written verification must be retained on file and secure in the office of the DDOT until after scores have been received and verified, and Authorization to Report (ATR) is approved for that test administration. The Proctor's Affidavit is on the *Examiner's/Proctor's Transmittal Form and Affidavit for Recorded/Proctored Test Sessions*, which is available on the next page.

Recording Devices

Test sessions may be audio/video recorded using the following types of devices:

Tape recorder; handheld digital recorder; micro-cassette recorder; or a PC, laptop, or netbook with recording capabilities. A device or application that saves the recording to the cloud must not be used.

Storing Devices

All recorded test sessions must be securely stored on one of the following types of devices/media: CD, DVD, encrypted flash drive, audiotape, videotape, or floppy disk. When saving the audio/video file, VDOE recommends the use of a naming convention that allows easy identification of the specific student, test, and form number. Recorded test sessions may not be saved to the cloud.

Maintain Security

All recordings of test sessions are considered secure test materials and must be stored by the DDOT in a secure, locked location until scores are received and verified, and Authorization to Report (ATR) is approved for that test administration. If a digital recording is created, the digital file must not remain on any device or media that is readily accessible to the general school population and/or public, including, but not limited to, teachers, students, paraprofessionals, custodial staff, library/media staff, building administrators, and parents. Once the scores are received and verified, the recordings of test sessions should be securely destroyed following your division's policy as directed by the DDOT.

Recording Technology Training

Examiners and Proctors should be trained prior to testing on the use of the recording technology to be used during the test session. The training should include opportunities for the Examiner and Proctor to have hands-on practice with the recording hardware, software, and/or storage device/medium. Training should include procedures for handling technical difficulties should they arise. The STC should keep a record of staff trained, date of training, and topics covered.

Proctor Training

The Proctor works with the Examiner in administering the assessments and assists in maintaining an appropriate testing environment. A Proctor is also an observer who may be called upon to verify that students did not receive help on the test, that the test was administered according to the procedures outlined in the *Examiner's Manual*, and according to the *School Division Personnel Test Security Agreement*. Proctors must receive the same training as Examiners and must read and then sign the *School Division Personnel Test security Agreement*.

APPENDIX B

SOL Testing Ticket Transmittal Form and Affidavit for Examiners/Proctors

Check the Test Administration (one only):

- Spring 2026 Writing
 Summer 2026 Writing

- Spring 2026 Non-Writing
 Summer 2026 Non-Writing

Division Name: _____

School Name: _____

Date: _____

Directions: Use this transmittal form to track and verify the distribution of Student/Proctor Testing Tickets issued to Examiners and the session for which the Examiner is responsible. At the completion of the test session, the Examiner must read and sign the Examiner's Affidavit. Proctors who were present for some or all of the test session must provide their name, session name, and sign the Proctor's Affidavit.

Examiner/ Proctor Name (type or print)	Test Session Name or Identification to which the Examiner or Proctor is assigned	# of Testing Tickets issued to the Examiner of the session listed	Examiner's Initials verifies receipt of the secure testing tickets for the session listed	STC Initials verifies return of the session's secure testing tickets	Examiner's Affidavit My signature below affirms: I administered the Growth or SOL assessment, associated with the test session listed on this form, according to the <i>School Division Personnel Test Security Agreement</i> .	Proctor's Affidavit My signature below affirms: I assisted with/observed the administration of the Growth or SOL assessment, associated with the test session listed on this form, and certify that the test was administered according to the <i>School Division Personnel Test Security Agreement</i> .

VIRGINIA ASSESSMENT PROGRAM

Directions: The interpreter should complete a separate form and read and sign an affidavit for each student who received interpretation services. All signed affidavits for Virginia Assessment Program tests must be securely maintained in the Office of the Division Director of Testing. **NOTE:** This form is not required for VAAP tests.

Student Receiving Interpretation Services

Student Name	State Testing Identifier	Grade Level
School Name	Division Name	

Test(s) Interpreted:

Test Administration (check one only): Fall 2025 Spring 2026 Summer 2026

Test Type (check all that apply):

- | | |
|--|--|
| <input type="checkbox"/> Fall Growth Assessments | <input type="checkbox"/> Non-Writing SOL Assessments |
| <input type="checkbox"/> Writing SOL Assessments | <input type="checkbox"/> VAAP Assessments |
| <input type="checkbox"/> Winter Growth Assessments | |

Content Area(s) (check all that apply):

- | | | |
|---|--------------------------------------|----------------------------------|
| <input type="checkbox"/> History/Social Science | <input type="checkbox"/> Mathematics | <input type="checkbox"/> IRW |
| <input type="checkbox"/> Reading | <input type="checkbox"/> Science | <input type="checkbox"/> Writing |

Interpreter's Affidavit

My signature below affirms:

I have:

- provided interpretation services for the student on the assessment (noted above) in an appropriate and professional manner according to the *School Division Personnel Test Security Agreement*.
- maintained confidentiality of the student's responses.

I have not:

- provided hints, clueing, prompting, or any other type of inappropriate assistance that would give the student answers to assessment items or provide an unfair advantage.
- fabricated, altered, or modified student responses or evidence in any way.

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

APPENDIX B

VAAP 2025–2026 Test Administration Transmittal Form and Affidavit for Student Testing Resources

Directions: Use this transmittal form to track and verify the distribution and return of Student Resources each day. The Student Resources include: student testing ticket, student paper copy of the test and all copies and any loose pieces of the student's copy, Examiner's Copy of the test including test directions. At the conclusion of testing each day, the Examiner must return all Student Resources and sign the Examiner's Affidavit. Proctors, if present for some or all of the day's testing, must enter the date, provide their name, and sign the Proctor's Affidavit.

Student Name _____ Test Name _____

Date	Examiner/Proctor Name (print)	Student test ticket (check box if provided on this date)	Complete student copy of the test (check box if provided on this date)	Examiner Copy of the test (check box if provided on this date)	Examiner's Initials verifies receipt of the secure student resources checked out on this date.	STC Initials verifies the return of all student resources checked out on this date	Examiner's Affidavit My signature below affirms: I administered the VAAP assessment, to the student named on this form, on this date, according to the School Division Personnel Test Security Agreement.	Proctor's Affidavit My signature below affirms: I assisted with/observed the administration of the VAAP assessment to the student named on this form, on this date, and certify that the session was administered according to the School Division Personnel Test Security Agreement
If additional space is needed to document the daily transmittal process and affidavit for the student and test named above, use the VAAP Test Administration Transmittal Form and Affidavit continued on the following page.								

APPENDIX B

VAAP 2025–2026 Test Administration Transmittal Form and Affidavit for Student Testing Resources

Student Name (from page 1) _____ Test Name (from page 1) _____

Date	Examiner/Proctor Name (print)	Student test ticket (check box if provided on this date)	Complete student copy of the test (check box if provided on this date)	Examiner Copy of the test (check box if provided on this date)	Examiner's Initials verifies receipt of the secure student resources checked out on this date.	STC Initials verifies the return of all student resources checked out on this date	Examiner's Affidavit My signature below affirms: I administered the VAAP assessment, to the student named on this form, on this date, according to the School Division Personnel Test Security Agreement.	Proctor's Affidavit My signature below affirms: I assisted with/ observed the administration of the VAAP assessment to the student named on this form, on this date, and certify that the session was administered according to the School Division Personnel Test Security Agreement

APPENDIX B**VAAP Test Access Guidance****ACCESSING THE VAAP TEST PRIOR TO THE TEST DATE**

In order to adequately prepare to administer the VAAP Test, testing staff may require access to the test prior to the test date to prepare the test for some testing conditions (such as highlighting or magnification) and the test accommodations: Alternate Representations of Response Options and Interpreting/Transliteration. VAAP testing staff may have advanced access to each VAAP test as described below:

Procedures for Accessing the VAAP Test

- Prior to any test access being granted, all staff responsible for providing the accommodation must have been trained in VAAP test administration and test security, and must have signed the *School Division Personnel Test Security Agreement*.
- Test security must be maintained at all times.
 - The test must remain on school property during the access, preparation, and review.
 - The reviewer or test preparer must maintain the test securely and not permit access to the test to anyone not involved in the review or preparation. The reviewer or test preparer must not share information related to the test items, answer choices, or test content by any means to anyone.
 - The STC and the reviewer or test preparer must fill out the *VAAP Test Access Transmittal Form* each day access to the test is provided. At the end of each day's access, the original test and all copies and any notes about test items must be returned to the STC. The STC is responsible for monitoring access to the VAAP tests and ensuring the tests are returned each day to secure locked storage.

Testing Conditions Guidance

- The test preparer may access and prepare the test no more than 24 hours prior to each test's scheduled test date.
- The student's paper version of the test should be used for preparing for testing conditions.
- The student's original test and all copies and any loose pieces of the student's copy, must be saved and returned to the STC to be securely stored. At the end of the test administration, all of this material must be returned to Pearson along with the paper testing materials.

Alternate Representation of Response Options Accommodation Guidance

- The test preparer may access and prepare the test no more than four school days (96 hours) prior to each test's scheduled test date.
- The student's version of the test should be used for preparing alternate representations of response options. Choice cards will be made available for students with this accommodation that may need their test enlarged. Examiners should contact the STC/DDOT for the Choice cards.
- The student's original test, all copies, choice cards, and any loose pieces of the student's copy, must be saved and returned to the STC to be securely stored. At the end of the test administration, all of this material must be returned to Pearson along with the paper testing materials.

Interpreting/Transliteration Accommodation Guidance

- The test reviewer may access and review the test no more than 24 hours prior to each test's scheduled test date.
- The Examiner's Copy of the test should be used to review the test. The student's copy of the test must not be altered or written on.
- Notes may be made about how to interpret/transliterate a test item. However, the interpreter/transliterator must keep their notes with the test. After the review is concluded, the notes and test must be returned to the STC to be securely stored. At the end of the test administration, the notes must be returned to Pearson with the paper testing materials.

Who to Contact for Access

- Testing staff who provide testing conditions and the two accommodations listed here and who need prior access to the test must contact the STC to make arrangements and document access on the *VAAP Test Access Transmittal Form*.

APPENDIX B

VAAP Test Access Transmittal Form (VAAP 2025–2026 Test Administration)

Name of Staff Accessing test _____ Division Name _____ School Name _____

Directions: Use this transmittal form to track and verify access to the VAAP test prior to the test date for the purpose of preparing to provide testing conditions and the accommodations: Alternate Representation of Response Options and Interpreting/Transliteration. Testing staff who will have access to the VAAP test, prior to the test date, are required to read and follow the VAAP Test Access Guidance on page 1 of this document. The STC is responsible for monitoring access to the VAAP tests and ensuring the tests are returned each day to locked storage.

Access Date and Student Name	Grade Level and Test Name	Accommodation and/or Testing Condition requiring access (check the appropriate box)	Testing Staff Initials verify receipt of the secure student resources checked out on this date.	STC Initials verify the return of all student resources checked out on this date.
		<input type="checkbox"/> Alternate Representation of Response Options <input type="checkbox"/> Interpreting/Transliteration <input type="checkbox"/> Testing Condition (Specify: _____)		
		<input type="checkbox"/> Alternate Representation of Response Options <input type="checkbox"/> Interpreting/Transliteration <input type="checkbox"/> Testing Condition (Specify: _____)		
		<input type="checkbox"/> Alternate Representation of Response Options <input type="checkbox"/> Interpreting/Transliteration <input type="checkbox"/> Testing Condition (Specify: _____)		
		<input type="checkbox"/> Alternate Representation of Response Options <input type="checkbox"/> Interpreting/Transliteration <input type="checkbox"/> Testing Condition (Specify: _____)		

VAAP Test Access Transmittal Form (VAAP 2025–2026 Test Administration)

APPENDIX B

Access Date and Student Name	Grade Level and Test Name	Accommodation and/or Testing Condition requiring access (check the appropriate box)	Testing Staff Initials verify receipt of the secure student resources checked out on this date.	STC Initials verify the return of all student resources checked out on this date.
		<input type="checkbox"/> Alternate Representation of Response Options <input type="checkbox"/> Interpreting/Transliteration <input type="checkbox"/> Testing Condition (Specify: _____)		
		<input type="checkbox"/> Alternate Representation of Response Options <input type="checkbox"/> Interpreting/Transliteration <input type="checkbox"/> Testing Condition (Specify: _____)		
		<input type="checkbox"/> Alternate Representation of Response Options <input type="checkbox"/> Interpreting/Transliteration <input type="checkbox"/> Testing Condition (Specify: _____)		
		<input type="checkbox"/> Alternate Representation of Response Options <input type="checkbox"/> Interpreting/Transliteration <input type="checkbox"/> Testing Condition (Specify: _____)		
		<input type="checkbox"/> Alternate Representation of Response Options <input type="checkbox"/> Interpreting/Transliteration <input type="checkbox"/> Testing Condition (Specify: _____)		
		<input type="checkbox"/> Alternate Representation of Response Options <input type="checkbox"/> Interpreting/Transliteration <input type="checkbox"/> Testing Condition (Specify: _____)		
		<input type="checkbox"/> Alternate Representation of Response Options <input type="checkbox"/> Interpreting/Transliteration <input type="checkbox"/> Testing Condition (Specify: _____)		

VIRGINIA ASSESSMENT PROGRAM

Directions: NOTE: This form is not required for students participating in VAAP. This form must be completed for students with disabilities or those with medical conditions who need a paper Virginia Assessment Program (VAP) test but who do NOT meet the following criteria:

- attend school in a location where a secure network connection or the required technology is not available to access an online test, such as special situation schools, homebound, residential facilities, hospitals, night schools, or Governor Schools.
- require an accommodation specified in the student's Individualized Education Plan (IEP), 504 Plan, or English Learner (EL) Assessment Participation Plan that is described in the *Special Test Accommodations Resource Guide* as requiring a paper test (e.g., large-print test, braille test, braille, and multiple test sessions).
- have a documented medical condition, such as a seizure disorder where exposure to a computer will aggravate the student's condition.

For a student with disabilities, this form should be completed by the Individual Education Program (IEP) team/504 committee. For a student with medical conditions, this form should be completed by a team composed of the Division Director of Testing, building principal, course content teacher, parent, and other appropriate school staff. A separate form must be completed for each assessment, and a copy of each signed and completed form must remain in the student's education record and on file in the office of the Division Director of Testing.

Section I: Student Information

Student Name: _____ Date of Birth: _____

State Testing Identifier (STI): _____ Current Grade of Enrollment: _____

VAP Assessment Considered for Paper: _____

Section II: School Division Information

School Division Name: _____ School Name: _____

Course Content Teacher: _____ Date: _____

Section III: Eligibility Determination

Eligibility for paper administration of VAP assessments is determined based on a student's disability or the student's medical need. Section IIIA should be completed by the student's IEP or 504 team if the need for a paper administration is based on an identified disability. Section IIIB should be completed by a team composed of the Division Director of Testing, building principal, parent, and other appropriate school staff if a medical condition is the basis for the need for a paper test.

Section IIIA: (Complete for a Student with a Disability)

The student's IEP Team/504 Committee must determine that a student is eligible for a paper assessment based on answers to the following three questions. A response of "No" for any question indicates that the student is NOT eligible for a paper assessment in the content area listed in Section I of this form.

1) Does the student have a current IEP/504 Plan or is one being developed?

Yes No

2) As a result of a disability, the student requires an accommodation other than large-print test, braille, or multiple test sessions, that can only be provided in a paper format. List accommodation requiring a paper administration:

Yes No

3) Does the student require paper classroom tests in order to access content?

Yes No

Justification Statement: The IEP Team/504 Committee must also provide a justification statement as to why the IEP Team or 504 Committee has determined that the impact of the student's disability prevents access to online VAP assessments even with accommodations. Data should be referenced from the student's educational record, including the most recent evaluation information, teacher observations, and classroom and state assessment performance history.

Signed:

_____ Date: _____
Course Content Teacher

_____ Date: _____
Special Education Teacher

_____ Date: _____
Parent

_____ Date: _____
Building Administrator or Designee

_____ Date: _____
Other

_____ Date: _____
Other

This completed form must be retained in the student's education record and on file in the office of the Division Director of Testing.

Section IIIB: (Complete for a Student with a Medical Condition)

The school team must determine that a student is eligible for a paper assessment based on answers to the three questions below. A response of “No” for any question indicates that the student is NOT eligible for a paper assessment in the content area listed in Section I of this form.

1) Does the student have a current medical condition documented by a physician or other health professional? (Letter must be attached.)

Yes No

2) As a result of the medical condition, is the student unable to demonstrate their individual achievement on the online Virginia Assessment Program test for the assigned course and grade level?

Yes No

3) Does the student require paper classroom tests in order to access content?

Yes No

Justification Statement: The school team must also provide a justification statement as to why it has determined that the impact of the student’s medical condition prevents access to online VAP assessments. Data should be referenced from teacher observations and from classroom and state assessment performance history. A letter from the student’s physician must also be attached that documents the current medical condition that prevents access to online VAP assessments.

Signed:

_____ Date: _____
Division Director of Testing

_____ Date: _____
Building Administrator or Designee

_____ Date: _____
Course Content Teacher

_____ Date: _____
Parent

_____ Date: _____
Other

_____ Date: _____
Other

This completed form must be retained in the office of the Division Director of Testing.

VIRGINIA ASSESSMENT PROGRAM

The following adjustments to the conditions under which a VAP test may be administered are available to any student as needed.

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

APPENDIX D

2025–2026 Test Irregularity Form

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

Division Name: _____

Irregularity Number: _____

Test Administration: _____ Year: _____

Created Date: _____ By: _____

Regular Term Grad Exp Retake

Student Grade: _____

School Name: _____

Test Type: Regular Audio

Large Print Braille

No. of Students: _____

Test Mode Online Paper

Test Session Name: _____

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

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

1. _____ 2. _____

Description of Irregularity (PLEASE PRINT):

Submitted to DDO: YES NO

Submitted to VDOE: YES NO

SIGNATURE: _____ DATE: _____

This page may be photocopied.

The **Audio Tools** are available on the following online VAP tests: EOC *Writing*, Grades 3–8 and EOC *Mathematics*, Grades 3–8 and EOC *Reading, Civics & Economics, Virginia Studies*, Grade 5 and 8 *Science*, EOC *Science* (2018 SOL), *VA & US History* (2015 SOL), and EOC *History* (2023 SOL). Students who are assigned an audio form for these tests will see the audio tools for the text-to-speech reader on the right side of the screen. The audio tools are available with the Samples. During testing, if a student asks a question about a tool, the Examiner/Proctor may use the tables below to read the tool's function and operation to the student.

Table 22. Audio Control Box

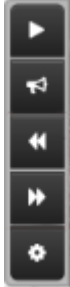






Audio Tools	Tool Icon	Tool Name and Description
	 	<p>Play button—when selected, this tool reads the item from the beginning. The text for the item is highlighted in yellow. To help the student follow along as the text is read, each word within the text will be highlighted in blue.</p> <p>The Stop button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

Table 23. Audio Settings Available

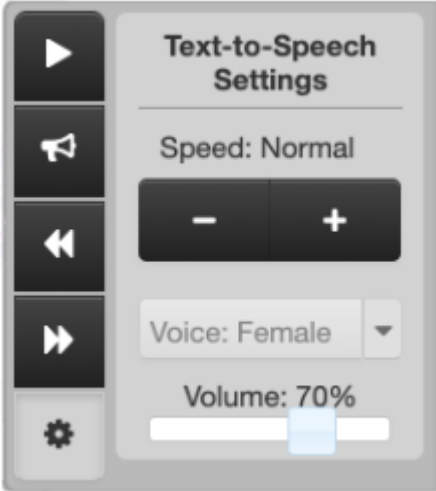


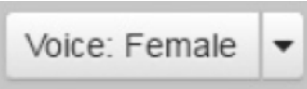
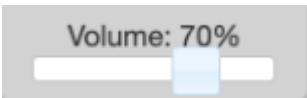
Settings Wheel Expanded	Tool Icon	Tool Name and Description
	 	<p>Speed—selecting minus will decrease the speed of the audio.</p> <p>Selecting plus will increase the speed of the audio.</p>
		<p>Voice—default gender of the voice of the audio may <u>not</u> be changed.</p>
		<p>Volume—students may adjust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

Table 24. Online SOL Test Tools, Icons, and Descriptions of Functions




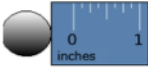
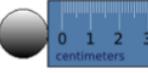






Tool Icon	Tool Name and Description
	<p>Pointer—Use to select on screen and to place the cursor in an answer box, plot points, select one or more answers, and drag information from one location to another. When the pointer is moved into the toolbar, it turns into a finger when placed over clickable sources.</p>
	<p>Pencil—Students may use the pencil tool to underline text in or add notes to a stimulus or item.</p> <ul style="list-style-type: none"> • Students can undo, redo, and delete mark ups made on the stimulus or item. • If an item or stimulus is scrolled, mark ups scroll with the text. • The pencil tool must be deselected to answer the item. • Mark ups will not adjust proportionately when using zoom in/out so students should zoom in on the item or passage prior to marking on the item. • Mark ups will only work on the first tab of a multi-tab passage.
	<p>Answer Eliminator—Use to eliminate (cross off) answer options. This tool functions with multiple-choice questions and certain TEI items.</p>
	<p>Inch Ruler—Use to measure an object on screen.</p>
	<p>Centimeter Ruler—Use to measure an object on screen.</p>
	<p>Protractor—Use to measure an angle.</p>
	<p>Straightedge—Displays a straight line. Available on the Grades 3–8 and EOC <i>Mathematics</i> tests.</p>
	<p>Desmos Virginia Four-function Calculator—Use for mathematical calculations.</p>
	<p>Desmos Virginia Scientific Calculator—Use for mathematical calculations.</p>
	<p>Desmos Virginia Graphing Calculator—Use for mathematical calculations.</p>
	<p>Tools Drop Down—when the student’s test screen is zoomed (ctrl +) to a high level (500% or when the virtual width of the viewport is less than 480px), the tools drop down icon appears on the tool bar at the top of the screen. When the tools drop down icon is selected, tools available for the test appear in the drop down under it.</p>

Table 24. Online SOL Test Tools, Icons, and Descriptions of Functions, continued


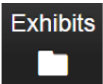
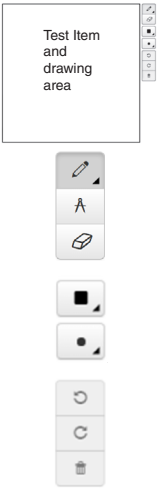
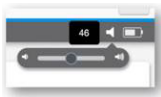

Tool Icon	Tool Name and Description
	<p>Highlighter—Use to highlight text. Students cannot highlight art, pictures, images, or text when presented as art (i.e. poems, fliers). The “Listen” option is only available on audio tests that use text-to-speech audio tools. When the student highlights text and selects “Listen,” the highlighted text will be read-aloud. NOTE: The Text-to-Speech will play for the entire section and not just the highlighted words in the sentence.</p> <p>There is no limit to the number of highlights a student can make within the test. To access the highlighter, the student selects text and selects the highlighter color. To remove the highlighted text, the student selects the highlighted text and selects the slash. Pink and blue are the two highlighter colors available when the background and foreground settings are set to the default (black text on white background). These colors may change when the background and foreground setting is changed.</p>
	<p>Exhibit Window—Use to view exhibits such as formula sheets, z-table, Periodic Table of the Elements, and reading passages. Select to view the Prompt, Checklist for Writers, and Shortcut Keys tabs on the Short-Paper component of the EOC <i>Writing</i> test.</p>
	<p>Drawing Interaction Tool—This tool only appears on questions where students may need a drawing tool to help solve the question. It is located to the right of the drawing interaction area. The individual tools are:</p> <ul style="list-style-type: none"> • pencil—student may select free draw or the straight line • compass—use for Geometry constructions • eraser—removes selected marks • color selector— marks may be black or green • mark thickness—two sizes for the thickness of the marks are available • undo—removes the most recent mark • redo—reapplies the last mark removed • clear all—deletes all markings in the drawing interaction area
	<p>Volume Control—in Secure Tests only.</p> <ul style="list-style-type: none"> • Allows students to adjust the system volume on their device while in their secure test. • When a student clicks “on touch” over the speaker icon displayed in the header bar (next to the battery status indicator), a slider control will open under the speaker icon. • The student can use the slider control to adjust the device system volume setting. • This will be available on all secure tests no matter if the form has audio content or not.
	<p>Notepad—use to create and save notes. This is only available on the Short Paper Component of the EOC <i>Writing</i> Test.</p>

Table 24. Online SQL Test Tools, Icons, and Descriptions of Functions, continued


















Accessibility Feature	Feature Name and Description
<p>Zoom-In and Zoom-Out Feature</p> <p>Using the keyboard or touchscreen.</p> <p>No icon is available.</p>	<p>On a PC or Chromebook:</p> <p>Zoom in—press the CTRL and + keys at the same time.</p> <p>Zoom out—press the CTRL and – keys at the same time.</p> <p>Return to default screen size—press the CTRL and 0 keys at the same time.</p> <p>On a Mac:</p> <p>Zoom in—press the CMD and + keys at the same time.</p> <p>Zoom out—press the CMD and – keys at the same time.</p> <p>Return to default screen size—press the CMD and 0 keys at the same time.</p> <p>On a touch-screen device:</p> <p>Zoom in—touch two points on the screen, and then move your fingers away from each other.</p> <p>Zoom out—touch two points on the screen, and then move your fingers toward each other.</p>
	<p>User Dropdown Menu</p> <ul style="list-style-type: none"> • Change the Background and Foreground Colors—selecting this permits the student to choose the background and foreground colors of their test. The list of background and foreground colors are shown in the screen shot below: <div data-bbox="746 1050 1098 1549" style="border: 1px solid black; padding: 10px; margin: 10px auto; width: fit-content;"> <p>Contrast Settings ✕</p> <p><input checked="" type="radio"/> abc Black on White (Default)</p> <p><input type="radio"/> abc Black on Cream</p> <p><input type="radio"/> abc Black on Light Blue</p> <p><input type="radio"/> abc Black on Light Magenta</p> <p><input type="radio"/> abc White on Black</p> <p><input type="radio"/> abc Yellow on Blue</p> <p><input type="radio"/> abc Gray on Green</p> <p style="text-align: right;">Continue →</p> </div> <p>To return the background and foreground color to the default, the student selects Black on White (Default).</p>

Table 24. Online SOL Test Tools, Icons, and Descriptions of Functions, continued












Accessibility Feature	Feature Name and Description
	<ul style="list-style-type: none"> <p>Show Line Reader Mask—selecting this will place a mask on the screen which the student may place over text or test questions. The line reader mask has a window which shows only one line of text. The student must drag the mask down over the text in order to read it. The student can resize the mask and the window. This mask must be selected for each passage or question after the student moves backward or forward in the test. To remove the line reader mask, in the dropdown the student selects <i>Hide Line Reader Mask</i>. The line reader mask screen shot is below:</p>  <p>Enable Answer Masking—selecting this will place a mask over each multiple-choice answer choice (this is not available on TEI questions). The student may uncover an answer choice by selecting the gray box with the image of an eye. Once enabled, the answer mask will be present on all multiple-choice questions. To stop the answer choice masking, the student enters the dropdown menu and selects <i>Disable Answer Masking</i>. The answer masking screen shot is below:</p>  <p>Enable Magnifier—when Enable Magnifier is selected, a square box appears on the student’s screen that can be moved anywhere on the screen to magnify the text/art within the box. This tool needs to be selected for each test item as needed. NOTE: This tool is only available on Growth and SOL Mathematics assessments and SOL Science assessments.</p> <p>Zoom In/Out —selecting “+” increases the zoom Selecting “-” decreases the zoom Other methods can activate Zoom depending on the device (such as, keyboard shortcuts, pinch to zoom, etc.) Once zoom is set, this setting applies to all test items until it is changed. NOTE: This tool is only available on Growth and SOL Mathematics assessments and SOL Science assessments.</p>  <p>Sign out of TestNav—selecting this will bring up the Exit Test screen. The Exit Test screen permits the student to Exit the Test, or to Cancel the selection and return to the test.</p>
	<ul style="list-style-type: none"> <p>Student Battery Level Indicator—A battery indicator for the student’s workstation is located on the top right of the screen just under the user dropdown.</p>

**Table 25. ONLINE TOOLS AVAILABLE ON THE GRADES 3–5 AND VIRGINIA STUDIES
NON-WRITING SOL TESTS**

SOL Test	Pointer	Pencil	Answer Eliminator	Inch Ruler	Centimeter Ruler	Protractor	Straightedge	Desmos Four-Function Calculator	Highlighter	Exhibit	Drawing Interaction
											
Grade 3 Reading CAT	✓		✓						✓		
Grade 3 Mathematics CAT	✓	✓	✓	✓	✓		✓		✓		✓
Grade 4 Reading CAT	✓		✓						✓		
Grade 4 Mathematics CAT	✓	✓	✓	✓	✓		✓	calculator enabled items only	✓		✓
Grade 5 Reading CAT	✓		✓						✓		
Grade 5 Mathematics CAT	✓	✓	✓	✓	✓	✓	✓	calculator enabled items only	✓	*	✓
Grade 5 Science	✓		✓	✓	✓			✓	✓		✓
Virginia Studies	✓		✓						✓		

* A Middle School Math Formula Sheet will be available for students who receive above grade level items.

**Table 26. ONLINE TOOLS AVAILABLE ON THE GRADES 6–8 AND CIVICS & ECONOMICS
NON-WRITING SOL TESTS**

SOL Test	Pointer	Pencil	Answer Eliminator	Inch Ruler	Centimeter Ruler	Protractor	Straightedge	Desmos Scientific Calculator	Highlighter	Exhibit	Drawing Interaction
											
Grade 6 Reading	✓		✓						✓		
Grade 6 Mathematics CAT	✓	✓	✓	✓	✓	✓	✓	calculator enabled items only	✓	Middle School Math Formula Sheet	✓
Grade 7 Reading	✓		✓						✓		
Grade 7 Mathematics CAT	✓	✓	✓	✓	✓		✓	calculator enabled items only	✓	Middle School Math Formula Sheet	✓
Grade 8 Reading	✓		✓						✓		
Grade 8 Mathematics CAT	✓	✓	✓	✓	✓		✓	✓	✓	Middle School Math Formula Sheet	✓
Grade 8 Science	✓		✓	✓	✓			✓	✓	Periodic Table of Elements	✓
Civics & Economics	✓		✓						✓		

**Table 27. ONLINE TOOLS AVAILABLE ON THE END-OF-COURSE
NON-WRITING SOL TESTS**























SOL Test	Pointer	Pencil	Answer Eliminator	Inch Ruler	Centimeter Ruler	Protractor	Straightedge	Desmos Graphing Calculator	Highlighter	Exhibit	Drawing Interaction
											
EOC Reading	✓		✓						✓		
Algebra 1	✓	✓	✓	✓	✓		✓	✓	✓	Formula Sheet	✓
Geometry	✓	✓	✓	✓	✓		✓	✓	✓	Formula Sheet	✓
Algebra 2	✓	✓	✓	✓	✓		✓	✓	✓	Formula Sheet & z-table	✓
Virginia and United States History	✓		✓						✓		
World History I	✓		✓						✓		
World History II	✓		✓						✓		
World Geography	✓		✓						✓		
Earth Science	✓		✓	✓	✓			✓	✓		✓
Biology	✓		✓	✓	✓			✓	✓		✓
Chemistry	✓		✓	✓	✓			✓	✓	Periodic Table of Elements	✓

Table 28. ONLINE TOOLS AVAILABLE ON THE EOC WRITING SOL TESTS

SOL Test	Pointer	Pencil	Answer Eliminator	Inch Ruler	Centimeter Ruler	Protractor	Straightedge	Desmos Virginia Graphing Calculator	Highlighter	Exhibit	Drawing Interaction
											
EOC Writing	✓		✓						Available on the MC component only.	Checklist for Writers and Shortcut Keys	

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