



**Fall 2025, Spring 2026,  
& Summer 2026  
Standards of Learning  
*Writing* Tests**

**EXAMINER'S MANUAL**

**End-of-Course  
With Online Test Directions**

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



## EXAMINER'S/PROCTOR'S CHECKLIST FOR ADMINISTERING TESTS

### Activities Before Test Administration

1. Read this *Writing Examiner's Manual* as well as any local directions you have been given. If you are administering any paper tests, read the *Supplement to the End-of-Course Examiner's Manuals*. Resolve any questions you might have with your School Test Coordinator (STC) (Section 4.1).
2. Prior to participating in the test administration, read and sign the *School Division Personnel Test Security Agreement* and read the legislation passed by the Virginia General Assembly (§ 22.1–19.1 Action for violations related to secure mandatory tests and § 22.1–292.1 Violations related to secure mandatory tests) regarding the repercussions of violating test security (Appendix A).
3. Inform students of testing (Section 4.3).
4. Prepare students for testing (Section 4.4). Students should be provided with practice on both the multiple-choice and short-paper components (Section 4.4.1). Teachers/Examiners should discuss with students the consequences of having access to cell phones, electronic devices, or other unauthorized materials during testing (Section 4.4.2), and cheating (Section 4.4.3).
5. Prepare the test site for testing. Ensure all items that are capable of providing an unfair advantage are covered or removed as appropriate (Section 4.5).
6. Verify the use of proctors or need for additional assistance (Section 4.6).
7. Be aware of the alternate test site for students who may not finish their test by the end of the allotted test administration time and understand the process of moving students from one test site to another (Section 4.7).
8. Be familiar with the directions for administering the test (Section 4.8). Online Multiple-Choice/Technology Enhanced Items (MC/TEI) test directions are located in Section 5.2. Online Short-Paper test directions are located in Section 5.3. Paper test directions are located in the *Supplement to the End-of-Course Examiner's Manuals*.
9. Know if the prompt for the short paper will be read individually to each student or only to those who request it (Section 4.9).
10. Review the materials and tools needed for testing (Section 4.10). Be familiar with the online tools and know what tools will be available for each test component and their function.
11. If you are administering tests to students who require special accommodations, become familiar with the accommodations specified in their IEPs, 504 Plans, or English Learner (EL) Assessment Participation Plans. Coordinate with your STC how accommodations will be provided. Refer to the *Special Test Accommodations Resource Guide*, available on the VDOE website:  
  
**<https://www.doe.virginia.gov/teaching-learning-assessment/student-assessment/virginia-sol-assessment-program/sol-test-administration-development>**
12. Understand the requirements for a student-initiated break (Section 4.11).

## EXAMINER'S/PROCTOR'S CHECKLIST FOR ADMINISTERING TESTS, CONTINUED

### Activities During Test Administration

1. On each day of testing, receive test materials needed for testing from the STC. Verify receipt of secure materials by signing the appropriate transmittal form (Section 5.1.1).
2. Verify the preparation of the testing room (Section 5.1.2). It must meet the requirements specified in Section 4.5.
3. Understand navigating in TestNav (Section 5.1.3).
4. Know how to resume a student's test (Section 5.1.4).
5. Know the procedure of reporting test errors to the STC as reported by students (Section 5.4).
6. Know how to handle and report test irregularities (Section 5.1.5).
7. Understand how to troubleshoot common online (or paper) test scenarios (Appendix B).
8. Administer the online test by reading the directions verbatim from this manual. In Section 5.2 (MC/TEI component) and Section 5.3 (short-paper component); Administer the paper test by reading the directions verbatim in the *Supplement to the End-of-Course Examiner's Manuals*.
9. Monitor the students as they test and understand how to answer student questions. Follow the guidelines in Section 5.4.
10. Understand the appropriate procedures for the student to Exit or Submit their test. Follow the guidelines in Section 5.2.1 and Section 5.3.1.

### Activities After Test Administration

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

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## IMPORTANT REMINDERS

### ***Writing Examiner's Manual and Supplement to the End-of-Course Examiner's Manuals***

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

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

- The *Supplement to the End-of-Course Examiner's Manuals*, a separate document, provides the testing directions that Examiners and Proctors must use for the administration of paper format tests; it must be used in conjunction with the *Writing Examiner's Manual*. The *Supplement* is available in electronic format only—no hard copy is provided—and may be downloaded from the Virginia Department of Education website (above).
- The *Writing Examiner's Manual* for the SOL *Writing* tests and the *Supplement* can be used for any of the three test administrations in the 2025–2026 testing year: Fall 2025, Spring 2026, and Summer 2026. If applicable, the *Writing Examiner's Manual* should be retained at the end of the Fall and Spring test administrations, as instructed by your STC, for subsequent use through the Summer.

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



# 1. USE OF THIS MANUAL FOR THE TEST ADMINISTRATION OF ALL STANDARDS OF LEARNING (SOL) EOC *WRITING* TESTS

This *Writing Examiner's Manual* contains the information, guidance, procedures, and responsibilities that the Test Examiner and Proctor are required to follow in order to administer the End-of-Course (EOC) *Writing* Standards of Learning (SOL) tests.

## 2. TEST ADMINISTRATION SCHEDULE

The two-part *Writing* assessment consists of a multiple-choice/technology-enhanced item (TEI) component and a short-paper component (a response by the student to a writing prompt). Each component is to be administered on a separate day and must be completed in one school day.

Online format *Writing* tests are administered within a “testing window” established by the division. The School Test Coordinator (STC) will inform you of the dates to administer the components of the *Writing* test. Students must complete both components using the same format (online or paper) in order to receive a valid score for the *Writing* test.

Each school's test schedule must allow opportunities for students who are absent on either or both test days to take the component(s) they missed on a make-up basis. The STC will provide you with more information about how your school will administer make-up testing (Section 7).

## 3. SCHOOL DIVISION RESPONSIBILITIES FOR TESTING

Many school division personnel are responsible for the administration of the SOL *Writing* tests. These include:

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

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

### Division Director of Testing

Each division has designated a Division Director of Testing (DDOT). The DDOT serves as the point of contact between the school division and the Virginia Department of Education (VDOE) and Pearson. The DDOT has division-wide responsibility for maintaining the security of test materials, implementing the test procedures, and providing appropriate training for STCs and school administrators. DDOTs are to take particular care in reading all test administration materials. Additionally, DDOTs are to inform key instructional leaders, such as directors of instruction, directors of special education, and Title I and Title III coordinators, of testing policies, guidelines, and procedures. Any questions the DDOT has regarding the test administration are to be directed to the Pearson Support Center or the assessment staff at the Virginia Department of Education.

### School Test Coordinator

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

## Test Examiner

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

## Test Proctor

The Test Proctor (Proctor) works with the Examiner in administering the tests and assists in maintaining an appropriate testing environment. A proctor is also an observer who may be called upon to verify that students did not receive help on the tests, that the test was administered according to the procedures outlined in the *Writing Examiner's Manual*, and that the security of materials was maintained. Any questions the Proctor has regarding the test administration are to be directed to the STC.

## 4. SPECIFIC DUTIES OF EXAMINERS: BEFORE TESTING

### 4.1 Read All Materials

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

You should be familiar with the following documents, located on the Virginia Department of Education (VDOE) SOL Test Administration and Development website located at:

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

- *Special Test Accommodations Resource Guide*—contains additional information the Examiner/Proctor may need for the administration of Growth or SOL *Writing* and *Non-Writing* assessments (such as information regarding calculators, special testing accommodations, health management devices, hearing aids, testing condition adjustments available for all students, test irregularity form).
- *Supplement to the End-of-Course Examiner's Manuals*—provides the information Examiners/Proctors need to administer paper *End-of-Course* SOL tests.

### 4.2 Sign the *School Division Personnel Test Security Agreement*

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

### 4.3 Inform Students of Testing

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

Term Graduates for the *Writing* administrations are defined as follows:

<b>Writing test administration:</b>	<b>Students require the verified credit for Writing and are scheduled to graduate by:</b>
Fall 2025 and Spring 2026 <i>Writing</i>	August 31, 2026
Summer 2026 <i>Writing</i>	August 31, 2027

■ **Online tests for Term Graduates**

- Term Graduates may have two online testing opportunities during the Fall, Spring, and/or Summer *Writing* test administrations.
  - For the Fall and Spring *Writing* Test Administrations, the 1<sup>st</sup> opportunity test will be given during the division’s regular online *Writing* test window for the specific administration. If a Term Graduate fails the 1<sup>st</sup> opportunity test, they may take the 2<sup>nd</sup> opportunity test during the 2<sup>nd</sup> opportunity test window. The 2<sup>nd</sup> opportunity test window dates will be provided by the DDOT
  - For the Summer *Writing* Test Administration, Term Graduate students must take their two attempts during the regular testing window. There will not be a separate 2<sup>nd</sup> opportunity test window.

■ **Paper tests for Term Graduates**

- Term Graduates who need to pass the EOC *Writing* test and who have a documented need for a paper test may take the two Term Graduate paper test opportunities provided during the paper test window for the specific *Writing* test administration.

#### 4.4 Prepare Students for Testing

##### 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. VDOE test preparation resources 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 the tests.

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

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 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. More information about the materials

permitted for testing may be found in Section 4.10 of this manual. Students may not access any 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. Your STC will provide you with information regarding local policies on cheating.

### **4.5 Establish the Test Setting**

In conjunction with your STC, arrange for appropriate physical conditions for testing. Be sure to consider any accommodations that are specified in students’ IEPs, 504 Plans, or EL Assessment Participation Plans. For details regarding accommodations, refer to the *Special Test Accommodations Resource Guide*.

- Testing rooms should be quiet, well lighted, set to an appropriate temperature, and well ventilated. Each student’s work space should be clear of books and other materials not needed for the test and large enough to accommodate testing materials. Crowding should be minimized and the seating arranged to discourage students from copying or viewing one another’s work. Students must not have access to cell phones or any other device, or item, that is capable of providing an unfair advantage, may be distracting to others, or items not authorized for testing. See Section 4.4.2. Students who are not taking the test are not permitted in the testing room/lab during the test session.
- Remove from the testing site or cover all curricular materials and materials related to test content and test-taking strategies that might influence student performance or provide an unfair advantage. These materials include, but are not limited to: class notes, study guides, maps, timelines, graphic organizers, charts, posters, projections, computer programs, textbooks, dry-erase board displays, chalkboard displays, or bulletin board displays.
- Remove from student access any items not approved for use during testing. These items include, but are not limited to: cell phones, any electronic device, dictionaries (when not approved), class notes, course content review materials, test taking strategy reminders, notes, textbooks and other curriculum materials, “cheat sheets,” unauthorized calculators, unauthorized formula sheets or paper *Periodic Table of the Elements*, extra highlighters, non-school issued scratch paper, fidget items, or toys.
- Placing a “TESTING: DO NOT DISTURB” sign on the door is helpful in deterring interruptions.

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

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

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

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

#### 4.7 Be Aware of the Alternate Test Site

The assessments are not timed. Students who do not finish by the end of the allotted test administration time should be given additional time, up to the end of the school day. Students are **not** allowed, however, to complete the test after leaving, voluntarily or not, for any activity that would allow interaction with other students or access to any educational materials or electronic devices. **Students must complete each component of the *Writing* test in one school day.**

Consult with your STC prior to testing to understand the school's plan for students who test beyond the allotted test administration time. Be prepared to move students who have not completed the test to an alternate testing site. Should this become necessary, be sure to maintain the security of secure materials (i.e., testing devices, test tickets, test booklets/prompts, answer documents, all used and unused scratch paper, and audios, if applicable) for those students yet to complete the test. Students must not be permitted to discuss the test or course content in any way with anyone or have access to any educational materials, cell phones, or other electronic devices during the move. Once in the alternate site, return each student's own materials and resume testing.

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

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

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

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

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

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

**SAY The instructions on the right side of the screen state: “Read Antonio’s rough draft, and use it to answer the questions.” Now read the draft to yourself.**

## AUDIO/READ-ALoud TESTS (🎧 or 🗣️)

**SAY** [Now read the draft to yourself] as I read aloud.

“(1) Among horse breeds, the Lipizzaner is unique in its ability to thrill audiences with...”

Other testing directions contained in brackets indicate options for the Examiner.

**Mixed group testing.** Students taking the multiple-choice component as an audio test (using headphones) may be tested in the same room as students taking the test without the audio accommodation. The Test Examiner must provide the audio test directions to the audio testers and the non-audio test directions to the non-audio testers. Students administered a read-aloud test (an Examiner reads the test to the student) must be tested in a “read-aloud only” test room.

### 4.9 Verify Directions for Reading the Prompt with the STC

The short-paper writing prompt may be read aloud to any student. The STC will notify you either to read the prompt to each student or only to students who request it. You must not explain the prompt, answer questions about it, assist students with choosing topics, etc.

Several different prompts are randomly assigned to the students in the online test session. In order to read the individual student’s prompt, you must go to each student’s testing device and quietly read the prompt that is displayed on the student’s screen. Refer to Section 4.10.4 for information regarding reading the online prompt to students with the read-aloud accommodation.

### 4.10 Review Materials Needed for Testing

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

It is essential that students be familiar with the online test format before testing for the first time. Students should have practiced both the multiple-choice component and the short-paper component using the Practice Items located on the TestNav Sign In screen and the Training Center tests.

#### 4.10.1 Materials needed for paper testing

Refer to the *Supplement to the End-of-Course Examiner’s Manuals* for the lists of materials permitted on each component of the *Writing* test in paper format.

#### 4.10.2 Materials needed for online testing

Refer to Appendix C for the lists of online tools available and their functions.

**Table 1. Hand-Held Materials Permitted on the Multiple-Choice/TEI and Short-Paper Components of the Online *Writing* Tests**

<b>Material</b>
<b>Scratch Paper</b>
<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. Students may <u>not</u> hold anything up to the computer monitor.</p>
<b>Writing Implements</b>
<p>Each student may receive one pencil <b>or</b> 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>
<b>Dictionary</b>
<p>The online spell check is available to all students; therefore, <u>students may not use a dictionary</u>.</p> <p>Refer to Table 2 (Section 4.10.3) for details regarding the use of English and bilingual dictionaries.</p>
<p><b>NOTE:</b> Students may not hold anything up to or over the testing device’s screen. STCs may distribute the hand-held manipulatives to Examiners/Proctors prior to testing or on the day of testing.</p>

#### **4.10.3 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 *Writing* tests. Guidelines for English and bilingual dictionary use by students with disabilities and EL are located in the *Special Test Accommodations Resource Guide*.

**Table 2. Use of the English Dictionary and Bilingual Dictionary on the  
EOC *Writing* Test  
(Online Mode)**

	Multiple Choice		Short Paper	
	English Dictionary	Bilingual Dictionary	English Dictionary	Bilingual Dictionary
<b>English Learners</b>	<b>NO</b>	<b>YES<sup>1</sup></b> Accommodation only	<b>YES<sup>1</sup></b> Accommodation only	<b>YES<sup>1</sup></b> Accommodation only
<b>Students with Disabilities</b>	<b>NO</b>	Not applicable	<b>YES<sup>2</sup></b> Accommodation only	Not applicable
<b>General Education Students</b>	<b>NO</b>	Not applicable	<b>NO</b>	Not applicable

**(Paper Mode)**

	Multiple Choice		Short Paper	
	English Dictionary	Bilingual Dictionary	English Dictionary	Bilingual Dictionary
<b>English Learners</b>	<b>NO</b>	<b>YES<sup>1</sup></b> Accommodation only	<b>YES<sup>3</sup></b>	<b>YES<sup>1</sup></b> Accommodation only
<b>Students with Disabilities</b>	<b>NO</b>	Not applicable	<b>YES<sup>3</sup></b>	Not applicable
<b>General Education Students</b>	<b>NO</b>	Not applicable	<b>YES<sup>3</sup></b>	Not applicable

**Notes**

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

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

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

#### 4.10.4 Accommodations

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

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

- **Personal Needs Profile (PNP) Web Extension:** Eligible students with disabilities may access the PNP Web Extension in TestNav that provides speech-to-text and/or word prediction to enable the student to complete the short-paper component of the online *Writing* test. Documentation must exist indicating the student uses a word processor (software or a device) with speech-to-text capability and/or word prediction for completing written classwork.

For the Fall Administration, two Web Extensions are available, CO:Writer Universal and Read&Write for TestNav. Both extensions offer speech-to-text and word prediction. The student should use the extension that best matches what the student uses in the classroom.

For the Spring and Summer Administrations, one Web Extension is available, Read&Write for TestNav.

The PNP Web Extension must be assigned to the student through the Student Registration Import process or manually in PearsonAccess<sup>next</sup>. In addition, accommodation code *Response Devices (21)* must be checked on the Manage Student Tests screen in PearsonAccess<sup>next</sup>. Students using the speech-to-text extension must be tested individually to ensure other test takers are not distracted.

For the Fall Administration, during the TestNav sign in process, the student, with the examiner's assistance, will select the appropriate Web Extension, CO:Writer Universal or Read&Write for TestNav. The examiner should assist the student with the extension set-up process ensuring that the correct components of the extension, speech-to-text and/or word prediction, are correctly selected. The extension controls will appear only on the actual response page.

For the Spring and Summer Administrations, during the TestNav sign in process, the Read&Write for TestNav extension will be automatically enabled. The extension controls will appear only on the actual response page.

Practice Items are available for the student and examiner to practice using the Web Extensions on the short-paper component.

- **Icons to Identify Audio and Read-Aloud Tests:** Students who have been assigned either an audio or read-aloud test in PearsonAccess<sup>next</sup> will have an icon printed on their Student Testing Tickets:
  - 🔊 This icon indicates the student should receive an audio test.
  - 🗣️ This icon indicates the student should receive a read-aloud test.
  - These icons will also appear next to the student's individual form assignment on the

Students in Sessions screen in PearsonAccess<sup>next</sup>.

- School Test Coordinators must ensure the Test Examiners receive the most current Student Testing Tickets prior to testing. In order for a test ticket to show the icons correctly, new Student Testing Tickets should be printed if the student's test form is changed from "regular" to "audio" or "audio" to "regular" in a test session.
  - These icons will also be used in the testing directions to designate the additional audio or read-aloud test directions that must be read to students using these accommodations.
- **Read-aloud accommodation:** Students who require the read-aloud accommodation will be placed in a testing session where the read-aloud format is selected. A Proctor Testing Ticket will be created for read-aloud sessions. The Proctor's ticket will permit access to the multiple-choice component so the Examiner can read the test to the student from their own monitor. However, the Proctor Testing Ticket does not provide access to the short-paper component. The Examiner will read the Checklist for Writers and the student's individual Prompt from the student's screen as indicated in the *Writing Examiner's Manual* short-paper component SAY directions to the students.
- **Read-Aloud on the Online Multiple-Choice/TEI Component:** Students who require the read-aloud accommodation must be placed in a read-aloud test session when creating the test session in PearsonAccess<sup>next</sup>. All the students assigned to a read-aloud session will receive the same multiple-choice/TEI test form. Examiners who will be reading the MC/TEI portion of the test aloud to the students in the read-aloud session will be given access to an online test to be viewed on the Examiner's workstation only, through the use of a Proctor Testing Ticket. Access to the test is being provided to allow the Examiner to read the questions and answer options to the student(s) on a screen that is not part of a student's testing device. The Examiner must not select any answers on their test, nor submit the test. When the read-aloud student has completed and submitted their test, the Examiner *EXITS* the Examiner's test.
- **Read-Aloud on the Online Short-Paper Component:** Several different prompts will be assigned to each test session; therefore, the Proctor's Testing Ticket does not provide access to the short-paper component. The Examiner will read the Checklist for Writers and the student's individual Prompt from the student's screen. Specific directions have been included to assist with providing the read-aloud accommodation.
- **Paper Copy of the Checklist for Writers and Shortcut Keys for Online Short-Paper Component:** A printed copy of the checklist for writers and shortcut keys 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 checklist for writers and shortcut keys must be downloaded and printed from the Virginia Department of Education English SOL Online Writing Resources website under Writing Assessment Resources:
- <https://www.doe.virginia.gov/teaching-learning-assessment/k-12-standards-instruction/english-reading-literacy/assessment-resources/english-sol-writing-resources>**
- **Text-to-Speech:** The online audio test will be delivered using text-to-speech. The audio tools are located on the right side of the student's test screen. The text-to-speech reader will provide the testing directions for the multiple choice/technology enhanced items (MC/TEI) sample items, read the samples, and provide the answers to the samples. The text-to-speech reader will also read the short-paper directions and prompt. Prior to testing, students who require the audio format on online *Writing* tests must have practice using the audio tools. Practice Item Sets are available through the TestNav application.

#### 4.10.5 Testing Condition Adjustments Available to All Students

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

- group size
- environmental modifications
- large diameter pencil, pencil grip
- assistance with directions
- student reading their own test out loud
- student requires a health management device
- student requires hearing aids with Internet-enabled device

#### 4.11 Be Prepared for Student Breaks During Testing

The assessments are untimed, and ample time should be allotted for all students to complete the test prior to the end of the scheduled school day. To minimize interruptions during testing, make sure that all students have had an opportunity to visit the restroom and to get a drink of water 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, cell phones, or other electronic devices during the break, and must not disrupt other students who are continuing to test. The student's test materials must not be accessible or viewable to other students. Student breaks must not be planned unless the accommodation is stipulated in the student's IEP, 504 Plan, or EL Assessment Participation Plan.

## 5. SPECIFIC DUTIES OF EXAMINERS: THE DAY OF TESTING

### 5.1 General Directions for Administering the Online *Writing* Test

#### 5.1.1 Receive test materials

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

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

Refer to Section 4.10 for the correct manipulatives/materials required for the test.

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

#### 5.1.2 Check students' work areas

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

#### 5.1.3 Understand Navigating in TestNav 8

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

#### 5.1.4 Be prepared to resume a student's test

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

#### 5.1.5 Be prepared to handle testing irregularities

A testing irregularity 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; or
- results in the improper implementation of mandatory student testing.

Any testing irregularities must be reported **immediately** to your STC. Prior to testing, it is important to understand your school and division's protocol for reporting testing irregularities.

Your STC will discuss the procedures with you. All testing irregularities must be recorded as directed by your STC.

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, teacher, or other person provides improper assistance to a student;
- anyone who has not signed the *School Division 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, writing prompt, or used answer document is missing; and
- any unused Student Testing Ticket, test booklet, or writing prompt is missing.

**If you question whether an incident in the test room is an irregularity, discuss it with your STC.**

## 5.2 Directions for Administering the Online Multiple-Choice/TEI Component of the Writing Test

Once students and the Test Examiner enter the testing room, all instruction and/or review of the content covered by the test or discussion of testing strategies must stop. Prior to beginning the directions for administering the test, check the testing room to ensure it has been prepared for testing as described in Section 4.5.

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

**SAY Today you will be taking a component of the End of Course *Writing* test.**

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

Ensure that unauthorized materials (backpacks, books, papers, cell phones, electronic devices, etc.) have been removed from the students' work areas and are inaccessible to students. Refer to Sections 4.4.2 and 4.4.3 for details.

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

Distribute Student Testing Tickets and approved test materials, as listed in Section 4.10.2, to the students. Ensure the name on the Student Testing Ticket matches the student who receives it. If students, within a test session or in the school, have the same first and last names, the testing student's identity, date of birth, test assignment, and Student Testing Ticket must be verified before test log in. The materials may be handed out singly or as a “kit.” Remember, all scratch paper distributed, whether used or not used, must be accounted for and returned to the STC at the end of testing.

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

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

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

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

### Sign In Information

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

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

**The TestNav Sign In box will appear on your screen.**

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

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

TestNav  
Virginia

Username

Password

Sign In

Test Audio

SOL Practice Items

**Read for all online Audio tests only** 🎧

You may skip the following directions if the volume has been set for the student’s testing device. If the students taking the audio test are in a mixed session with students who do not take the audio test, include the directions in the brackets [ ].

**SAY** [For those students with audio tests,] in the TestNav Sign In box, locate the Test Audio link under the *Sign In* button. When I tell you to do so, put on your headphones and select this link. You should hear a “ringing bell.” Use this sound to set a comfortable volume for your headphones. When you have finished setting the volume, take off your headphones. If you need assistance, please raise your hand.


**Now, put on your headphones and set the volume.**

When students have finished setting the volume for their audio tests, ensure they have removed their headphones and continue with the Sign In process.

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

**Then select the *Sign In* button.**

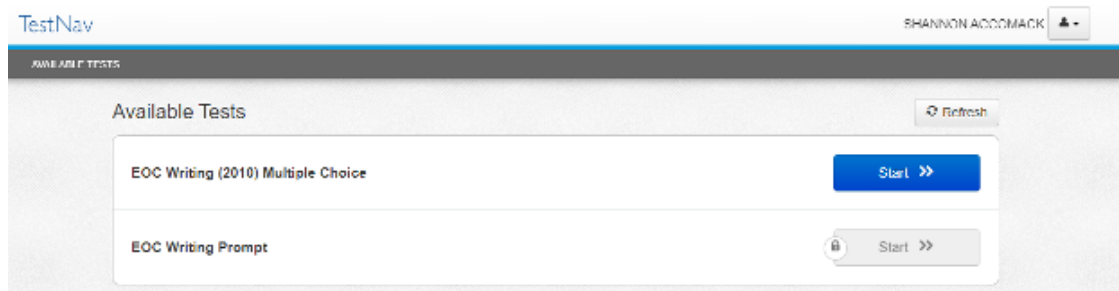
Pause while students locate their sign in information from their test tickets and type it into the fields on the testing device.

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

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

**Your screen should show which test components are available. The EOC *Writing Multiple-Choice Start* button should be blue. Do not do anything until I tell you what to do.**

Students should see the following screen. The multiple choice Start button is blue and does not have a lock symbol.



**SAY** If your Multiple-Choice *Start* button is grey and has a lock symbol raise your hand.

If any student's multiple-choice *Start* button is locked (appears grey and has a symbol of a lock), contact the STC to unlock the student's component. Once the component is unlocked, the student should select the *Refresh* button and the multiple-choice component will be available.

Once all students' multiple-choice *Start* buttons are unlocked continue with the directions.

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

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


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

You should see a screen that says **Section 1 and the number of questions.** On this screen, select the *Start* button. (Pause for students to access the first test sample screen.)

The Sample A item should appear on your screen.

**Read for Audio Tests only** 

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

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

You may assist the student with locating the text-to-speech audio buttons. Refer to Tables 4 and 5 in Appendix C for information regarding the audio buttons. If they are not visible on the student's screen, ask the STC for assistance. The STC will need to verify that the correct form was assigned to the student. If the buttons are visible on the sample item, continue with the directions below.

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

Pause. Answer student questions about the directions you provided.

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

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

➔ WHEN STUDENTS HAVE COMPLETED THE SAMPLES, CONTINUE DIRECTIONS ON  
PAGE 25 ➔

**Read for All Non-Audio Tests (Including Read-Aloud)**

**SAY** Read Sample A to yourself. (Pause as students read Sample A.)

**Read for Read-Aloud Tests Only (🔊)**


**SAY** Read Sample A to yourself] as I read it aloud. *“Lipizzaner Horses. Antonio’s teacher asks students to write a report about an unusual animal. Antonio writes about Lipizzaner horses.”*



Now read the Sample A question and each answer choice to yourself while I read aloud. (Pause.)

*“The best source for more information about the characteristics of Lipizzaner horses would probably be a—(A) timeline showing important dates in the development of Lipizzaners... (B) book titled Lipizzaners: A History in Photographs... (C) documentary titled The Elegant and Intelligent Lipizzaner... (D) chart picturing the specialized dance moves performed by Lipizzaners.”*

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

**SAY** The best answer is “C.” Select the letter “C.”

The tools you can use for this test are on the toolbar at the top of your screen. The Pointer tool  must be used to select your answers for all questions.

Navigation arrows   appear at the top of the screen for each question. Selecting the Left Arrow takes you back to the previous screen and selecting the *Right Arrow* takes you to the next screen. If the arrow appears gray, you cannot go in that direction.

Select the Right Arrow to view Antonio’s rough draft. (Pause as students go to the draft.)

**SAY** The instructions state: *“Read Antonio’s rough draft and use it to answer the questions.”* Now read the draft to yourself.

**Read for Read-Aloud Tests Only (🗣️)**

**SAY** [Now read the draft to yourself] as I read aloud.

*“(1) Among horse breeds, the Lipizzaner is unique in its ability to thrill audiences with acrobatic jumps and dances. (2) Research indicates that this beautiful grayish-white breed most likely originated hundreds of years ago in the Andalucía Region of Spain. (3) During the 16th century, Austrian noblemen began breeding Spanish horses in the town of Lipizza. (4) The Spanish Riding School a specialized training program for these talented horses was created in 1572. (5) In 1735 the Austrians built a permanent structure in Vienna for this purpose. (6) Throughout World War II, combat threatened the safety of both the school and the horses. (7) Consequently, American General George S. Patton led a daring rescue. (8) He saved the Lipizzaners. (9) Today, centuries of breeding and training are on display as these horses perform around the world.”*

When students have finished reading the draft, continue with the directions below.

**SAY** Select the Right Arrow to see Sample B. (Pause as students go to Sample B.)

**SAY** Read sentence 2, the question, and the answer choices to yourself.

**Read for Read-Aloud Tests Only (🗣️)**

**SAY** [Read sentence 2, the question, and the answer choices to yourself] as I read aloud.

*“Research indicates that this beautiful grayish-white breed most likely originated hundreds of years ago in the Andalucía Region of Spain.”*

*Which correction should be made to this sentence? (A) Change indicates to indicated... (B) Add a comma after breed... (C) Add a comma after ago... (D) Change Region to region.*

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

The best answer is “D.” Select the letter “D.”

Select the Right Arrow to see Sample C. (Pause as students go to Sample C.)

**SAY** This is not a multiple-choice question. For this item you must drag commas into locations to correctly punctuate a sentence. These questions have directions at the top of the screen that contain information on how to answer the question and may include specific information on how to represent your answer. Always read the directions before answering the question.

Now read the directions to yourself as I read them aloud:

**SAY** “Directions: Drag the comma into the correct location within the sentence. *There may be one or more correct locations. Punctuate sentence 4 correctly.*”

**Read for Read-Aloud Tests Only** (🗣️)

**SAY** “*The Spanish Riding School a specialized training program for these talented horses was created in 1572.*”

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

**SAY** A comma should be placed after the word “School” and after the word “horses.” Are there any questions on how to indicate your answer to this question?

Answer only questions related to the mechanics of indicating a response or navigating on the screen. You must not answer any questions pertaining to the content of the test item.

**SAY** Select the *Right Arrow* to see Sample D. (Pause as students go to Sample D.)

**SAY** Read sentences 7 and 8, the question, and the answer choices to yourself.

**Read for Read-Aloud Tests Only** (🗣️)

**SAY** [Read sentences 7 and 8, the question, and the answer choices to yourself] as I read aloud.

*“(7) Consequently, American General George S. Patton led a daring rescue.  
(8) He saved the Lipizzaners.*

*How are these sentences best combined without changing the meaning? (A) Consequently, American General George S. Patton led a daring rescue because he saved the Lipizzaners... (B) Consequently, American General George S. Patton led a daring rescue and saved the Lipizzaners... (C) Consequently, American General George S. Patton led a daring rescue until he saved the Lipizzaners... (D) Consequently, American General George S. Patton led a daring rescue but saved the Lipizzaners.”*

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

**SAY** The best answer is “B.” Select the letter “B.”

Select the *Right Arrow* to see Sample E. (Pause as students go to Sample E.)

**SAY** Now read the directions to yourself as I read them aloud.

*“Directions: Read and answer the following question. Select the correct answer.”*

Read this sentence, the question, and the answer choices to yourself.

**Read for Read-Aloud Tests Only (🔊)**

**SAY** “[Read this sentence, the question, and the answer choices to yourself] as I read aloud.

*“Her cheerful smile and positive attitude help get people to agree with her ideas.” In this sentence, which word should replace get to be most specific?*

*A dark gray box from top to bottom... —cause, (pause) —bring, (pause) —assure, (pause) —persuade, (pause) —change”*

Pause while students read and answer the question.

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

**SAY** The best answer is “persuade.” Select the word “persuade.”

**Are there any questions on how to select an answer on your screen?**

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

➡ DIRECTIONS CONTINUE ON THE NEXT PAGE ➡

↓ CONTINUE DIRECTIONS FOR ALL EOC WRITING TESTS ↓

**SAY** You may have as much time as you need today to finish the test, but do not spend too much time on any one question. Use the tools on the screen and your scratch paper at any time; however, you may NOT hold anything up to or over the screen.

When you finish the last question of the test and select the *Right Arrow* button, the End Test screen will appear. This screen will show you the number of questions you have not answered and the number of questions you have bookmarked. You should complete the *Not Answered* questions and revisit the questions you bookmarked.

When you have finished your test and are ready to submit your answers, raise your hand. Do NOT select the *Submit Final Answers* button without permission from me [or the Proctor]. Once your test is submitted, you cannot go back to any questions.

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

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

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

Remember that students who cheat on the test will receive a score of zero and will not be permitted another opportunity to take the *Writing* test until the next test administration.

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

Examiners must ensure the audio students put on their headphones as they start the test. Only when requested by the student, an examiner may provide an explanation of the operation of the text-to-speech buttons. Monitor the students carefully. Refer to Section 5.4 for guidance monitoring students and answering questions. An individual break is permissible for any student who requires one during testing. Follow the procedures in Section 4.11 pertaining to a student's request for a break during testing. Refer to Sections 5.2.1 for Directions for Submitting the Test.

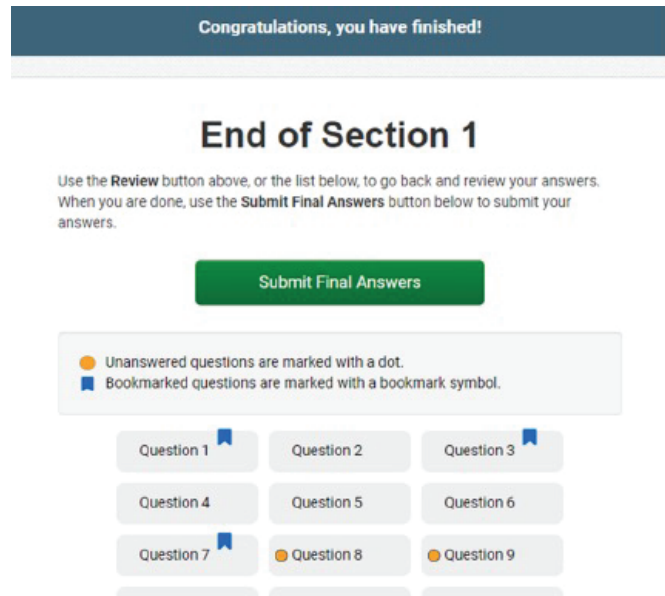
➔ Examiners/Proctors Directions for Submitting the MC/TEI Component, Page 26 ➔

➔ Examiners/Proctors MC/TEI Component Monitoring Guidelines, Page 40 ➔

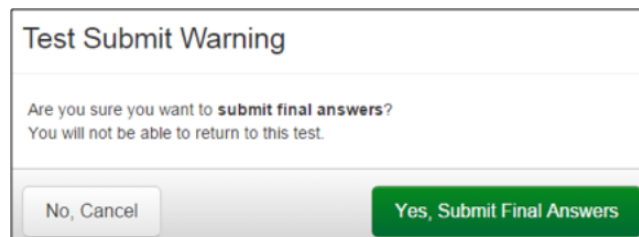
### 5.2.1 Examiner/Proctor Directions for Submitting the MC/TEI Component

When a student raises their hand and is ready to submit the MC/TEI portion of the test, you must go to the student's workstation to give permission for the student to submit the test.

- The student should be on the End Test screen, which displays the message, "Congratulations, you have finished!" Refer to the following screen shot.

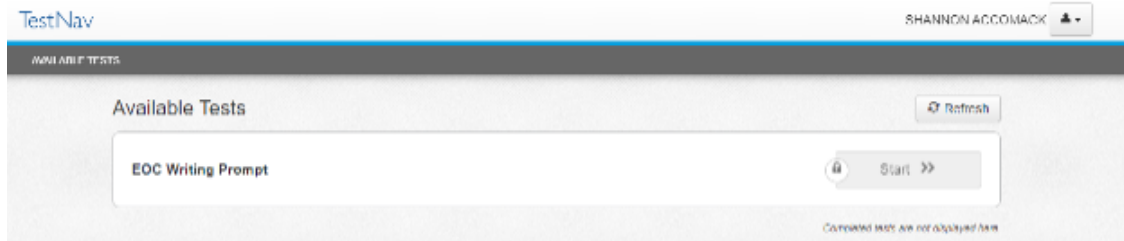


- If you notice that the student has any *Not Answered* questions (any orange dots showing on the grid of question numbers), you may only reply:  
**SAY Read the screen carefully.**
- If the student indicates that they need assistance to go back to the test questions, you should tell the student,  
**SAY Select the question you want to review from the grid.**
- If the student indicates that they have finished the test and wishes to submit final answers, you should tell the student,  
**SAY Select the *Submit Final Answers* button to submit your answers.**
- After the student selects *Submit Final Answers*, the Test Submit Warning screen will pop up. Refer to the following screen shot:

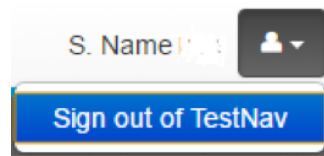


- If the student indicates that they want to go back to the test while on the Test Submit Warning screen, you should tell the student,  
**SAY Select the *No, Cancel* button to go back to the End Test screen, then select the *Review* button to go back to review your answers.**

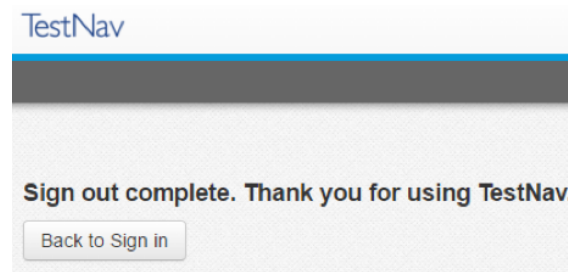
- If the student indicates that they have finished the test and wishes to submit final answers, you should tell the student,  
**SAY Select the *Yes, Submit Final Answers* button to submit your answers.**
- After the ***Yes, Submit Final Answers*** button is selected on the Test Submit Warning screen, the student's device will go back to the Available Tests screen. Refer to the following screen shot:



- On the Available Tests screen, you should tell the student,  
**SAY At the top of the screen, select the User Dropdown Menu, and select “Sign out of TestNav.”** Refer to the following screen shot.



- After the student signs out of TestNav, the following screen appears with the message, “Sign out complete. Thank you for using TestNav.”



- Students should leave the Sign Out Complete screen showing until either dismissed from the test room or until their testing device is shut down. This prevents students from accessing software applications or the Internet and disrupting those still testing.
- **NOTE:** Students must not be allowed to go online and access the Internet of other applications, as it may cause an irregularity by disrupting those still testing. Students may not access cell phones or other electronic devices while any students are testing. Students may be dismissed from the testing room or permitted to read quietly. You may tell the student:  
[If students will be staying in the classroom, **SAY: You may sit quietly or read if you wish.**]  
[If students will be dismissed individually back to class, **SAY: You will be dismissed to class.**]

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

### 5.3 Directions for Administering the Online Short-Paper Component of the *Writing* Test

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

**NOTE:** The testing directions may be modified for students who do not type their own papers into TestNav, dictate their papers to a scribe, or who use a separate word processor to compose their papers according to the testing accommodations specified in their IEPs, 504 Plans, or EL Assessment Participation Plans. Examiners may modify the testing directions to reflect the accommodation. For example, the directions regarding typing the short paper into the response area on the screen may be modified to “type your paper in the word processor” or “dictate your paper to me.”

**SAY Today you will complete the short-paper component of the EOC *Writing* test. You will write a short paper to a prompt that will display on your screen.**

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

Ensure that unauthorized materials (backpacks, books, papers, cell phones, electronic devices, etc.) have been removed from the students’ work areas and are inaccessible to students. Refer to Sections 4.4.2 and 4.4.3 for details.

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

Distribute Student Testing Ticket, and approved test materials as listed in Section 4.10.2 to the students. Ensure the name on the Student Testing Ticket matches the student who receives it. If students, within a test session or in the school, have the same first and last names, the testing student’s identity, date of birth, test assignment, and Student Testing Ticket must be verified before test log in. The materials may be handed out singly or as a “kit.” Remember, all scratch paper distributed, whether used or not used, must be accounted for and returned to the STC at the end of testing.

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

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

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

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

### Login Information

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

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

**The TestNav Sign In box will appear on your screen.**

You may assist the students with locating the TestNav 8 app on their computer/device.

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

TestNav  
Virginia

Username

Password

Sign In

Test Audio

SOL Practice Items

**Read for all online Audio tests only** 🎧

You may skip the following directions if the volume has been set for the student's testing device. If the students taking the audio test are in a mixed session with students who do not take the audio test, include the directions in the brackets [ ].

**SAY** [For those students with audio tests,] in the TestNav Sign In box, locate the Test Audio link under the *Sign In* button. When I tell you to do so, put on your headphones and select this link. You should hear a “ringing bell.” Use this sound to set a comfortable volume for your headphones. When you have finished setting the volume, take off your headphones. If you need assistance, please raise your hand.


**Now, put on your headphones and set the volume.**

When students have finished setting the volume for their audio tests, ensure they have removed their headphones and continue with the Sign In process.

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

**Then select the *Sign In* button.**

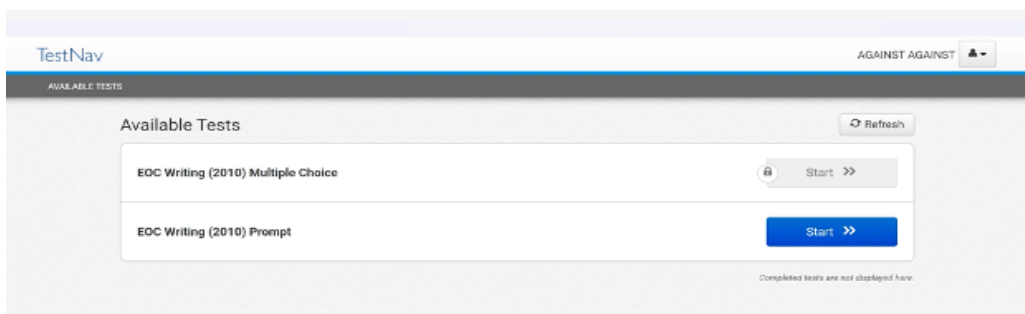
Pause while students locate their sign in information from their test tickets and type it into the fields on the testing device.

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

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

**Your screen should show which test components are available. The EOC *Writing Prompt Start* button should be blue. Do not do anything until I tell you what to do.**

Students should see the following screen. The prompt *Start* button is blue and does not have a lock symbol.



**SAY** If your Prompt *Start* button is grey and has a lock symbol raise your hand.

If any student's prompt *Start* button is locked (appears grey and has a symbol of a lock), contact the STC to unlock the student's component. Once the component is unlocked, the student should select the *Refresh* button and the short-paper component will be available.

Once all students' prompt *Start* buttons are unlocked, continue with the directions.

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

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

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

**Spring and Summer Administrations: PNP Web Extension for speech-to-text and the sign in process.** During the sign in process, students with disabilities who qualify to access the PNP Web Extension for speech-to-text in TestNav will have the Read&Write for TestNav extension automatically enabled.

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

**You should see a screen that says Section 1 and one question. On this screen, select the *Start* button.** (Pause for students to access the sample screen.)

A SAMPLE response screen will appear. The SAMPLE response screen is used to review some features on the Response screen. The tools in the SAMPLE response space are not active and will not work on this screen. The TestNav tools at the top of the SAMPLE screen are active and will work. The SAMPLE screen contains a sample prompt tab, which is blank. Each student's actual prompt will be displayed in the Exhibit window after the student is directed to the next screen.

**SAY The Sample Response screen should appear. This screen shows an image of what the actual response space will look like. Since this is only a sample page and you cannot type your paper here, the Prompt just says "Sample Prompt." You will receive your actual prompt later. For now we will review some of the features of the test using this Sample screen. Do not select the *Right Arrow* button until I tell you to do so. Listen carefully as I read the directions to you.**

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

**The writing tools are located directly above the writing response space. These tools are used within the response space for composing and editing your short paper. These tools are not active on this *Sample* screen. Find the spell check tool. It is the one with a-b-c and a check mark.**

You may assist students identifying the Spell Check tool.

**SAY The TestNav tools are located in the toolbar at the top of the screen. These tools cannot be used in the response space but can be used during planning. The Notepad tool is located next to the Pointer tool.**

The directions above the response space say, “Click on the exhibit window on the right to view the Checklist for Writers and Shortcut Keys. After reading the prompt, type your response in the space.”

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

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

**SAY** It opens to the Checklist for Writers, and the second tab lists the Shortcut Keys.

The Checklist for Writers lists points for you to keep in mind as you write. Read the checklist to yourself.

**READ FOR READ-ALOUD AND AUDIO TESTS ONLY** ( or )

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

“Checklist for Writers. I planned my paper before writing.

I revised my paper to be sure that the introduction to my paper captures the reader’s attention; my central idea is supported with specific information and examples that will persuade my reader; the content of my paper relates to my central idea and addresses counterclaims when appropriate; my writing is organized in a logical manner; my sentences are varied and read smoothly; my word choice develops my purpose and tone; and the conclusion brings my ideas together without restating.

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

I reviewed my paper to be certain that it accurately reflects my intentions.”

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

**SAY** Now, select the Shortcut Keys tab. (Pause while the students select the tab on the right.)

If you want to copy and paste text between the Notepad and the writing response space, you must use the keyboard shortcut keys listed here. Read the shortcut-keys directions to yourself.

**READ FOR READ-ALOUD AND AUDIO TESTS ONLY** ( or )

**SAY** [Read the shortcut-keys directions to yourself] as I read aloud.

For windows-based computers CONTROL and C to copy text. CONTROL and V to paste text.

For an Apple computer, COMMAND and C to copy text. COMMAND and V to paste text.

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

**SAY** Now close the Exhibit window by selecting the little “X” in the corner of the Exhibit window. You may open and close this window whenever you want.

Pause while the students close the Exhibit window.

**SAY** After you have read your prompt, you may use scratch paper or the Notepad tool before you begin typing your short paper. Only the writing typed in the response space will be scored. You may use up to 6000 characters to complete your paper. The character counter is located above the response space.

Be sure you respond to the prompt provided. If you do not, your paper will not be scored.

You may have as much time as you need today to complete your paper.

You may use the tools and your scratch paper at any time; however, you may NOT hold anything up to or over the screen.

If you do not write in the response area, you will not be able to submit your test. When you have finished your paper, select the *Right Arrow* button. The End Test screen will appear.

If you want to go back to your paper, select the *Left Arrow* button.

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

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

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

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

Remember that students who cheat on the test will receive a score of zero and will not be permitted another opportunity to take the *Writing* test until the next test administration.

**Are there any questions?**

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

**SAY** Now, select the *Right Arrow* button.

The screen that appears is the “actual” writing response space. Students will type their short papers on this screen. Verify that students are on the response screen that does NOT have SAMPLE across it.

➔ ( 🗣️ ) Read-Aloud Test Directions Continue in the Box on Page 35 ➔

➔ ( 🎧 ) Audio Test Directions Continue in the Box on Page 36 ➔

**SAY** The response space on this screen is where you will type your paper.

**SAY** Read the prompt to yourself. If you would like me to read your prompt to you, raise your hand. You may start working.

As students begin working, go to students with raised hands and read the prompt quietly from the individual student's screen. Be aware that there will be several different prompts in any one test session. Do not read all the different prompts aloud to the entire group.

You may not answer any questions pertaining to the content of the prompt, assist students in interpreting the prompt, or in choosing topics, etc. Monitor the students carefully. Refer to Section 5.4 for guidance monitoring students and answering questions. An individual break is permissible for any student who requires one during testing. Follow the procedures in Section 4.11 pertaining to a student's request for a break during testing. Refer to Section 5.3.1 for Directions for Submitting the Test.


### **READ FOR READ-ALoud TESTS ONLY (🗣️)**

**SAY** The response space on this screen is where you will type your paper.

**I will come to you and read your prompt to you. Remember to raise your hand if you want me to re-read your prompt, checklist for writers, or the shortcut keys to you as you compose your short paper. You may start working after I have read your prompt to you.**

Be aware that there will be several different prompts in any one test session. Do not read all the different prompts aloud to the entire group. Go to each student and read the prompt quietly from the individual student's computer monitor. You may not answer any questions pertaining to the content of the prompt, assist students in interpreting the prompt, or in choosing topics, etc. You may re-read the prompt to the student anytime the student requests it. Monitor the students carefully. Refer to Section 5.4 for guidance monitoring students and answering questions. An individual break is permissible for any student who requires one during testing. Follow the procedures in Section 4.11 pertaining to a student's request for a break during testing. Refer to Section 5.3.1 for Directions for Submitting the Test.

**READ FOR AUDIO TESTS ONLY (🔊)**

**SAY** The audio buttons will appear on the right side of the screen. The buttons will start and stop the audio. Selecting the Settings wheel  will allow you to control the speed and volume of the audio. Be sure you can find the audio buttons on your screen. If you do not see the buttons, raise your hand.

You may assist the student with locating the text-to-speech audio buttons. Refer to Tables 4 and 5 in Appendix C for information regarding the audio buttons. If they are not visible on the student's response screen, ask the STC for assistance. The STC will need to verify that the correct form was assigned to the student. If the buttons are visible on the actual response screen, continue with the directions below.

**SAY** The response space on this screen is where you will type your paper.

**When I tell you to do so, you will put on your headphones and select the Play button. You will hear your prompt. You may replay the prompt as often as you need to. Are there any questions?**

Pause. Answer student questions about the directions you provided.

**SAY** Remember to raise your hand if you want me to re-read the checklist for writers, or the shortcut keys to you as you compose your short paper. Now, put on your headphones and select the Play button. You may start working.

Examiners/Proctors may not answer any questions pertaining to the content of the prompt, assist students in interpreting the prompt, or in choosing topics, etc. Examiners must ensure the audio students put on their headphones as they start the test. Only when requested by the student, an examiner may provide an explanation of the operation of the text-to-speech buttons. Monitor the students carefully. Refer to Section 5.4 for guidance monitoring students and answering questions. An individual break is permissible for any student who requires one during testing. Follow the procedures in Section 4.11 pertaining to a student's request for a break during testing. Refer to Section 5.3.1 for Directions for Submitting the Test.

➡ Examiners/Proctors Directions for Submitting the Short-Paper Component, Page 37 ➡

➡ Examiners/Proctors Short-Paper Component Monitoring Guidelines, Page 40 ➡

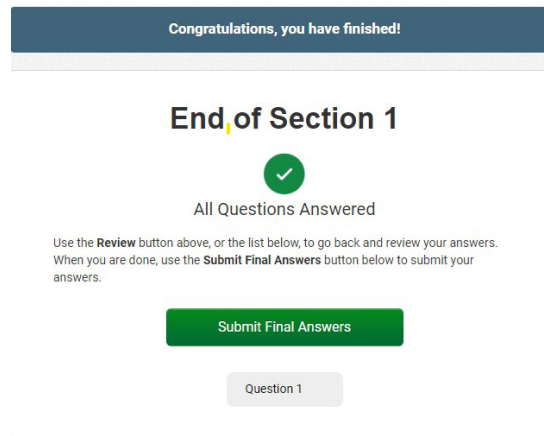
### 5.3.1 Examiner/Proctor Directions for Submitting the Short-Paper Component

When a student raises their hand and is ready to submit the short-paper portion of the test, you must go to the student's workstation to give permission for the student to submit the test. In order to submit the short paper the student must have entered something into the response area.

- The student should be on the End Test screen, which displays the message, "Congratulations, you have finished!"

- **Scenario 1**

If the circle has a "check mark" in it similar to the following screen shot, then the student wrote something in the response space.



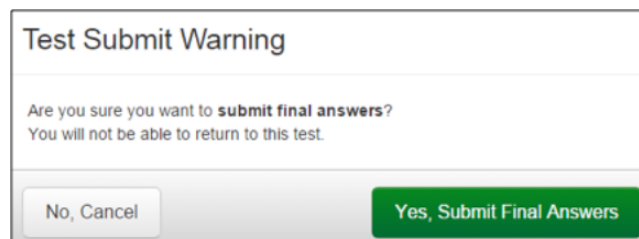
- If the student indicates that they need assistance to go back to the response space to the short paper, you should tell the student,

**SAY Select the *Question 1* button.**

- If the student indicates that they have finished and wishes to submit the short paper, you should tell the student,

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

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



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

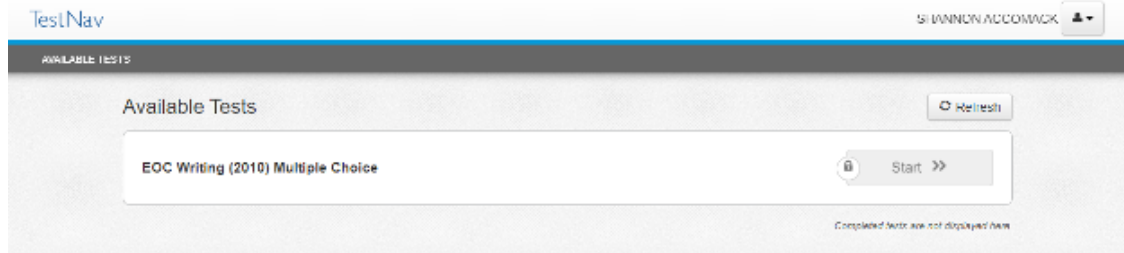
**SAY Select the *No, Cancel* button to go back to the End Test screen, then select the *Review* button and select *Question 1* to go back to your short paper.**

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

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

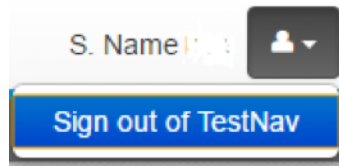
### ■ Sign out of TestNav

After the **Yes, Submit Final Answers** button is selected on the Test Submit Warning screen, the student's device will go back to the Available Tests screen. Refer to the following screen shot:

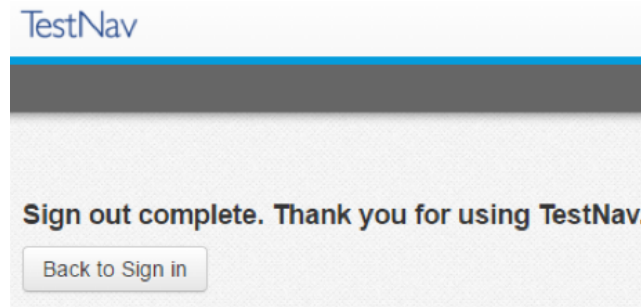


- On the Available Tests screen, you should tell the student,
 

**SAY At the top of the screen select the User Dropdown Menu, and select “Sign out of TestNav.”** Refer to the following screen shot.



- After the student signs out of TestNav, the following screen appears with the message, “Sign out complete. Thank you for using TestNav.”



- Students should leave the Sign Out Complete screen showing until either dismissed from the test room or until their testing device is shut down. This prevents students from accessing software applications or the Internet and disrupting those still testing.
  - **NOTE:** Students must not be allowed to go online and access the Internet of other applications, as it may cause an irregularity by disrupting those still testing. Students may not access cell phones or other electronic devices while any students are testing. Students may be dismissed from the testing room or permitted to read quietly. You may tell the student:
 

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

[If students will be dismissed individually back to class, **SAY: You will be dismissed to class.**]
- As students finish testing, collect test materials (i.e., Student Testing Ticket and all used and unused scratch paper) from each individual student. Do not have students pass materials up or down the rows of workstations. Ensure all Student Testing Tickets are

collected. These same tickets will be used to access the multiple-choice component of the test on another day (if it has not been completed). The Test Examiner must ensure that all sheets of scratch paper distributed to each student are collected and accounted for before students are moved to an alternate test site or dismissed from the test session. All used and unused scratch paper must be returned to the STC. After the test session is over, return all test materials to the STC as specified in Section 6. Test materials must be kept in a secure location until returned to the STC.

## 5.4 Monitoring the MC/TEI Component and Short-Paper Components and Answering Student Questions

- **Examiner/Proctor monitoring.** During the test administration, monitor the testing process by moving as unobtrusively as possible about the room. Do not engage in other activities that would interfere with monitoring. Such activities include, but are not limited to: reading, grading papers, using electronic devices, etc. Students may not be left unattended for any length of time.
- **Student access to unauthorized materials.** Ensure that students are working independently and do not have access to unauthorized materials, cell phones, or any other electronic devices in the testing room while any students are testing. Immediately notify the STC if a student accessed or had access to a cell phone, electronic device, or other unauthorized material that could provide an unfair advantage while any students were testing. **If the student is testing at the time of the discovery of the cell phone, electronic device, or unauthorized material, the student may not be permitted to continue testing. The test must be placed in Exited status and moved to an irregularity session, and the STC must notify the DDOT immediately if test security may be compromised.** The STC must submit an irregularity to the DDOT providing the details about the incident.
- **Examiner/Proctor reviewing test items.** Before, during, or after testing, you must not spend time reading any test items, creating any type of answer key to the test items, copying test items or portions of test items, taking notes about test items, recording student responses to test items, reading/reviewing student drafts, or discussing test items with anyone.
- **Examiner/Proctor providing help.** Help must not be given on any MC/TEI test items. Examples of prohibited help include, but are not limited to: pronouncing words, rewording the question, providing hints and clues, giving reminders, and/or giving verbal indications or non-verbal cues about the correctness of a student's answer. Test questions or portions of the question may not be read to students unless specified by their IEPs, 504 Plans, or EL Assessment Participation Plans. If, after testing is complete, a student asks to discuss a question, the Examiner, Proctor, or teacher should remind the student that the test questions cannot be discussed.  
  
Help must not be given on the test short-paper component. Examples of prohibited help include, but are not limited to: interpreting the prompt, choosing topics to write about, reminding students how to write a paper or the mechanics of writing, directing students to use a particular strategy or writing format, spelling words, and/or giving verbal indications or non-verbal cues about the correctness of a student's answer. The Prompt may be read to any student. However, the *Checklist for Writers* may only be read aloud to students with the audio/read-aloud accommodation. If, after testing is complete, a student asks to discuss their paper, the Examiner, Proctor, or teacher should remind the student that the test cannot be discussed.
- **Examiner/Proctor prompting students.** You must not prompt the student to go back to any specific questions such as any *Not Answered* or *Bookmarked*. If you notice the student left questions *Not Answered* or *Bookmarked*, you may only tell the student to “**Read the screen carefully.**” For guidance regarding questions marked as *Not Answered*, refer to Section 5.2.1. You must not prompt the student to go back to the short paper and write more or less, or to correct grammar, spelling, formatting, etc.
- **Questions about the test items.** If a student asks a question during the test about a test item, the student should be told, “**Read it carefully and choose the best answer.**” Help must not be given on any test items. Refer to the previous bullets regarding prohibited help.
- **Questions about the prompt.** If the student asks a question during the short-paper component that refers to what the student should write about or asks the Examiner to explain the prompt, say only, “**Read the topic carefully and write a short paper about it.**” Help with how to write a paper or with the mechanics of writing, such as how to spell a word, must not be given.

- **Assistance with TestNav Tools.** If the student requests a description or the function of a tool, you may read the specific tool’s description to the student from Appendix C.
- **Assistance with the audio control box for audio tests.** If a student requests assistance with the operation of the audio control box, you may read from Table 5 in Appendix C to provide the tool’s function and operation to the student.
- **Assistance with navigating.** If a student needs assistance navigating the test, you may provide directions to the student, such as:
  - “To move to the next question or screen, select the *Right Arrow*.”
  - “To go back to previous question or screen, 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.”
  - “The Prompt [Checklist for Writers or Shortcut Keys] is located on a tab in the Exhibit window.”
  - “The Exhibit icon is located to the right of the response space.”
  - “To go back to the short paper from the End Test screen, select the *Left Arrow*.”
- **Assistance with the zoom feature.** If a student needs assistance zooming in or out or returning the screen to the default screen size, you may provide directions to the student:
  - On a PC or Chromebook:
    - “To zoom in, press the CTRL and + keys at the same time.”
    - “To zoom out, press the CTRL and – keys at the same time.”
    - “To return to the default screen size, press the CTRL and 0 keys at the same time.”
  - On a Mac:
    - “To zoom in, press the CMD and + keys at the same time.”
    - “To zoom out, press the CMD and – keys at the same time.”
    - “To return to the default screen size, press the CMD and 0 keys at the same time.”
  - On a touch-screen device:
    - “To zoom in, touch two points on the screen, and then move your fingers away from each other.”
    - “To zoom out, touch two points on the screen, and then move your fingers toward each other.”
- **Students leaving the testing room during the test.** Students may not leave the testing site and subsequently return to finish the test unless they are closely monitored. Students may not discuss the test or any test items with anyone. Students must not be allowed to interact with each other or any other students in any way, or have access to any educational materials or electronic devices while out of the test room.
- **Students moving to an alternate test room.** If students are moved to an alternate testing site to complete their tests, their testing materials must be collected by the Examiner or Proctor prior to the move. Students must not be permitted to discuss the test or course content in any way with anyone or have access to any educational materials, cell phones, or other electronic devices during the move. Once in the alternate site, return each student’s own materials and resume testing.
- **Reporting an error with a test item.** If the student reports there is an error with a test question or answer choice, you should record the name of the student, subject area, test level, format (online or paper), question number, and a brief statement describing the student’s concern.

However, under no circumstances should the test question or answer choices be written down or discussed with the student or with other staff members. Tell the student that the concerns will be reported. The student may continue with the test; you may tell the student to, “**Read the question carefully and choose the best answer.**” Notify the STC of the student’s concern, and the STC will, in turn, contact the DDOT. Do not communicate information related to the test questions and/or answer choices through electronic mail or in any other manner that will jeopardize the security of the test item.

- **Cheating.** You must immediately notify the STC if a student is found cheating on the test. **If the student is testing at the time of the discovery of cheating, the student must not be permitted to continue testing. The test must be placed in *Exited* status and moved to an irregularity session.** The STC must notify the DDOT immediately if test security may be compromised. The STC must submit an irregularity to the DDOT providing the details about the incident. If the school division makes the determination that a student cheated, the student is not eligible for a retest during the current administration. If the test was an EOC SOL test, the student may retest during the next regularly scheduled 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.
- **Student Inactivity.** If you observe an inactive student during testing, you may ask the student, “**Are you finished with your test?**” If the student responds “No,” then you may say, “**You need to continue working on your test.**” If the student responds, “Yes,” then you should direct the student through the Submit process. After two hours of inactivity, TestNav will automatically *Exit* the student’s test. Contact the STC to *Resume* the student’s test.
- **Troubleshooting some testing issues.** Refer to Appendix B for guidance with troubleshooting some testing issues such as: The student should have an audio test but does not, the student answered the question but the *Next* arrow does not appear, the student cannot enter a specific character into a TEI answer box, etc.
- **Examiner/Proctor navigating a student’s test.** You must not navigate any portion of the test for the student. This includes, but is not limited to: moving between screens; exiting or submitting the test.

## 6. SPECIFIC DUTIES OF EXAMINERS: AFTER TESTING

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

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

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

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

After the *Writing* test has been administered and materials are returned to the STC, all who administered or proctored a test are required to certify the following:

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

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

## 7. MAKE-UP TESTING

Every student who is absent on either or both administration days of the *Writing* test must be given an opportunity to take the component they missed on a make-up basis, **provided the make-up sessions are within the testing window**.

- For online make-up sessions, students will take the same test form taken by other students on the regular testing date(s). This includes the multiple-choice/TEI component and the short-paper component.
- Students who are absent on the day of testing must be removed/moved from the testing session before the session can be stopped and placed in make-up session.
- The STC will provide you with information regarding the schedule for make up testing sessions.

### THANK YOU

We appreciate your time and effort in administering the *Writing* SOL assessment.

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



## APPENDIX A

## 2025–2026 SCHOOL DIVISION PERSONNEL TEST SECURITY AGREEMENT FOR WRITING

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)<sup>1</sup> test items (except while completing an official VAP test attempt) or exposed to answers to secure test items. **Using secure test items in any form (including reworded test items) at any time is a violation of test security.** If in doubt whether test items are secure, contact your Division Director of Testing for assistance.
2. All persons are prohibited from providing students with answers to secure test items, suggesting how to respond to secure test items, or influencing student responses to secure test items. Prohibited actions include, but are not limited to, the following: providing clues or hints, providing reminders of content or testing strategies, prompting students to correct or check/recheck specific responses, permitting access to curricular materials<sup>2</sup> (e.g., textbooks, notes, review materials, bulletin boards, posters, charts, maps, timelines, etc.), or using voice inflection, facial gestures, pointing, gesturing, tapping, or other actions to indicate a response or accuracy of a student's response.
3. Examiners should be in possession of secure test materials only on the day they are administering a test, or in accordance with the procedures for advanced access to a test, and only for the specific test being administered. For the paper VAP *Writing* tests only, Examiners are not permitted to open sealed packages of prompts more than 30 minutes before the administration of the short-paper component.
4. Reading or reviewing any part of a secure test (e.g., test items, answer options, passages, pictures, diagrams, charts, maps, etc.) before, during, or after the test administration is a violation of test security unless an Examiner is reading the test items as part of an accommodation (e.g., read-aloud, interpretation/transliteration, etc.) or is reviewing the test items in preparation for providing that accommodation.
5. Any Login IDs and passwords issued for the administration of VAP tests are secure and must remain confidential.
6. Logging into or navigating throughout a secure online test by anyone except the student whose name appears on the Student Testing Ticket is a violation of test security<sup>3</sup>. Any exceptions to this must first be authorized by the Virginia Department of Education through the Division Director of Testing.
7. Capturing **ALL OR ANY PART** of a secure test **is a violation of test security**. Prohibited actions include, but are not limited to, copying, photographing, recording, outlining, or summarizing test content or details regarding the secure test content. Any exceptions to this must first be authorized by the Virginia Department of Education through the Division Director of Testing.
8. All VAP tests must be administered strictly in accordance with the instructions provided in the VAP test manuals. This includes, but is not limited to, adhering to procedures for the handling, distribution and use of test materials and test manipulatives, adhering to specific requirements associated with test accommodations (e.g., read-aloud accommodation, dictation to scribe, etc.), and reading all test directions to students exactly as written. VAP test directions must not be paraphrased, altered, or expanded without prior authorization from the Virginia Department of Education through the Division Director of Testing unless the Examiner's Manual allows flexibility in providing specific directions.
9. Sample items are included at the beginning of each VAP test and are the only items on the test that may be used with students to review, as directed in the *Examiner's Manual*, test item format and procedures for indicating responses. Students should also be provided with opportunities prior to the day of their test administration to become familiar with VAP test item formats and how to indicate responses. Resources such as SOL Practice Items are available for these purposes on the Virginia Department of Education website.
10. All persons are prohibited from attempting to formally or informally score secure VAP tests or individual test items. Prohibited actions include, but are not limited to, creating an answer key, reviewing or scoring a student's test item response or responses, reviewing or scoring student scratch paper, or tracking student performance on test items<sup>4</sup>.

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.

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

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

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

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

**Complete the following 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 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.**

<b>Signed:</b>	<b>Print Name:</b>
<b>Position:</b>	<b>Date:</b>
<b>School:</b>	<b>Division:</b>

**Pages 1–2 of this document should be photocopied.**

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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



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

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

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

**These pages may be photocopied.**

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

- **Shading is not visible on the test questions:** Some test questions refer to the “shaded section” of a map, graph, chart, etc. If the shading is not apparent to the student, you may adjust the contrast setting on the student’s monitor until the shading is visible. If this adjustment does not resolve the problem, contact the STC.
- **The 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. You may remind the student that **“The Pointer  must be used to answer the question.”**
  - OR**
  - The student may not have met all the requirements of the test question. For example, if a test item requires the student to select and drag 3 items to answer boxes, the Review dropdown will show that question as “Not Answered” if the student only selects 1 or 2 items. You may tell the student to **“Read the screen carefully” 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 C. You may tell the student that the Answer Eliminator tool functions with multiple-choice questions and certain TEI items; it does not function on all TEI questions.
- **Overwriting/Deleting Text Unexpectedly:** If the text a student is typing in the online short-paper component is overwriting and deleting the text that appears on the screen, the Examiner/Proctor can tell the student, **“Try pressing the ‘Insert’ key on your keyboard to stop that from happening.”** You may point to the “Insert” key if needed but must not touch the student’s device/keyboard. You should only address the individual student who is experiencing the problem. An announcement about the “Insert” key should not be made to an entire group of students during testing as it may cause confusion for students who are not experiencing the overwrite/deleting issue.
- **Student has difficulty entering a specific symbol or character into a TEI answer box:** If the student asks you which key to use for a specific symbol or character, you may tell the student which keys to press and may point to the keys. For example, the student asks you, “How do I make a minus sign?” You may say, **“Use the hyphen key.”** Other examples include:
  - To make a colon, **“Hold the shift key down and then press the colon key.”**
  - To make a fraction, **“Use the forward slash key.”**
  - To make a decimal, **“Use the period.”**

You may only respond to the student’s request for “how” to enter a specific symbol. You may not prompt the student to enter a specific symbol or tell a student what symbol is needed in the answer to a specific question.
- **Student cannot enter a specific “character” into a TEI answer box:** You should look to see if the “Caps Lock” key is active on the student’s keyboard. If it is, you may tell the student, **“Try pressing the ‘CAPS LOCK’ key on your keyboard.”**

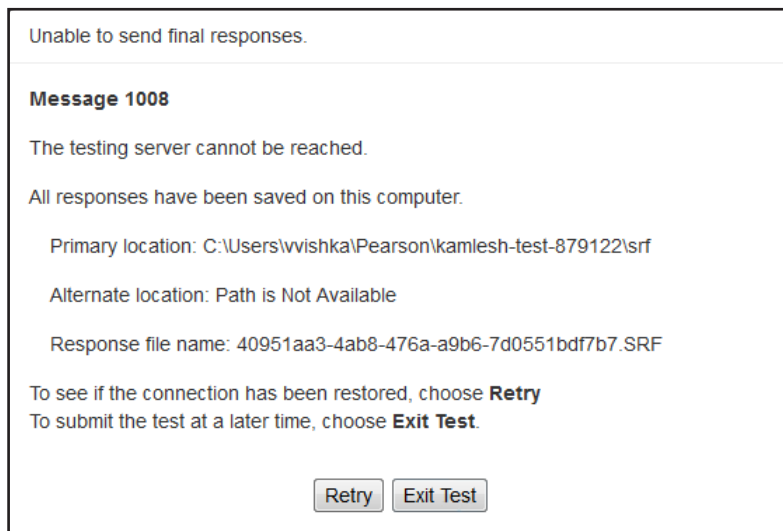
If the student is still having difficulty, you may re-read the testing directions from the Examiner’s manual verbatim to the student, **“Make sure the ‘CAPS LOCK’ key is not on if you are trying to enter a lowercase letter in the answer box. If a letter, number, or symbol does not appear in the answer box after you’ve tried to enter it, then you cannot use it in your answer.”**

If the student is still having difficulty, it may be that the student misunderstands the question or does not know how to resolve the question. In these cases you may only say, **“Read the question carefully.”**

- **The student submitted the test prematurely:** If the student accidentally submitted the test, wants to return to it, and has not left the secure test room, contact your STC immediately. The STC or Examiner should have the student remain in the test room seated at 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.
- **The PNP Web Extension for speech-to-text does not appear on the student’s work station:** Only students with disabilities who are eligible may use the Web Extension to compose their short paper. Prior to the student signing in to TestNav with their Student Testing Ticket, the PNP Web Extension must be assigned to the student. If a 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. In most cases, VDOE will 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 start using the speech-to text functionality for the text to paste correctly

- **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<sup>next</sup>; 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 if the connection with the testing server and TestNav was unable to upload responses to the testing server. As the message indicates, the student responses have been saved locally (e.g., to a local drive or network drive) so that they can be uploaded to the Pearson server when connectivity has been restored.

Notify the STC immediately. Generally, if the message appears:

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

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

- Have the student select the *Retry* button after waiting a short time (about a minute). If connectivity is restored, the test will Submit.
- If the message remains, make a note of the exact testing device the student was using and select the *Exit Test* button.

- The student(s) may now be sent back to class. It is not necessary to hold students in the classroom until connectivity is restored.

- The STC must notify the DDOT who must notify VDOE. VDOE will provide directions for submitting the students' tests once connectivity is restored.

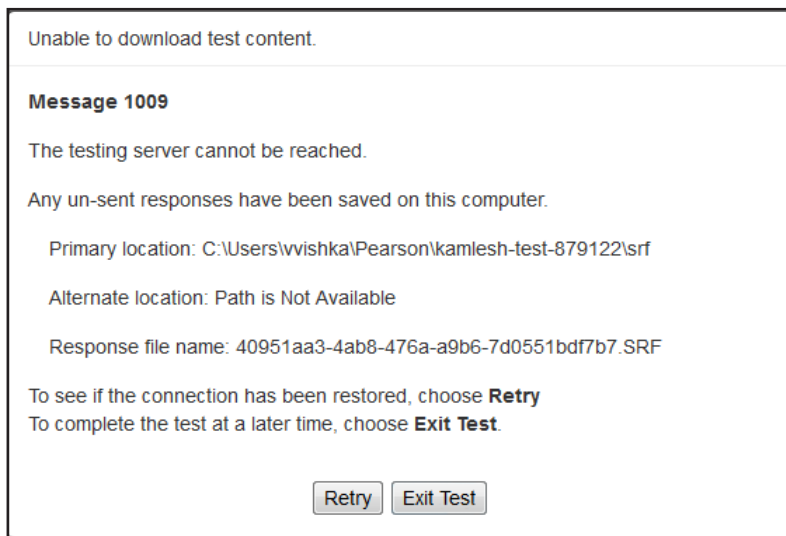
- If the student **has not completed** the test and the message appeared when the student tried to Exit the test:

- Connectivity must be restored before the student can continue testing.

- Have the student select the *Retry* button after waiting a short time (about a minute). If connectivity is restored, the test will Exit.

- If the message remains, the STC should notify the DDOT. The DDOT may need to contact VDOE for next steps.

- **Student was testing and an error message, "Message 1009," appeared with a *Retry* and an *Exit Test* button and a message that "The testing server cannot be reached. Any un-sent responses have been saved on this computer."**



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







Notify the STC immediately. Generally, if the message appears:

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


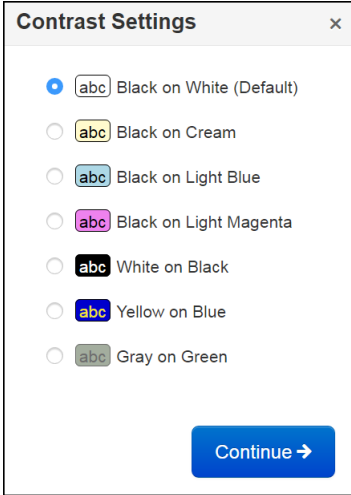
Because the testing device displaying “**Message 1009**” cannot communicate with the Pearson server, TestNav must be closed on the device until connectivity is restored. To proceed:

- Select the *Exit Test* button and make a note of the exact testing device the student was using.
- If possible, to avoid having to retest the student, maintain secure test conditions among the students while connectivity is being restored. Consult with your STC regarding how you should notify the DDOT. The DDOT may need to contact VDOE for next steps.





## Online Tools Available in TestNav

Icon	Tool Name and Description
	<b>Pointer</b> —use to select on screen and to place the cursor within the writing response area. When the pointer is moved into the toolbar, it turns into a finger when placed over clickable sources.
	<b>Notepad</b> —use to create and save notes. <b>NOTE:</b> the notepad is only available on the short paper component.
	<b>Answer Eliminator</b> —use to eliminate (cross off) answer options. This tool functions with multiple-choice questions and certain TEI items. <b>NOTE:</b> the answer eliminator is not available on the short paper component.
	<b>Exhibit</b> —select to view the <i>Prompt</i> , <i>Checklist for Writers</i> , and <i>Shortcut Keys</i> tabs on the Short-Paper component. <b>NOTE:</b> the exhibit window is not available on the MC/TEI component.
	<b>Highlighter</b> —use to highlight text. Students cannot highlight art, pictures, images, or text when presented as art (i.e. poems, fliers).  There is no limit to the number of highlights a student can make within the test. To access the highlighter, the student selects text and selects the highlighter color. To remove the highlighted text, the student selects the highlighted text and selects the slash. Pink and blue are the two highlighter colors available when the background and foreground settings are set to the default (black text on white background). These colors may change when the background and foreground setting is changed. <b>NOTE:</b> the highlighter cannot be used in the writing response area.
	<b>Tools Drop Down</b> —when the student's test screen is zoomed (ctrl +) to a high level (500% or when the virtual width of the viewport is less than 480px), the tools drop down icon appears on the tool bar at the top of the screen. When the tools drop down icon is selected, the tools available for the test appear in the drop down under it.

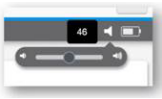
## Online Features Available in TestNav


Accessibility Feature	Feature Name and Description
<p><b>Zoom-In and Zoom-Out Feature</b></p> <p>Using the keyboard or touch screen.</p> <p>No icon is available.</p>	<p><b>On a PC or Chromebook:</b></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><b>On a Mac:</b></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><b>On a touch screen device:</b></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><b>User Dropdown Menu</b></p> <ul style="list-style-type: none"> <li>• <b>Change the Background and Foreground Colors</b>—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:</li> </ul> <div style="text-align: center;">  </div> <p>To return the background and foreground color to the default, the student selects Black on White (Default).</p>

## Online Features Available in TestNav, continued

Accessibility Feature	Feature Name and Description
	<ul style="list-style-type: none"> <li> <b>Show Line Reader Mask</b>—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:           <div style="text-align: center; margin: 10px 0;">  </div> <p><b>NOTE:</b> the Line Reader Mask does not function in the Exhibit window.</p> </li> <li> <b>Enable Answer Masking</b>—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:           <div style="text-align: center; margin: 10px 0;">  </div> <p><b>NOTE:</b> enable answer masking is not available on the short paper component.</p> </li> <li> <b>Sign out of TestNav</b>—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.         </li> </ul>
	<ul style="list-style-type: none"> <li> <b>Student Battery Level Indicator</b>—A battery indicator for the student’s workstation is located on the top right of the screen just under the user dropdown.         </li> </ul>

## Online Features Available in TestNav, continued










Accessibility Feature	Feature Name and Description
	<ul style="list-style-type: none"> <li>• <b>Volume Control</b>—in Secure Tests only.</li> <li>• When a student clicks on the speaker icon displayed in the header bar (next to the battery status indicator), a slider control will open under the speaker icon.</li> <li>• The student can use the slider control to adjust the device system volume setting.</li> <li>• This will be available on all secure tests no matter if the form has audio content or not.</li> </ul>

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

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

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

**Table 3. Online Tools Available in TestNav on the Short-Paper Component of the Writing Test**

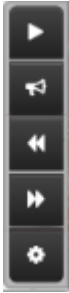






Short-Paper Writing Tools	Tool Description
	<b>Bold</b> —use to bold selected text.
	<b>Italics</b> —use to italicize selected text.
	<b>Underline</b> —use to underline selected text.
	<b>Bullets</b> —use to format with bullets.
	<b>Numbers</b> —use to format with a numbered list.
	<b>Undo</b> —use to undo the previous command that was completed.
	<b>Redo</b> —use to redo the previous deleted command.
	<b>Spell Check</b> —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.
	<b>Character Counter</b> —indicates the number of characters remaining in the response area. The maximum number of characters a response can contain is 6,000.

**NOTE: The online spell check is available to all students; therefore, students may not use a dictionary except when permitted as an accommodation. Refer to Section 4.10.3 for English and bilingual dictionary assistance.**

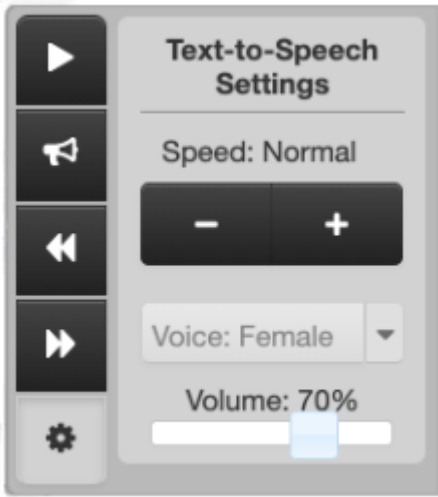


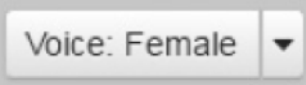
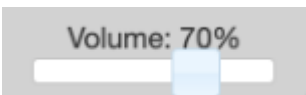
- A Help menu for the short-paper tools is not available. During testing, if a student asks a question about a short-paper writing tool, you may use the Online Short-Paper Writing Tools table provided here and read the tool description to the student.

The **Audio Tools** are available on the audio tests for *Writing* test. Students who are assigned an “audio” test will see the audio tools for the text-to-speech reader on the right side of the screen. The audio tools are available with the Samples. During testing, if a student asks a question about a tool, you may read the tool’s function and operation to the student.

**Table 4. Audio Tools**

Audio Tools	Tool Icon	Tool Name and Description
		<p><b>Play button</b>—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 <b>Stop button</b> will only appear when the audio is playing. Selecting it stops the audio.</p>
		
		<p><b>Jump back</b>—when selected, the audio will jump backward to a previous selection. Serves as a rewind.</p>
		<p><b>Skip Ahead</b>—when selected, the audio will jump forward to the next selection. Serves as a fast forward.</p>
		<p><b>Toggle Click-to-Hear tool</b>—this allows students to select where within the item the audio will begin.</p>
		<p><b>Settings wheel</b>—when selected, the audio settings may be adjusted. Refer to Table 5 for the adjustable audio settings.</p>

**Table 5. Audio Settings Available**

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

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