

## FOREWORD

West Virginia uses multiple state assessments to measure student achievement and inform program improvement. The *Individuals with Disabilities Education Improvement Act of 2004 (IDEA 2004)* requires participation of students with disabilities in statewide assessments to be consistent with the *No Child Left Behind Act of 2001 (NCLB)*.

States are directed by NCLB to issue guidelines for appropriate participation of students with disabilities and students with limited English proficiency in those assessments.

NCLB requires that states do the following:

- adopt challenging academic content and student achievement standards that apply to all schools and all children in the state;
- align assessment to the state standards;
- assess all students;
- provide reasonable adaptations and accommodations for students with disabilities and students with limited English proficiency;
- measure the progress of all students, including students with disabilities, relative to the “state” standards for the grade “in which the student is enrolled;” and
- develop one or more “alternate” assessments to assess grade-level expectations for those students with disabilities who, based on the findings of their Individualized Education Program (IEP) teams, cannot participate in all or part of the state’s assessments, even with accommodations.

The West Virginia Department of Education has crafted this document titled *West Virginia Guidelines for Participation in State Assessments* to assist teachers and schools to work within the framework of federal law and policy. Additional copies of this document may be accessed on the Office of Student Assessment Services website at <http://osa.k12.wv.us> or by calling (304) 558-2651 and on the Office of Special Education website at <http://wvde.state.wv.us/ose> or by calling (304) 558-2696.

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## Introduction

The West Virginia Department of Education (WVDE) has a well-established commitment to utilizing statewide assessment data for school improvement. West Virginia Board of Education Policy 2340: *Measures of Academic Progress* requires participation in statewide assessments for all students, including students with disabilities and students with limited English proficiency. West Virginia Measures of Academic Progress provides individual student data to assist educators with making appropriate instructional decisions and provides school, local education agency (LEA) and state information regarding program effectiveness.

The *No Child Left Behind Act of 2001 (NCLB)* requires assessment and accountability for all students, to ensure that schools make adequate yearly progress (AYP) toward attaining reading and mathematics proficiency by 2014. To make AYP, schools must annually meet specific goals for increasing the percentage of students who attain proficiency, for students as a whole and by subgroups, including the students with disabilities and students with limited English proficiency subgroups. NCLB requires accommodations as appropriate both for students with disabilities and students with limited English proficiency.

In addition to guidelines for students with disabilities, this document addresses other special circumstances for student participation in the West Virginia Measures of Academic Progress. Accommodations for students with limited English proficiency as defined in NCLB and Policy 2417: *Programs of Study for Limited English Proficient Students* are provided. Procedures for medically fragile students, homebound students, home-instructed students, alternative schools and private/parochial students are included. Unless students are identified as students with disabilities under IDEA 2004 or Section 504, or as students with limited English proficiency, the guidelines for accommodations would not apply.

The *Individuals with Disabilities Education Improvement Act of 2004 (IDEA 2004)* and Policy 2419: *Regulations for the Education of Exceptional Students* set high expectations for students with disabilities by requiring that they have access to and opportunity to make progress in the general education curriculum and by requiring that they be included in state assessment programs, with appropriate accommodations if necessary. Both NCLB and IDEA 2004 require assessment on grade-level content standards for all students, including the West Virginia Alternate Performance Task Assessment (APTA) for students with the most significant cognitive disabilities who are unable to participate in the general assessment, even when accommodations are provided.

The United States Department of Education, Office for Civil Rights (2000) has emphasized that exclusion from assessment undermines the value of assessment and also violates Section 504 of the Rehabilitation Act of 1973, which prohibits exclusion from participation in, denial of benefits to, or discrimination against, individuals with disabilities on the basis of their disability in federally-assisted programs or activities. IDEA addresses nondiscrimination in assessment for students with disabilities and assures that standards are measured and not the student's disability. For IDEA 2004 and

Section 504, individualized determinations of assessment participation and acceptable accommodations are to be addressed by the Individualized Education Program (IEP) Team or Section 504 Committee, as defined in this document.

## **West Virginia Measures of Academic Progress**

Policy 2340: *Measures of Academic Progress* requires the WVDE to: 1) provide an operational framework to administer an effective and efficient statewide assessment program; 2) protect the integrity of the test data; and 3) support the use of assessment data to improve instruction. West Virginia Measures of Academic Progress consists of multiple assessments. The purposes of the assessments vary, and the participation of all students is determined by grade level as per the federal law.

The administration manual for **each assessment** within the West Virginia Measures of Academic Progress outlines the testing conditions for students participating in that particular assessment. The standard conditions described in the administration materials are to be followed unless the Individualized Education Program (IEP) Team, Section 504 Committee or Limited English Proficiency (LEP) Committee decides a student needs accommodations to the testing conditions.

These Participation Guidelines focus on the West Virginia Educational Standards Test (WESTEST), the West Virginia Alternate Performance Task Assessment (APTA) and the West Virginia Writing Assessment for Grades 4, 7 and 10. WESTEST and APTA are used by the WVDE to determine Adequate Yearly Progress (AYP). West Virginia Writing Assessment scores are not included in AYP calculations.

**ACT EXPLORE, ACT PLAN and National Assessment of Educational Progress (NAEP)** also are considered to be West Virginia Measures of Academic Progress, but are not used to determine Adequate Yearly Progress (AYP). Administration guidelines for accommodations for these assessments are specified by the test developer and are not included in this document.

**West Virginia Educational Standards Test (WESTEST).** WESTEST is a customized test consisting of selected and constructed response items used to measure a student's level of achievement of the Content Standards and Objectives (CSOs) for West Virginia Schools in reading and language arts, mathematics, social studies and science for grades 3-8 and 10.

**West Virginia Alternate Performance Task Assessment (APTA).** APTA is an assessment specifically designed for a small number of students with the most significant cognitive disabilities in grades 3-8 and 10 whose performance cannot be adequately assessed through general assessment instruments even with accommodations.

**West Virginia Writing Assessment.** The West Virginia Writing Assessment is an assessment that evaluates composition skills related to organization, development, word usage, sentence structure and mechanics in grades 4, 7 and 10.

## Need for Assessment Guidelines

To appropriately assess all students, the WVDE must ensure assessments are valid, reliable and consistent with assessment standards, particularly when assessments are used for accountability. When using assessment to identify schools needing improvement over a period of time, assessment administration and content must be consistent, and scores must be comparable over time. The challenge is to maintain a fair assessment that simultaneously meets the technical quality requirements of statewide assessment and accountability and avoids discrimination against students with disabilities and limited English proficiency. In this context, guidelines for appropriate assessment of all students, including those with disabilities and limited English proficiency, are essential.

IDEA 2004 requires state guidelines for provision of appropriate accommodations to students with disabilities in statewide assessments and for participation in alternate assessment, when necessary and determined by the IEP Team. According to the January 12, 2001 joint memorandum issued by the United States Department of Education, Office of Elementary and Secondary Education, which administers NCLB, and the Office of Special Education and Rehabilitative Services, which administers IDEA 2004, the IEP Team must base decisions regarding accommodations on a full understanding of the consequences for reporting and accountability. Guidelines for assisting IEP Teams in making informed decisions serve the following:

- Define appropriate accommodations and how they are to be administered for all West Virginia assessments including the NCLB accountability assessments;
- Prohibit modifications that change what the test measures and assure modifications are **not** written into the IEP or Section 504 Plan;
  - WESTEST Reading/Language Arts items are not to be read aloud; the only part of the WESTEST Reading/Language Arts Test that may be read or signed is the directions;
  - calculators may not be used on the computation section of WESTEST; calculators may be used on other sections of WESTEST Mathematics Test that permit the use of a calculator;
- Define criteria for participation in the West Virginia Alternate Performance Task Assessment; and
- Describe how decisions are documented in the IEP or Section 504 Plan.

Research, state policy and even litigation have addressed the effects of accommodations and modifications on learning results and assessment results for students with disabilities and students with limited English proficiency. Students who receive accommodations in classroom instruction should receive the same accommodations in statewide assessment, if appropriate.

## Acceptable Ways to Participate in West Virginia State Assessments

All students participate in the West Virginia Measures of Academic Progress at the grade level in which they are enrolled. Students with disabilities may need accommodations to participate appropriately. Two groups of students with disabilities must be considered: 1) students with disabilities as defined by IDEA 2004, and more specifically, those meeting the eligibility criteria in West Virginia Board of Education Policy 2419, whose IEPs must address assessment participation and 2) students who are not eligible under Policy 2419 and do not have an IEP, but who meet the definition of disability under Section 504, as determined through local education agency written procedures implementing 34 Code of Federal Regulations (CFR) §104. For purposes of NCLB reporting and accountability, only eligible students with disabilities under Policy 2419 and IDEA 2004 are included in the students with disabilities disaggregated subgroup. Both groups may receive acceptable accommodations (as defined in this document) as determined appropriate by the respective IEP Team or Section 504 Committee.

Students with disabilities participate in all components of the West Virginia Measures of Academic Progress **under standard conditions or with accommodations** unless they meet the criteria for participation in the West Virginia Alternate Performance Task Assessment (APTA). WESTEST, APTA and the Writing Assessment have been designed to allow a variety of test administration options in presentation, response, setting or timing/scheduling within *Standard Conditions for All Students*.

Accommodations in presentation, response, setting or timing/scheduling specific to students with disabilities are allowed within the category of **Accommodations for Students with an IEP or Section 504 Plan**. The allowable options and accommodations are defined in this document and the test administration manuals.

Modifications, that is, changes in the administration of an assessment that change what is intended to be measured by the assessment or the meaning of the resulting scores **are not allowed** for WESTEST, APTA or the Writing Assessment. Modifications **not allowed** include off-level testing for assessments, reading the WESTEST Reading/Language Arts Test and using a calculator on the section of the WESTEST Mathematics Test that does not permit the use of a calculator.

Acceptable ways to participate in the West Virginia Measures of Academic Progress are as follows:

- **Standard Conditions For All Students** - Standard conditions refer to the prescribed procedures followed during the administration of a specific assessment.
- **With Accommodations** - Testing accommodations are changes in the administration of an assessment, such as setting, scheduling, timing, presentation format, response mode or others, including any combination of these, that does not change what is intended to be measured by the assessment or the meaning of the resulting scores.

## **Role of the Individualized Education Program (IEP) Team or Section 504 Committee**

For eligible students with disabilities under Policy 2419, the student's IEP Team determines how the student participates in the West Virginia Measures of Academic Progress, including whether the student will take the WESTEST or meets the criteria for participation in the West Virginia Alternate Performance Task Assessment (APTA). If the student takes the WESTEST or APTA, and other tests in the West Virginia Measures of Academic Progress, the IEP Team determines and documents on the IEP any allowable accommodations as defined in this document. These accommodations for appropriate assessment are to be reviewed at least annually and prior to the test. The IEP information, including testing conditions and accommodations, is documented in the student's West Virginia Education Information System (WVEIS) Special Education Student Information Record.

For students with disabilities as defined under Section 504, *who do not have an IEP*, the Section 504 Committee determines any needed accommodations to the West Virginia Measures of Academic Progress. The Section 504 Plan is developed by a knowledgeable group of persons qualified to evaluate and determine whether the student meets the definition of a student with a disability under Section 504 and to plan for the educational needs of the student. LEAs are required to have written procedures for developing Section 504 Plans. If the student is determined to need accommodations in assessment, the student's needs and a description of the accommodations and other services to be provided to meet those needs are documented in the individual's Section 504 Plan. The student's WVEIS Basic Student Record is tagged as Section 504 and the Section 504 Testing Accommodations record is completed.

Whether the decision is made by the IEP Team or a Section 504 Committee, the parent, and the **student** if appropriate, must be involved in and informed of decisions regarding assessment participation. The implications of the decisions must be carefully explained to the parent and the student.

The **IEP** must specify how the student will participate in all the applicable assessments:

- Standard conditions; or
- With accommodations - specific and acceptable accommodations (as defined in this document) must be listed and the test/subtest to which each applies; or
- Student meets criteria for West Virginia Alternate Performance Task Assessment (APTA).

For students with disabilities **under Section 504** who do not have IEPs, any changes in testing conditions must be specified as appropriate:

- Standard conditions - will be assumed if not specifically addressed in the Section 504 Plan; or
- With accommodations - specific and acceptable accommodations (as defined in this document) must be listed and the test/subtest to which each applies.

When the student participates in WESTEST, the student also will participate in the other components of the West Virginia Measures of Academic Progress (ACT EXPLORE, ACT PLAN, Writing Assessment for grades 4, 7 and 10 and NAEP as determined by enrollment grade). If different accommodations are needed for tests other than WESTEST, they must be specified on the IEP or Section 504 Plan and be acceptable accommodations. Testing conditions and accommodations used for WESTEST, if any, must be documented in the student's WVEIS Special Education Student Information Record or Section 504 Testing Accommodations Record as applicable. Accommodations for WESTEST and APTA must be provided and documented during test administration to verify appropriate assessment accommodations were implemented. (See Appendix 6 and 7, pages 55 and 56).

## **Making Assessment Decisions**

The following guidelines for making assessment decisions for students with IEPs and Section 504 plans are provided:

### **Students with an IEP or Section 504 Plan:**

- Ensure that decisions regarding the student's participation in the West Virginia Measures of Academic Progress are based upon instruction, as well as educational performance data, and are consistent with the IEP or Section 504 Plan.
- Ensure that parents, students, teachers and administrators are aware of the impact of test participation decisions on accountability and reporting. APTA results will be included in accountability with the results of all students. Disaggregated results for students with disabilities will be reported by school, county and state for APTA and WESTEST as required by IDEA 2004 and NCLB, to the extent possible in consideration of maintaining confidentiality of individual student results. In all forms of participation, individual student results will be available to parents and teachers.
- Determine if accommodations are needed and whether the accommodation is on the list included in this document or in the test administration manual. For an assessment accommodation that is not found on the list of allowable accommodations, the County Test Coordinator or County Special Education Director may submit a request for approval to the Office of Student Assessment Services following the procedures outlined in this document. Failure to use only allowable and/or approved accommodations will result in an invalid test score for the student.

To determine whether accommodations are needed:

1. Review the present levels of academic achievement, functional performance and IEP services or Section 504 plan to determine if **the student is receiving instruction**:
  - primarily in the general curriculum, which is based on the Content Standards and Objectives for West Virginia Schools (CSOs); if so, the student should

participate in the **WESTEST** and other West Virginia Measures of Academic Progress components, using the acceptable accommodations (as per this document) if appropriate, or

- primarily in the skills linked to the West Virginia Alternate Academic Achievement Standards, which are aligned with the West Virginia Content Standards and Objectives and meets the criteria for participation in the **West Virginia Alternate Performance Task Assessment**; if so, the student should participate in the **West Virginia Alternate Performance Task Assessment**.
2. Review the supplementary aids and services and program modifications provided in the IEP or in the Section 504 Plan for classroom instruction and assessment and the allowable accommodations.
- **Does the IEP/Section 504 Plan provide for accommodations in classroom instruction and assessments?** To be considered, an accommodation must be one the student uses in classroom instruction or assessment and must be acceptable as per this document.
  - **Would using this accommodation in the components of the Measures of Academic Progress result in getting the best measure of what the student knows and can do on the skill being tested?** Not every accommodation used in instruction is appropriate or helpful in assessment. Consider whether accommodations used to assist a student in learning also are needed to show what he or she has learned. Accommodations should address the barriers to accessing the test resulting from the student's disability to ensure the skill, rather than the disability, is being measured. Factors such as the effectiveness of the accommodation, difficulties encountered when utilizing the accommodation and available research on the use of the accommodation need to be evaluated and considered.
  - **Will the student actually use the accommodation when testing occurs?** When possible, the student should be involved in the decision. An accommodation is more likely to be effective if the student understands how to use it and is willing to do so. Implementation of the accommodation must be documented at test time.

### **For students with an IEP:**

Document the assessment decisions on the IEP, including:

- whether the student will take the general assessment (WESTEST) or participate in APTA
- for WESTEST, APTA and other components of the West Virginia Measures of Academic Progress, list the specific and acceptable assessment accommodations (as defined in this document), if any, and the test/subtest to which they apply
- document WESTEST or APTA conditions and accommodations in the student's WVEIS Special Education Student Information Record

### **For students with a Section 504 Plan:**

- Document for WESTEST and other components of the West Virginia Measures of Academic Progress the specific and acceptable accommodations (as defined

in this document), if any, and the test/subtest to which they apply and enter the information in the student's WVEIS Basic Student Information Section 504 Testing Accommodations Record.

**For students with a disability who are limited English proficient:**

- Students who are both disabled and limited English proficient are considered for accommodations available to both groups. Determination is made by a team meeting the membership requirements of either the IEP Team or Section 504 Committee, as applicable, and the LEP Committee.

**Special Assessment Circumstances**

**Medically Fragile Students**

Special participation rate exemptions for medically, physically or mentally fragile students are based on a student's physical or mental condition and may be available for students suffering from terminal illness or injuries or receiving extraordinary short-term medical treatment for either a physical or psychiatric condition. A signed statement from the student's treating physician must accompany requests for exemptions based on these grounds. For additional information contact the Office of Education Performance Audits. (Refer to: <http://oeпа.state.wv.us/resources.htm>)

**Instructions for Homebound Students**

If it is possible for the homebound student to come to the school for testing, he or she should follow the school's testing schedule. If it is impossible for the homebound student to go to the school, the county will determine how the administration of the assessment will occur. However, the following conditions must be met:

- The examiner administering the test must be trained in proper test administration prior to testing.
- The examiner administering the test must sign a *Test Procedures Agreement for Examiner (Appendix 1, page 50)*, which must be on file in the home school.
- No family member may be present during the administration of the test.
- No family member may read any of the testing materials.
- All test security procedures and schedules must be followed.

**Alternative Schools**

Students in alternative education programs are tested at the school site where they are receiving instruction. All test security procedures and schedules must be followed.

**Instructions for Students Not Enrolled in West Virginia Public Schools**

**Home-Instructed Students (Home-Schooled)**

Home-instructed students are students not enrolled in a public school in the Local Education Agency but are instructed by a person or persons providing home instruction.

These students may be enrolled in a course or courses in the public school system. Home-instructed students must test in the county in which they reside at a school indicated by the County Test Coordinator.

- The parents/guardians of home-instructed students must notify the test coordinator of the county of their intent to participate in state assessments at least *two months* prior to testing.
- The examiner administering the test must sign a *Test Procedures Agreement for Examiner (Appendix 1, page 50)*, which must be on file in the home school.
- No family member may be present during the administration of the test.
- No family member may read any of the testing materials.
- All test security procedures and schedules must be followed.

### **Private/Parochial Schools**

The private and parochial school administrator(s) must notify the test coordinator of the county of their intent to participate in the state assessments at least *two months* prior to the testing window or by a date determined by the County Test Coordinator. All educators and non-public school students participating in state assessments shall follow all testing guidelines and procedures.

**WEST VIRGINIA EDUCATIONAL  
STANDARDS TEST**

**(WESTEST)**

**PARTICIPATION GUIDELINES**



## WESTEST Participation Guidelines

### Testing Conditions for All Students

All public school students enrolled in grades 3-8 and 10 are to be assessed by the *West Virginia Educational Standards Test* (WESTEST) in the grade level in which they are enrolled, unless they meet the criteria for participation in the West Virginia Alternate Performance Task Assessment.

**The WESTEST requires standardized testing conditions.** In order for the test results to support valid inferences, each test examiner will adhere to the conditions described in the Examiner's Manual and the *Testing Code of Ethics*. All test administrators should have a signed West Virginia Board of Education *Test Procedures Agreement for Examiners* on file with the school administrator. Proper administration of tests plays an integral part in the testing process and is vital to the accuracy of the test results. Consistency in test administration is crucial to this process. To facilitate student performance during the testing process, the following conditions for testing must exist.

### Standard Conditions for All Students Taking WESTEST

- Students shall be tested at the grade level in which they are enrolled.
- Students shall be tested in classrooms with adequate lighting and ventilation.
- Students will record answers in test booklets.
- On the Reading/Language Arts component of the WESTEST, only the directions may be read aloud or signed.
- Calculators may be used on all sessions of the Mathematics and Science tests **EXCEPT** Session 1, Part 1, of the Mathematics test.
- Students requiring additional time must be provided the time needed to complete WESTEST. Allow students to be given the time needed within the confines of the test day. However, if a student requiring additional time stops working for more than 10 minutes, it is recommended that the testing session be ended.
- Extended time may not result in an opportunity for the student to study information on a test already started.

The following are changes in presentation, response, setting or timing/scheduling that may be provided to any student participating in the testing. These changes **do not** alter what the test measures or how the test is scored or reported and may be used by **all** students.

#### Presentation

- Use of visual magnifying equipment.
- Use of audio amplification equipment.
- Use of place markers to maintain place.

#### Response

- Use of graph paper to align work.
- Use of template (i.e., typoscope) to maintain place for responding.

- Underline or circle key words or phrases in directions, text or stems. Underlining or circling should not interfere with the answer choices.
- Use of color visual overlays.
- Use of scratch paper, graph paper, line guide, slate and/or abacus for computations and note taking while reading and/or responding for **all content areas**.
- Use of a scribe when a short-term medical condition precludes the student from writing with the dominant hand to mark responses in test booklet, e.g. a fractured arm in a cast. Approval needs to be obtained from the County Test Coordinator or the County Special Education Director on a case-by-case basis.

### **Setting**

- Provide individual testing.
- Provide small group or different class testing.
- Provide adaptive furniture.
- Provide special lighting and/or acoustics.

### **Accommodations for Students with an IEP or Section 504 Plan Taking WESTEST**

- All students with an IEP or a Section 504 Plan are to participate in all components of the WESTEST in the grade level in which they are enrolled, except for those students who meet the criteria for participation in the West Virginia Alternate Performance Task Assessment (APTA).
- It is recommended that students with an IEP or a Section 504 Plan be assessed following the same schedule as their regular education peers in their enrolled grade. Students with an IEP or Section 504 Plan should be tested in the same content area on the same day as their peers unless other scheduled arrangements have been approved by the County Test Coordinator.
- IDEA 2004 and NCLB require implementation of all testing accommodations per the IEP or Section 504 Plan. For accountability purposes, districts are required to document implementation of the accommodations for WESTEST Mathematics and Reading/Language Arts using the process outlined in Appendix 6.

An accommodation is a change in the administration of an assessment, such as setting, scheduling, timing, presentation format, response mode or others, including any combination of these, that **does not change what is intended to be measured** by the assessment or the meaning of the resulting scores; an accommodation does not change the construct of the test. The acceptable accommodations for the WESTEST are as follows:

### **Presentation**

- Present directions, stimulus material, questions and/or answer choices through sign language for the Mathematics, Science and Social Studies tests. **On the Reading/Language Arts test only the directions may be signed.**
- Have directions, stimulus material, questions and/or answer choices read aloud verbatim to the student for the Mathematics, Science and Social Studies tests.

- On the Reading/Language Arts test, only the directions may be read aloud.
- For a blind/partially-sighted student who does not read Contracted Braille or Nemeth Code, the directions, stimulus material, questions and/or answer choices may be read aloud verbatim to the student for the Mathematics, Science and Social Studies tests.
- Use a text-talk converter to present directions, stimulus material, questions and/or answer choices verbatim for a blind/partially-sighted student, when that is the student's typical mode of accessing written material.
- Use braille or other tactile form of print when that is the student's typical mode of accessing written material. Student responses must be transcribed to a regular-sized test booklet. Refer to *Directions for Transcribing WESTEST*.
- Use a secure electronic braille note taker for directions and test stimulus materials.
- Have directions **rephrased** by a trained examiner in a way that **states the same message** in a new or different way and does not breach security of the test items or give away an answer.
- Use a Large Print edition (18 point font) of the test when it is the student's typical mode of accessing written material. Student responses must be transcribed to a regular-sized test booklet. Refer to *Directions for Transcribing WESTEST*.
- Use an electronic translator or sign-dictionary to present directions, stimulus material, questions and/or answer choices for the Mathematics, Science and Social Studies tests.
- An electronic translator or sign-dictionary may be used **only to present the directions** for the Reading/Language Arts test.

### Response

- Student records responses in large print test booklet. Transcribe student responses to a regular-sized test booklet. Refer to *Directions for Transcribing WESTEST*.
- Indicate responses to a scribe for selected-response items. Refer to *Directions for Transcribing WESTEST*.
- Indicate responses to a scribe for constructed response items, when the student is physically unable to respond otherwise. Refer to *Directions for Transcribing WESTEST*.
- Use a computer, typewriter or other device to respond. Student responses must be transcribed to a regular-sized test booklet. Refer to *Directions for Transcribing WESTEST*.
- Use braille or other tactile form of print when that is the student's typical mode of responding to written material. Transcribe student responses to a regular-sized test booklet. Refer to *Directions for Transcribing WESTEST*.
- Use an abacus on all parts of the Mathematics test for blind students.
- Provide physical support for a student by an aide if this support is provided routinely and if the aide has been trained as an examiner.
- Use an electronic translator or sign-dictionary to respond. Refer to *Directions for Transcribing WESTEST*.

### **Scheduling**

- Provide more breaks than are scheduled as long as the breaks do not allow an opportunity for the student to study information on a test already started. Security measures must be followed during the breaks.
- Have flexible scheduling that allows for students who may not complete the testing before a scheduled meal break. Flexible scheduling shall not result in an opportunity for the student to study information on a test already started. Tests must be completed on the same day they are started.

### **Additional Accommodation/s Request**

An IEP Team or Section 504 Committee may request from the Office of Student Assessment Services permission to use other accommodations. A request for a student to use an assessment accommodation that does not appear in this document must be received by the Office of Student Assessment Services, Attention: Beth Judy, Coordinator, no later than Friday, April 21, 2006. The request must come from either the County Test Coordinator or the County Special Education Director. The following information must be included in the request:

- Student's name, school and county
- Specific requested accommodation(s)
- Rationale for request
- Verification that student receives the accommodation(s) on a regular basis during classroom instruction and classroom assessment and is familiar with the accommodation(s)
- Impact on student's WESTEST results if the student is not permitted to use the requested accommodation(s)

Upon completion of the review of the request, the County Test Coordinator and County Special Education Director will be notified of the determination of the review committee.

### **Students with Limited English Proficiency (LEP)**

All limited English proficient (LEP) students participate in the West Virginia Educational Standards Test (WESTEST) in the grade level at which they are enrolled. An LEP student is defined in Policy 2340: *Measures of Academic Progress* and Policy 2417: *Programs for Study for Limited English Proficient Students*. An LEP student in the state of West Virginia is classified according to the federal government definition as described in the *No Child Left Behind Act of 2001* (NCLB).

- All LEP students are to participate in all components of the WESTEST in the grade level at which they are enrolled, except for those students who also have an IEP and meet the criteria for participation in APTA.
- It is recommended that LEP students be assessed following the same schedule as their regular education peers in their enrolled grade. LEP students should be tested in the same content area on the same day as their peers, unless other scheduled arrangements have been approved by the County Test Coordinator.

- All of the accommodations are “per the *LEP Assessment Participation Document*.” After examining the student’s background characteristics, the LEP committee must determine appropriate accommodations and document their decisions using the *LEP Assessment Participation Document* available at <http://wvconnections.k12.wv.us/assessment.html>.

## **Accommodations for LEP Students Taking WESTEST**

An accommodation is a change in the administration of an assessment, such as setting, scheduling, timing, presentation format, response mode or others, including any combination of these, that **does not change what is intended to be measured** by the assessment or the meaning of the resulting scores; an accommodation does not change the construct of the test. The acceptable accommodations for the WESTEST are as follows:

### **Presentation**

- Have directions, stimulus material, questions and/or answer choices read aloud verbatim for the Mathematics, Science and Social Studies tests.
- **On the Reading/Language Arts test, only the directions may be read aloud or signed.**
- An electronic translator or bilingual dictionary may be used to present directions, stimulus material, questions and/or answer choices verbatim for the Mathematics, Science and Social Studies tests. **An electronic translator or bilingual dictionary may be used only to present the directions for the Reading/Language Arts test.**
- Have directions *rephrased* by a trained examiner that **states the same message** in a new or different way and does not breach security of the test items or give away an answer.

### **Response**

- Indicate responses to a scribe for selected-response items. Refer to *Directions for Transcribing WESTEST*.
- Indicate responses to a scribe when the student is physically unable to respond otherwise for constructed-response items. Refer to *Directions for Transcribing WESTEST*.
- Use a computer, typewriter, or other device to respond. Transcribe student responses to a regular-sized test booklet. Refer to *Directions for Transcribing WESTEST*.
- Use an electronic translator or bilingual dictionary to respond. Refer to *Directions for Transcribing WESTEST*.

### **Scheduling**

- Have flexible scheduling that allows for students who may not complete the testing before a scheduled meal break. Flexible scheduling shall not result in an opportunity for the student to study information on a test already started. Tests must be completed on the same day they are started.

- Provide more breaks than are scheduled as long as the breaks do not allow an opportunity for the student to study information on a test already started. Security measures must be followed during the breaks.

### **Additional Accommodation/s Request**

An LEP Committee may request from the Office of Student Assessment Services permission to use other accommodations. A request for a student to use an assessment accommodation that does not appear in this document must be received by the Office of Student Assessment Services, Attention: Beth Judy, Coordinator, no later than Friday, April 21, 2006. The request must come from either the County Test Coordinator or the County Title III Director. The following information must be included in the request:

- Student's name, school and county
- Specific requested accommodation(s)
- Rationale for request
- Verification that student receives the accommodation(s) on a regular basis during classroom instruction and classroom assessment and is familiar with the accommodation(s)
- Impact on student's WESTEST results if the student is not permitted to use the requested accommodation(s)

Upon completion of the review of the request, the County Test Coordinator and County Title III Director will be notified of the determination of the review committee.

## Directions for Transcribing WESTEST

Transcribing is the transferring of student responses into a regular-sized WESTEST booklet in order for responses to be electronically scored. Responses should be transcribed under the following conditions:

- The student tested in a *Large Print WESTEST* booklet.
- The student tested in a *Braille WESTEST* booklet.
- The student's regular-sized *WESTEST* booklet has been damaged.

*(NOTE: Each Large Print and Braille WESTEST booklet is shipped with an accompanying regular-sized WESTEST booklet.)*

### **Any person who transcribes must:**

- be a trained examiner as defined by Policy 2340. An examiner is a West Virginia educator employed by the county, RESA or state who has signed a *Test Procedures Agreement for Examiner*. (Refer to Appendix 1, page 50)
- sign the *WESTEST Scribe Verification Form* at the conclusion of the transcription. (Refer to Appendix 2, page 51)
- list the names of the students whose work was transcribed, students' enrollment grade and the parts of the WESTEST that were transcribed. The form is to be sent to the principal/building level coordinator upon completion.

### **Directions for Transcribing**

- Copy the student's marked responses from the selected-response items.
- Copy the student's responses written to the constructed-response items.
- Punctuation, capitalization and spelling errors shall not be changed.
- The transcriber has the option to proofread student responses with another trained examiner before recording student responses into the regular-sized test booklet.

### **Transcribing Braille**

The scribe will:

- demonstrate proficiency in braille.
- work with another scribe who knows braille to proofread the student's responses for accuracy.
- fill in the braille circle on the Bio-Grid on the inside front cover of the regular-sized booklet.

Corrections of exclusively braille errors will be at the discretion of the scribe. Braille errors are those errors that occur specifically to that population due to recording medium. An example could be the result of the physical typing on a braille machine such as typing an "f" as opposed to the intended "d" due to finger misplacement.

## **Transcribing Oral and Signed Responses**

The scribe will:

- remain silent while the student is dictating or signing and does not indicate correct or incorrect responses.
- ask a student to repeat a word or phrase for understanding if necessary.
- not complete a student's incomplete response.
- indicate in the regular-sized test booklet any unintelligible student responses to constructed-response items that remain unclear even after asking the student to repeat the response.
- not communicate verbally or nonverbally whether the response is correct or incorrect.
- indicate that he/she was unable to understand the student's oral or signed response on the test booklet.
- record the interpreter's response.
- demonstrate proficiency in signing if serving as both the interpreter and scribe.
- test in a location where other examinees are not able to hear or see other students' responses.

**WEST VIRGINIA ALTERNATE  
PERFORMANCE TASK ASSESSMENT**

**(APTA)**

**PARTICIPATION GUIDELINES**



## **West Virginia Alternate Performance Task Assessment (APTA) Participation Guidelines**

This component of the West Virginia Measures of Academic Progress is designed for a small number of students with significant cognitive disabilities who cannot participate in the general assessments, even with extensive accommodations. A student must meet specific criteria to be determined eligible for the West Virginia Alternate Performance Task Assessment (APTA) by the IEP Team.

Policy 2510, *Assuring the Quality of Education: Regulations for Education Programs* provides a definition of a delivery system for an assessment and accountability system for a thorough and efficient education for West Virginia public school students. Policy 2520.16 defines the Alternate Academic Achievement Standards for grades 3-8 and 10 in reading/language arts and in mathematics for students with the most significant cognitive disabilities and includes existing content standards, extended standards and performance descriptors as required by Policy 2510.

### **Eligibility Criteria**

**In the decision-making process for participation in the West Virginia Measures of Academic Progress, students in grades 3-8 and 10 with significant cognitive disabilities whose performance cannot be adequately assessed through WESTEST even with accommodations may be considered for APTA. The eligibility requirements for APTA are as follows:**

- **The student has a current IEP;**
- **Multidisciplinary evaluation and educational performance data support the following:**
  - a. **The student exhibits significant impairment of cognitive abilities and adaptive skills to the extent that he/she requires instruction in the West Virginia Extended Academic Content Standards linked to the Content Standards and Objectives (CSOs) and access skills (social, motor and communication) not directly addressed in the CSOs but embedded in instructional standards-based activities**
  - b. **The student cannot participate in the WESTEST and other components of the West Virginia Measures of Academic Progress, even with accommodations. *Please note, the reasons why the student cannot participate must be clearly stated on the IEP.***

**In addition, if the student is 14 years of age or older:**

- **It has been determined by the IEP team that the student is unable to complete the state and county standard graduation requirements necessary to earn a regular diploma, even with extended learning opportunities and significant instructional modifications, thus is working toward a modified diploma. *Please note, not all students earning a modified diploma must take APTA; however, students working toward a regular diploma do not meet criteria for APTA. For additional information, see Policy 2510, sections 6.4.8 and 6.4.9.***

**If the student meets all of the criteria, the IEP document must include a justification statement for the APTA.**

### **Testing Conditions for All Students**

All public school students enrolled in grades 3-8 and 10 are to be assessed by the WESTEST in the grade level in which they are enrolled, unless they meet the criteria for participation in the West Virginia Alternate Performance Task Assessment (APTA).

**The APTA requires standardized testing conditions.** In order for the test results to support valid inferences, each test examiner will adhere to the conditions described in the Examiner's Manual and the *Testing Code of Ethics*. All test administrators should have a signed West Virginia Board of Education *Test Procedures Agreement for Examiners* on file with the school administrator. Proper administration of tests plays an integral part in the testing process and is vital to the accuracy of the test results. Consistency in test administration is crucial to this process. To facilitate student performance during the testing process, the following conditions for testing must exist.

### **Standard Conditions Required for Examiners**

- APTA must be administered during the testing window.
- Examiner is a West Virginia educator employed by the county, RESA or state who has signed a Test Procedures Agreement for Examiners .
- The teacher of record should be the examiner. If extenuating circumstances require an aide to administer the test, an *APTA Administration by Paraprofessional Approval* (Appendix 6, Form 4) must be submitted to and approved by the County Test Coordinator (CTC) and Special Education Director prior to administration.
- Examiners must be trained prior to test administration and shall sign a *Test Procedures Agreement for Examiners* (Appendix 1, page 50) indicating that proper training has been received.
- Content information relevant to the test shall not be discussed during the testing window.
- Examiners must study administration procedures, directions and manipulatives (Appendix 5) prior to the first day of testing.
- Instructions in this manual must be followed precisely.
- The examiner will coordinate with the Principal/Building Level Coordinator to eliminate distractions during testing.
- The examiner assigned to administer the test should not change during the administration unless there are extenuating circumstances, such as an extended absence of the examiner.
- Examiners must ensure that all assistive technology devices are programmed prior to the administration of APTA.

### **Standard Conditions for All Students Taking APTA**

- Students shall be tested at the grade level in which they are enrolled.
- Students shall be tested in classrooms with adequate lighting and ventilation.

- Students shall have adequate workspace for the test booklet, test materials, and/or manipulatives.
- Students, examiners, and/or scribes will record answers in test booklets.
- Students are to be provided with four (4) opportunities to respond on each performance task. (Students will be given two opportunities to respond independently, one opportunity to respond with partial physical prompting and one opportunity to respond with full physical prompting.)
- Examiners choose appropriate scripts from the test booklets to be read verbatim or signed.
- Examiners may redirect the student to refocus the student’s attention (e.g., tap on the top of the book).
- Examiners may not provide feedback on correct/incorrect responses.
- An electronic translator or sign-dictionary may be used to present directions, stimulus material, questions, and/or answer choices for all items on the Mathematics test and the Reading/Language Arts test, with the exception of the Reading **comprehension** items.
- All items on the Mathematics test and all Reading/Language Arts items, with the exception of the Reading **comprehension** items, may be read aloud verbatim or signed to the student.
- Reading **comprehension** items will be administered according to the prompting hierarchies as follows:
  - ⇒ Full Level Prompt: Examiner reads/signs the item and the student and the teacher choose the answer, using hand-under-hand.
  - ⇒ Partial Level Prompt: Examiner redirects the student to focus on words or pictures and the student chooses the answer.
  - ⇒ Independent Level Prompt: Student reads the question and chooses the answer independently.
- Examiners may contact the County Test Coordinator for access to information needed for programming communication or assistive technology devices prior to administering APTA. The examiner should also ensure that the device is programmed prior to administering the test. **All items must be deleted from the programmed device at the end of the testing session.**
- Calculators, abacus or arithmetic tables may be used on all sessions of the Mathematics test.
- Students requiring extra time must be provided the time needed. Allow students to be given the time needed within the confines of the test day. If either a medical or behavioral crisis precludes the student from completing the section within the school day, the student, once the crisis has passed, may complete the unfinished items on another day within the testing window. This information is to be documented on the APTA Testing Disruptions/Irregularity Sheet.
- Students must be tested in an environment with minimum distractions from noise and other students.
- Students must have adaptive furniture, if needed.
- A “Do Not Disturb” sign should be placed on the door of the testing room.
- Cellular phones and pagers must be turned off during the testing period.

## **Assistive Technology**

- Assistive Technology routinely used for classroom instruction may be used for administration of *APTA*.
- Replication of the student page is allowable **except** for the following restrictions:
- Copied images(s)/page(s) must be the same color and size of images presented in the test booklet or formatted to the size requirements of the communication device. (For example, if you use a Vanguard communication device, pictures are to be formatted to the cell size.)
- Layout on the device must be the same as represented on the student page.
- No additional information, including labeling (numbers/letters/words), is allowed.
- Pictures shall remain black and white and not enhanced in color.
- **All replicated materials must be returned with the student's test booklet.**
- All information programmed into the Assistive Technology device for test administration must be deleted.
- The *Assistive Technology Verification Form* must be returned with the student test booklet. (Appendix 8, page 57)
- Test booklet may be obtained prior to administration of *APTA* for the programming of assistive technology devices.

The following are changes in presentation, response, setting or timing/scheduling that may be provided to any student participating in *APTA*. These changes **do not** alter what the test measures or how the test is scored or reported and may be used by **all** students.

## **Presentation**

- Use of visual magnifying equipment.
- Use of audio amplification equipment.
- Use of place markers to maintain place.
- Use of communication devices or other assistive technology devices.
- Use of picture symbols.

## **Response**

- Use of graph paper to align work.
- Use of template (i.e., typoscope) to maintain place for responding.
- Underline or circle key words or phrases in directions, text or stems. Underlining or circling should not interfere with the answer choices.
- Use of color visual overlays.
- Use of scratch paper, graph paper, line guide, slate and/or abacus for computations and note taking while reading and/or responding for **all content areas**.
- Use of examiner to record responses (points, states verbally, uses communication or assistive technology devices to respond, mark/writes, etc.) Student responses must be transferred to test booklet. *Refer to Directions for Transcribing APTA.*
- Use of a scribe when a short-term medical condition precludes the student from writing with the dominant hand to mark responses in test booklet, e.g. a fractured

arm in a cast. Approval needs to be obtained from the County Test Coordinator or the County Special Education Director on a case-by-case basis.

### **Setting**

- Provide individual testing.
- Provide adaptive furniture.
- Provide special lighting and/or acoustics.

### **Accommodations for Students with an IEP**

- All students with an IEP are to participate in all components of the WESTEST in the grade level in which they are enrolled, except for those who meet the criteria for participation in the APTA.
- **It is recommended that examiners determine the testing schedule that provides optimum testing conditions for each individual student.**
- IDEA 2004 and NCLB require implementation of all testing accommodations per the IEP. For accountability purposes, districts are required to document implementation of the accommodations for APTA Mathematics and Reading/Language Arts tests using the process outlined in Appendix 7.

An accommodation is a change in the administration of an assessment, such as setting, scheduling, timing, presentation format, response mode or others, including any combination of these, that does not change what is intended to be measured by the assessment or the meaning of the resulting scores; an accommodation does not change the construct of the test. The acceptable accommodations for the APTA are as follows:

### **Presentation**

- Use braille or other tactile form of print when that is the student's typical mode of accessing written material. Student responses must be transcribed to a regular-sized test booklet. Refer to *Directions for Transcribing APTA*.
- Use a secure electronic braille note taker for directions and test stimulus materials.
- Have directions **rephrased** by a trained examiner that **states the same message** in a new or different way and does not breach security of the test items or give away an answer.
- Use tactile graphics.

### **Response**

- Indicate responses to a scribe, when the student is physically unable to respond otherwise. Refer to *Directions for Transcribing APTA*.
- Use braille or other tactile form of print when that is the student's typical mode of responding to written material. Transcribe student responses to a regular-sized test booklet. Refer to *Directions for Transcribing APTA*.
- Provide physical support for a student by an aide if this support is provided routinely and if the aide has been trained as an examiner.

## **Scheduling**

- Provide more breaks than are scheduled as long as the breaks do not allow an opportunity for the student to study information on a test already started.

## **Additional Accommodation/s Request**

An IEP Team or Section 504 Committee may request from the Office of Student Assessment Services permission to use other accommodations. A request for a student to use an assessment accommodation that does not appear in this document must be received by the Office of Student Assessment Services, Attention: Beth Judy, Coordinator, no later than Friday, April 21, 2006. The request must come from either the County Test Coordinator or the County Special Education Director. The following information must be included in the request:

- Student's name, school and county
- Specific requested accommodation(s)
- Rationale for request
- Verification that student receives the accommodation(s) on a regular basis during classroom instruction and classroom assessment and is familiar with the accommodation(s)
- Impact on student's APTA results if the student is not permitted to use the requested accommodation(s)

Upon completion of the review of the request, the County Test Coordinator and County Special Education Director will be notified of the determination of the review committee.

## **Students with Limited English Proficiency (LEP) Taking APTA**

All Limited English Proficient (LEP) students participate in the West Virginia Educational Standards Test (WESTEST) or, if they also have an IEP and meet participation criteria, in the Alternate Performance Task Assessment (ATPA) in the grade level in which they are enrolled. An LEP student is defined in West Virginia Board of Education Policy 2340: *Measures of Academic Progress* and Policy 2417: *Programs for Study for Limited English Proficient Students*. An LEP student in the state of West Virginia is classified according to the federal government definition as described in the *No Child Left Behind Act of 2001* (NCLB).

## **Standard Conditions for LEP Students**

- All LEP students are to participate in all components of the WESTEST in the grade level in which they are enrolled, except for those who meet the criteria for participation in the APTA.
- The student is to receive all assessment accommodations as outlined in the *LEP Assessment Participation Document* and the IEP. After examining the student's background characteristics, the LEP Committee must determine appropriate accommodations and document their decisions using the *LEP Assessment Participation Document* available at <http://wvconnections.k12.wv.us/assessment.html>.

## **Accommodations for LEP Students Taking APTA**

An accommodation is a change in the administration of an assessment, such as setting, scheduling, timing, presentation format, response mode or others, including any combination of these, that does not change what is intended to be measured by the assessment or the meaning of the resulting scores; an accommodation does not change the construct of the test. The acceptable accommodations for APTA are as follows:

### **Presentation**

- An electronic translator or bilingual dictionary may be used to present directions, stimulus material, questions and/or answer choices verbatim for the Mathematics test and Reading/Language Arts test with the exception of the Reading **comprehension** items, may be read aloud verbatim to the student. Reading **comprehension** items will be administered according to the prompting hierarchies as follows:
  - Full Level Item: Examiner reads the item and the student and the teacher choose the answer, using hand-over-hand.
  - Partial Level Item: Examiner helps the student focus on words or pictures that allows the student to choose the answer.
  - Independent Level Item: Student reads the question and chooses the answer independently
- Have directions *rephrased* by a trained examiner that **states the same message** in a new or different way and does not breach security of the test items or give away an answer.

### **Response**

- Indicate responses to a scribe when the student is physically unable to respond otherwise for constructed-response items. Refer to *Directions for Transcribing APTA*.
- Use an electronic translator or bilingual dictionary to respond. Refer to *Directions for Transcribing APTA*.

### **Scheduling**

- Provide more breaks than are scheduled as long as the breaks do not allow an opportunity for the student to study information on a test already started.

## **Additional Accommodation/s Request**

The LEP Committee may request from the Office of Student Assessment Services permission to use other accommodations. A request for a student to use an assessment accommodation that does not appear in this document must be received by the Office of Student Assessment Services, Attention: Beth Judy, Coordinator, no later than Friday, April 21, 2006. The request must come from either the County Test Coordinator or the Title III Coordinator. The following information must be included in the request:

- Student's name, school and county
- Specific requested accommodation(s)
- Rationale for request

- Verification that student receives the accommodation(s) on a regular basis during classroom instruction and classroom assessment and is familiar with the accommodation(s)
- Impact on student's WESTEST results if the student is not permitted to use the requested accommodation(s)

Upon completion of the review of the request, the County Test Coordinator and County Title III Coordinator will be notified of the determination of the review committee.

## **Directions for Transcribing APTA**

### **Scribe/Examiner Requirements**

- Serve as both examiner and scribe.
- Be an examiner as defined by West Virginia Board of Education Policy 2340. An examiner is a West Virginia educator employed by the county, RESA, or state that has signed a *Test Procedures Agreement for Examiner*.
- Be trained as an examiner.
- Demonstrate proficiency in signing, if serving as both the interpreter and scribe.
- Mark the student's demonstrated response in the student test booklet. Record the assistive technology device used by the student, if applicable.
- Write the oral or signed student response for the constructed response items in the test booklet.
- Copy the student's response to constructed response items as indicated by the student.
- Do not change punctuation, capitalization and spelling errors.
- Remain silent while the student is selecting or signing a response and do not indicate correct or incorrect responses.
- If the student response is illegible or unintelligible, write "illegible" or "unintelligible" on the examiner's page in the space provided.
- Scribes have the option to proofread student responses with another scribe before recording student responses in the test booklet.
- If a braille test booklet is used, copy the student's responses from the selected response items to a regular-sized booklet.
- Complete and sign the *WVAPTA Scribe Verification Form* at the conclusion of the transcription and submit it to the Building Level Coordinator. (Refer to Appendix 3, page 52)

If transcribing from braille, the scribe must demonstrate proficiency in braille. If transcribing from sign language, the scribe must demonstrate proficiency as an interpreter and scribe.

- The scribe must be proficient in braille or,
- Work with another scribe proficient in braille to check the student's responses for accuracy.

Corrections of exclusively braille errors will be at the discretion of the scribe. Braille errors are those errors that occur specifically to that population due to recording medium. An example could be the result of the physical typing on a braille machine such as typing “f” as opposed to the intended “d” due to finger placement.



**WEST VIRGINIA  
FOURTH GRADE  
WRITING ASSESSMENT**

**PARTICIPATION GUIDELINES**

## **Fourth Grade Writing Assessment Participation Guidelines**

### **Testing Conditions for All Students**

All students enrolled in fourth grade shall participate in the West Virginia Writing Assessment except for those students who meet the criteria for participation in the West Virginia Alternate Performance Task Assessment. Even students who have not been enrolled in West Virginia during the full academic school year shall be tested.

To ensure that all students are able to do their best work throughout the Writing Assessment process, certain conditions are required. These conditions are strongly recommended so that the most accurate information about the students' skills is obtained. By following these procedures, student performance will be enhanced. The West Virginia Writing Assessment requires standardized testing conditions. In order for the test results to support valid inferences, each test examiner will adhere to the conditions described in the Administration Manual and the *Testing Code of Ethics*. Proper administration of tests plays an integral part in the testing process. To facilitate student performance during the testing process, certain conditions for testing must exist.

### **Standard Conditions for All Students Taking Fourth Grade Writing Assessment**

- Principals/building level coordinators/test examiners must be trained prior to test administration and must sign a *Test Procedures Agreement for Examiners (Appendix 1, page 50)* indicating proper training for test administration and test/data security has been received.
- Only designated staff members who have been properly trained in the administration of the test may administer the West Virginia Writing Assessment.
- Test examiners must be a West Virginia educator employed by the county, RESA or state.
- Test examiners must study administration procedures and directions prior to the day of testing.
- Test examiners must monitor the students during testing.
- Test administration procedures must be followed in accordance with the Administration Manual.

### **Testing Procedures**

- The Writing Assessment shall be administered on the day scheduled by the County Test Coordinator. Since this is a one-item assessment and all students in the county are administered the same item, the assessment must be administered by all county schools on the same day.
- The Writing Assessment must be administered in two 60 minute time periods. Students will be given 60 minutes in the morning to develop a rough draft on the assigned topic, and after a break 60 additional minutes will be given to write a final draft on pages 3 and 4 of the answer sheet.
- Students shall be provided scratch paper and pencils that will be used for prewriting and generating a rough draft.
- Students shall be tested in classrooms with adequate lighting and ventilation.

- Students should be tested in groups of approximately 30 or less.
- Seating should be comfortable. Ample space is needed for writing. Full-sized desktops are recommended.
- Magnification may be used when it is the student's typical mode of accessing written material.
- Students shall be seated to deter interaction with each other.
- The atmosphere in the testing room shall be positive.
- Distractions such as ringing bells or intercom announcements should be eliminated during the assessment.
- Writing posters, graphic organizers, transitional expressions, etc., on display in the classroom/testing area shall be covered or removed during test administration.
- Teachers/examiners are not permitted to distribute graphic organizers, outline forms or any other writing aid for the test.
- Examiners must collect rough drafts. Rough drafts are considered secure documents. At the end of testing these must be collected by the test examiner and delivered to the principal/building level coordinator who will destroy them either by shredding or incinerating. It is not appropriate to simply throw scratch paper/rough drafts in trash containers in the testing area. Rough drafts are to be destroyed as soon as possible.
- Copying of rough drafts or final compositions is not permissible.
- The Writing Assessment Test Prompt is not to be shared by either students or teachers.
- Invalidation of a student's assessment may occur when a testing irregularity is reported. The decision to invalidate a student's assessment will be determined by the County Test Coordinator in conjunction with the Office of Student Assessment Services, West Virginia Department of Education.
- Conditions for nonscorable compositions include the following:
  - Student has refused to take the test
  - Composition contains an insufficient amount of writing
  - Composition is incoherent
  - Composition is illegible
- Examiners shall allow sufficient time for students' questions prior to beginning the test.
- Make-up testing is to be scheduled during the testing window.

### **Students with an IEP or Section 504 Plan Taking 4<sup>th</sup> Grade Writing Assessment**

All fourth grade students with IEPs or Section 504 Plans are to participate in the West Virginia Writing Assessment, except for those students who meet the criteria for participation in the West Virginia Alternate Performance Task Assessment. These students are to receive all assessment accommodations as outlined in their IEPs or Section 504 Plans.

## **Accommodations for Students with an IEP or Section 504 Plan Taking Fourth Grade Writing Assessment**

An accommodation is a change in the administration of an assessment, such as setting, scheduling, timing, presentation format, response mode or others, including any combination of these that **does not change what is intended to be measured** by the assessment or the meaning of the resulting scores; an accommodation does not change the construct of the test. The allowable accommodations for the West Virginia Writing Assessment are as follows:

### **Presentation**

- Have directions and prompt read aloud verbatim to the student as per the IEP or 504 Plans.
  - For a blind/partially-sighted student who does not read Contracted Braille or Nemeth Code, directions and prompt will be read aloud verbatim to the student.
- Present directions and prompt through sign language for the student.
- Use an electronic translator or sign-dictionary to present prompt and directions.
- Use a text-talk converter to present directions and prompt for a blind/partially-sighted student when that is the student's typical mode of accessing written material.
- Use braille or other tactile form of print when that is the student's typical mode of accessing written material.
- Use a secure electronic braille note taker for directions, prompt and student's response.
- Have directions and prompt rephrased by a trained examiner in a way that does not breach security of the Writing Assessment.
- Provide physical support for a student by an aide if this support is provided routinely and if the aide has been trained as an examiner.
- If a blind or partially sighted student uses screen enlarging or screen reading software in order to access the computer, this software should be opened BEFORE accessing the testing program.

### **Response**

- Indicate response to a scribe when the student is physically unable to respond otherwise. Refer to *Directions for Transcribing Fourth Grade Writing Assessment*.
- Use braille or other tactile form of print when that is the student's typical mode of responding to written material.

### **Scheduling**

The assessment must be completed within the scheduled time frame unless other accommodations are approved.

### **Additional Accommodation/s Request**

A request for a student to use an assessment accommodation that does not appear in this document must be directed to the Office of Student Assessment Services. This

request must be emailed to Sandra Foster and received no later than one month prior to testing. The request must come from either the County Test Coordinator or the County Special Education Director. The following information must be included in the request:

- student's name, school, county and student's WVEIS number;
- specific requested accommodation(s);
- rationale for request;
- verification that student receives the accommodation(s) on a regular basis during classroom instruction and classroom assessment and is familiar with the accommodation(s); and
- impact on student's Writing Assessment results if the student is not permitted to use the requested accommodation(s).

Upon completion of the review of the request, the County Test Coordinator and County Special Education Director will be notified of the determination.

### **Students with Limited English Proficiency (LEP)**

All Limited English Proficient (LEP) students enrolled in fourth grade shall participate in the West Virginia Writing Assessment. An LEP student is defined in West Virginia Board of Education Policy 2340: *Measures of Academic Progress* and Policy 2417: *Programs of Study for Limited English Proficient Students*. An LEP student in the State of West Virginia is classified according to the federal government definition as described in the *No Child Left Behind Act of 2001* (NCLB).

### **Standard Conditions for LEP Students Taking 4<sup>th</sup> Grade Writing Assessment**

- All LEP students enrolled in fourth grade are to participate in the West Virginia Writing Assessment, except for those students who meet the criteria for participation in the West Virginia Alternate Performance Task Assessment.
- All LEP students must be assessed following the same schedule as their regular education peers. LEP students must be tested on the same day as their peers unless other accommodations as stated below have been approved.
- The student is to receive all assessment accommodations as outlined in the *LEP Assessment Participation Document*. After examining the student's background characteristics, the LEP Committee must determine appropriate accommodations and document their decisions using the *LEP Assessment Participation Document* available at <http://wvconnections.k12.wv.us/assessment.html>.

### **Accommodations for LEP Students**

An accommodation is a change in the administration of an assessment, such as setting, scheduling, timing, presentation format, response mode or others, including any combination of these that **does not change what is intended to be measured** by the assessment or the meaning of the resulting scores; an accommodation does not change the construct of the test. The allowable accommodations for the Writing Assessment are as follows:

### **Presentation**

- Have prompt and directions read aloud verbatim for the student as per the *LEP Assessment Participation Document*.  
<http://wvconnections.k12.wv.us/assessment.html>.
- Use an electronic translator or bilingual dictionary if needed to present prompt and directions to the student.

### **Response**

- Indicate responses to a scribe when the student is physically unable to respond otherwise. Refer to *Directions for Transcribing Fourth Grade Writing Assessment*.
- Use an electronic translator or bilingual dictionary to respond. Refer to *Directions for Transcribing Fourth Grade Writing Assessment*.

### **Scheduling**

- The assessment must be completed on the same day that it is started and follow the same schedule as regular education students.

### **Additional Accommodation/s Request**

A request for a student to use an assessment accommodation that does not appear in this document must be directed to the Office of Student Assessment Services. This request must be emailed to Sandra Foster and received no later than one month prior to testing. The request must come from either the County Test Coordinator or the County Title III Coordinator. The following information must be included in the request:

- student's name, school, county and student's WVEIS number;
- specific requested accommodation(s);
- rationale for request;
- verification that student receives the accommodation(s) on a regular basis during classroom instruction and classroom assessment and is familiar with the accommodation(s); and
- impact on student's Writing Assessment results if the student is not permitted requested accommodation(s).

Upon completion of the review of the request, the County Test Coordinator and County Title III Coordinator will be notified of the determination.

## Directions for Transcribing the Fourth Grade Writing Assessment

### Scribe will adhere to the following:

- be an examiner as defined by West Virginia Board of Education Policy 2340. An examiner is a West Virginia educator employed by the school/county/RESA/state who has signed a *Test Procedures Agreement for Examiner*.
- be trained to be an examiner.
- sign the *West Virginia Writing Assessment Scribe Verification Form* at the conclusion of the transcription. (Refer to Appendix 4, page 53)
- provide a location where other examinees are not able to hear or see other students' responses.
- list the names and enrollment grades of the students whose compositions were transcribed. The form is to be sent to the principal/building level coordinator upon completion.
- remain silent while the student is dictating or signing the response.
- ask student to repeat a word or phrase for understanding.
- if transcribing from braille, the scribe must demonstrate proficiency in braille. If transcribing from sign language, the scribe must demonstrate proficiency as an interpreter and scribe.

Corrections of exclusively braille errors will be at the discretion of the scribe. Braille errors are those errors that occur specifically to that population due to recording medium. An example could be the result of the physical typing on a braille machine such as typing a 'f' as opposed to the intended 'd' due to finger misplacement.



**WEST VIRGINIA  
ONLINE WRITING ASSESSMENT**

**PARTICIPATION  
GUIDELINES**

## West Virginia Online Writing Assessment Participation Guidelines

### Testing Conditions for All Students

All students enrolled in grades 7 and 10 shall participate in the West Virginia Online Writing Assessment except for those students who meet the criteria for participation in the West Virginia Alternate Performance Task Assessment. Even students who have not been enrolled in West Virginia during the full academic school year shall be tested. Students shall be tested at the grade level in which they are enrolled.

In order to access the Internet, students must have on file an *Acceptable Use of the Internet Form*, signed by a parent or legal guardian, as directed by West Virginia Board of Education Policy 2460.\* For directions concerning the testing of students who do not have this form on file, administrators need to contact the County Test Coordinator who in turn will contact the Office of Student Assessment Services.

\*Policy 2460: *Safety and Acceptable Use of the Internet by Students and Educators*  
<http://wvde.state.wv.us/policies/p2460.html>

The West Virginia Online Writing Assessment requires standardized testing conditions. In order for the test results to support valid inferences, each test examiner will adhere to the conditions described in the Administration Manual and the *Testing Code of Ethics*. Proper administration of tests plays an integral part in the testing process and is vital to the accuracy of the test results. Consistency in test administration is crucial to this process. To facilitate student performance during the testing process, certain conditions for testing must exist.

### Standard Conditions for All Students Taking Online Writing Assessment

- Principals/building level coordinators/test examiners must be trained prior to test administration and must sign a *Test Procedures Agreement for Examiners* indicating proper training for test administration and test/data security has been received.
- Only designated staff members who have been trained in proper administration of the test may administer the West Virginia Online Writing Assessment.
- Test examiners must be a West Virginia educator employed by the county, RESA or state.
- Test examiners must study administration procedures and directions prior to the day of testing.
- Test examiners must monitor the students during testing.
- Test administration procedures must be followed in accordance with the Administration Manual.
- Students and parents shall be informed of the dates and testing schedule prior to testing.
- Students shall be tested at the grade level in which they are enrolled.
- **The West Virginia Online Writing Assessment is not timed.** Every student must be given the time he or she needs to complete the Online Writing Assessment within the confines of the testing session. However, it is

recommended that an examiner end a test for a student who has stopped working for more than 10 minutes. At that time the examiner will instruct the student to submit the essay. Please note that the test must be completed on the day it is given.

- Students who typically take longer to complete tests may be grouped together so they are more comfortable taking the time they need to complete the test.

## **Accommodations for Students with an IEP or Section 504 Plan Taking Online Writing Assessment**

The allowable accommodations for the West Virginia Online Writing Assessment are as follows:

### **Presentation**

- Have directions and prompt read aloud verbatim to the student as per the IEP or 504 Plan.
  - For a blind/partially-sighted student who does not read Contracted Braille or Nemeth Code, directions and prompt will be read aloud verbatim to the student.
- Adjust screen resolution to enlarge text for visually impaired students.
- Use a magnifying screen cover when it is the student's typical mode of accessing written material.
- Present directions and prompt through sign language for the student.
- Use an electronic translator or sign-dictionary to present prompt and directions.
- Use a text-talk converter to present directions and prompt for a blind/partially-sighted student when that is the student's typical mode of accessing written material.
- Use braille or other tactile form of print when that is the student's typical mode of accessing written material. Student response must be word processed with the student's username and password to the testing website. Refer to *Directions for Transcribing Online Writing Assessment*.
- Use a secure electronic braille note taker for directions, prompt and student's response.
- Have directions and prompt rephrased by a trained examiner in a way that does not breach security of the Online Writing Assessment.
- Provide physical support for a student by an aide if this support is provided routinely and if the aide has been trained as an examiner.

### **Response**

- Indicate response to a scribe when the student is physically unable to respond otherwise. Refer to *Directions for Transcribing Online Writing Assessment*.
- Use braille or other tactile form of print when that is the student's typical mode of responding to written material. Student response must be word processed to the testing website using the student's username and password. Refer to *Directions for Transcribing Online Writing Assessment*.

## **Scheduling**

The assessment must be completed on the same day that it is started. Every student must be given the time he or she needs within the confines of the testing session. However, it is recommended that an examiner end a test for a student who has stopped working for more than 10 minutes. At that time the examiner will instruct the student to submit the essay. Please note that the test must be completed on the day it is given.

## **Additional Accommodation/s Request**

A request for a student to use an assessment accommodation that does not appear in this document must be directed to the Office of Student Assessment Services. This request must be emailed to Sandra Foster and received no later than one month prior to testing. The request must come from either the County Test Coordinator or the County Special Education Director. The following information must be included in the request:

- student's name, school, county and student's WVEIS number;
- specific requested accommodation(s);
- rationale for request;
- verification that student receives the accommodation(s) on a regular basis during classroom instruction and classroom assessment and is familiar with the accommodation(s); and
- impact on student's Online Writing Assessment results if the student is not permitted to use the requested accommodation(s).

Upon completion of the review of the request, the County Test Coordinator and County Special Education Director will be notified of the determination.

## **Students with Limited English Proficiency (LEP)**

All Limited English Proficient (LEP) students participate in the West Virginia Online Writing Assessment at the grade level in which they are enrolled. An LEP student is defined in West Virginia Board of Education Policy 2340: *Measures of Academic Progress* and Policy 2417: *Programs of Study for Limited English Proficient Students*. An LEP student in the State of West Virginia is classified according to the federal government definition as described in the *No Child Left Behind Act of 2001* (NCLB).

## **Standard Conditions for LEP Students Taking Online Writing Assessment**

- All LEP students are to participate in the West Virginia Online Writing Assessment at the grade level in which they are enrolled, except for those students who meet the criteria for participation in the West Virginia Alternate Performance Task Assessment.
- All LEP students must be assessed in their enrolled grade following the same schedule as their regular education peers. LEP students must be tested on the same day as their peers unless other accommodations as stated below have been approved.
- The student is to receive all assessment accommodations as outlined in the *LEP Assessment Participation Document*. After examining the student's background

characteristics, the committee must determine appropriate accommodations and document their decisions using the *LEP Assessment Participation Document* available at <http://wvconnections.k12.wv.us/assessment.html>

### **Accommodations for LEP Students Taking Online Writing Assessment**

An accommodation is a change in the administration of an assessment, such as setting, scheduling, timing, presentation format, response mode or others, including any combination of these that **does not change what is intended to be measured** by the assessment or the meaning of the resulting scores; an accommodation does not change the construct of the test. The allowable accommodations for the Online Writing Assessment are as follows:

#### **Presentation**

- Have prompt and directions read aloud verbatim for the student as per the *LEP Assessment Participation Document*.  
<http://wvconnections.k12.wv.us/assessment.html>.
- Use an electronic translator or bilingual dictionary if needed to present prompt and directions to the student.

#### **Response**

- Indicate responses to a scribe when the student is physically unable to respond otherwise. Refer to *Directions for Transcribing Online Writing Assessment*.
- Use an electronic translator or bilingual dictionary to respond. Refer to *Directions for Transcribing Online Writing Assessment*.

#### **Scheduling**

- The assessment must be completed on the same day that it is started. Every student must be given the time he or she needs within the confines of the testing session. However, it is recommended that an examiner end a test for a student who has stopped working for more than 10 minutes. At that time the examiner will instruct the student to submit the essay. Please note that the test **must** be completed on the day it is given.

### **Additional Accommodation/s Request**

A request for a student to use an assessment accommodation that does not appear in this document must be directed to the Office of Student Assessment Services. This request must be emailed to Sandra Foster and received no later than one month prior to the assessment. The request must come from either the County Test Coordinator or the County Title III Coordinator. The following information must be included in the request:

- student's name, school, county and student's WVEIS number;
- specific requested accommodation(s);
- rationale for request;
- verification that student receives the accommodation(s) on a regular basis during classroom instruction and classroom assessment and is familiar with the accommodation(s) and
- impact on student's Online Writing Assessment results if the student is not permitted to use the requested accommodation(s).

Upon completion of the review of the request, the County Test Coordinator and County Title III Coordinator will be notified of the determination.

## **Directions for Transcribing the Online Writing Assessment**

### **Scribe will adhere to the following:**

- be an examiner as defined by West Virginia Board of Education Policy 2340. An examiner is a West Virginia educator employed by the school, county, RESA or state who has signed a *Test Procedures Agreement for Examiner*.
- be trained to be an examiner.
- sign the *West Virginia Online Writing Assessment Scribe Verification Form* at the conclusion of the transcription. (Refer to Appendix 5, page 54)
- provide a location where other examinees are not able to hear or see other students' responses.
- list the names and enrollment grades of the students whose essays were transcribed. The form is to be sent to the principal upon completion.
- word-process the response specifically as given by the student.
- remain silent while the student is dictating, signing, word processing or writing the response.
- ask the student to repeat a word or phrase for understanding.
- proofread student essay with another scribe before word processing student responses, if necessary.
- record punctuation, capitalization and spelling as provided by the student.
- not complete a student's incomplete essay.
- not discuss the student's essay with the student or any other person.

If transcribing from braille, the scribe must demonstrate proficiency in braille. If transcribing from sign language, the scribe must demonstrate proficiency as an interpreter and scribe.

Corrections of exclusively braille errors will be at the discretion of the scribe. Braille errors are those errors that occur specifically to that population due to recording medium. An example could be the result of the physical typing on a braille machine such as typing an 'f' as opposed to the intended 'd' due to finger misplacement.

## Glossary

**ACT EXPLORE:** A norm-referenced test that generates English, mathematics, reading and science scores for West Virginia 8th graders. In addition, information is collected about students' educational and career plans, interests, high school course work plans and self-identified needs for assistance.

**ACT PLAN:** A norm-referenced test that generates English, mathematics, reading and science scores for West Virginia 10th graders. In addition, information is collected about students' educational and career plans, interests, high school course work plans and self-identified needs for assistance.

**Accommodations:** Changes in presentation, response, setting or timing/scheduling that may be provided to any student participating in the testing. These changes do not alter what the test measures or how the test is scored or reported and may be used by all students. For students with IEPs, adaptations and/or supports identified in the IEP and used routinely by the student to perform a task are accommodations. These may include Braille, signed interpretation, pictures, cues, reading to the student, assistive technology and other augmentative communication.

**Alternative education program:** An alternative education program is a temporary authorized departure from the regular school program designed to provide educational and social development for students whose behavior places them at risk of not succeeding in the traditional school structures and in adult life without positive interventions.

**Assistance:** The examiner guides the student to the answer choices as part of the test directions, and the student completes the task with verbal, gesture, or partial physical prompt. (See **Prompts**)

**Assistive Technology:** Strategies used to assist students in developing and participating in meaningful academics; can range from low technology (e.g., unaided communication systems, sign language) to high technology (e.g., devices with switch interfaces) and technology to assist with positioning and mobility.

**Communication Device:** A tool/device that a person uses to express communication to someone else. May be as simple as a picture/photo system or as involved as a computerized device.

**Criterion Referenced Test (CRT):** A CRT is an assessment that measures a student's achievement of West Virginia's content standards and objectives rather than comparing a student's performance to the performances of other similar test takers.

**Examiner:** A West Virginia educator employed by the county/RESA/state who has signed a Test Procedures Agreement for Examiner for the purpose of administering or assisting with the administration of the WESTEST, APTA, Writing Assessment, ACT EXPLORE, ACT PLAN and NAEP.

**Feedback:** Verbal responses, body language or facial expressions that inform the student of correct/incorrect responses during the administration of the test.

**Home-instructed (home schooled) students:** Home-instructed students are those students defined under W.Va. Code §18-8-1, Exemption B, who are not enrolled in a public school in the Local Education Agency and who are instructed by a person or persons providing home instruction or may be enrolled in a course/s in the public school system.

**Homebound students:** Homebound students are those students enrolled in a public school who, due to injury or for any other reason as certified by a licensed physician, are homebound for a period of two weeks or more and who meet the eligibility criteria in W.Va. 126CSR42, West Virginia Board of Education Policy 2510, Assuring the Quality of Education Regulations for Education Programs (hereinafter Policy 2510) for home/hospital instruction.

**Illegible:** Written letters of a word or words that cannot be understood by the examiner.

**Individualized Education Program (IEP):** An IEP is a written plan, developed by a team, which may include both regular and special educators, parents, related service personnel and the student, describing the specially designed instruction needed for an eligible exceptional student to master the content standards and objectives and/or be prepared for the workplace.

**Invalidation process:** The decision to invalidate a student's assessment results rests with the West Virginia Department of Education Office of Student Assessment Services. Invalidation *may* occur when a testing irregularity is reported. The examiner should notify the Principal/Building Level Coordinator with the student's name, the nature of the problem and the section of the test during which the irregularity occurred as soon as possible. The Principal/BLC should contact the CTC immediately. The decision to invalidate the test will be determined by the CTC in conjunction with the West Virginia Department of Education Office of Student Assessment Services. **Under no circumstances should the examiner record a student answer that does not accurately reflect the student's response.**

**Irregularities:** Any testing disruption/irregularity that may influence test performance. A record of these must be maintained so they can be considered during the interpretation and analysis of the results of the test.

**Limited English Proficient Student:** An LEP student in the State of West Virginia is classified according to the federal government definition as described in Public Law 107-110, the No Child Left Behind Act of 2001 (NCLB). An LEP student is classified as one who is aged 3 through 21; who is enrolled or preparing to enroll in an elementary school or secondary school; and who was not born in the United States or whose native language is a language other than English; OR who is a Native American or Alaska Native, or a native resident of outlying areas; and who comes from an environment where a language other than English has had a significant impact on the individual's level of English language proficiency; OR who is migratory, whose native language is a language other

than English, and who comes from an environment where a language other than English is dominant; AND whose difficulties speaking, reading, writing, or understanding the English language may be sufficient to deny the individual -

a. the ability to meet the state's proficiency level of achievement on state assessments; b. the ability to achieve successfully in classrooms where the language of instruction is English; or c. the opportunity to participate fully in society.

**Local Education Agency (LEA):** The LEA is defined as the county school district or as an educational service agency.

**Medically Fragile:** Students with a significant medical emergency may be exempt by appeal from the calculation of participation rate for AYP provided that the county superintendent has proper documentation. (Policy 2440; Policy 2419; Policy 2510)

**National Assessment of Educational Progress (NAEP):** NAEP is a national assessment of a representative sampling of America's students. NAEP measures what America's students know and can do in various subject areas. Assessments have been conducted periodically in reading, mathematics, science, writing, U.S. history, civics, geography and the arts. Under NCLB, NAEP reading and mathematics assessments are required to be administered to 4th and 8th graders beginning in 2003 and will be given every two years thereafter.

**Non-public school student:** A non-public school student is a student that is not enrolled in an elementary or secondary school established and maintained at public expense through the total basic foundation program/state aid formula outlined in W.Va. Code §18-9A-3 and §18-9A-12.

**Public school student:** A public school student is a student enrolled in an elementary or secondary school established and maintained at public expense through the total basic foundation program/state aid formula outlined in W.Va. Code §18-9A-3 and §18-9A-12.

**Praise:** Verbal reinforcement that acknowledges student effort without giving reinforcement for correct answers.

**Prompts (APTA):** Systematic assistance provided to a student in order to elicit a response. The steps include: independence, verbal, gesture, partial physical and full physical prompt.

- **Full physical:** The examiner physically guides the student hand-under-hand; the student and the examiner choose the answer.
- **Partial physical:** The examiner provides tactile cues, but does not guide the student to the answer.

**Prompt (Writing Assessment):** An oral, signed or written prompt that requires a student to respond to a specific type of writing, i.e., expository, persuasive, narrative or descriptive by organizing and developing ideas into paragraphs and compositions.

**Section 504 Plan:** A Section 504 Plan is a written plan describing the accommodations and/or modifications to be provided to a student determined by LEA procedures to have a disability as defined by Public Law 93-112, Section 504 of The Rehabilitation Act of 1973.

**Standard conditions:** Refers to the prescribed procedures followed during the administration of a specific assessment.

**State Education Agency (SEA):** A SEA is the sole state educational agency for all public schools. The West Virginia Department of Education is the SEA for West Virginia.

**Testing window:** Refers to specific calendar dates during which each component of the West Virginia Measures of Academic Progress shall be administered in accordance with WV Code and West Virginia Board of Education Policy.

**Unintelligible Response:** Signed, spoken or written responses that cannot be understood by the examiner.

**West Virginia Alternate Performance Task Assessment (APTA):** APTA is an assessment specifically designed for a small number of students with significant cognitive disabilities whose performance cannot be adequately assessed through the general assessment instrument, West Virginia Educational Standards Test, even with accommodations.

**West Virginia Educational Standards Test (WESTEST):** WESTEST is a customized test consisting of selected and constructed response items used to measure student level of achievement of the Content Standards and Objectives (CSOs) for West Virginia Schools in reading and language arts, mathematics, social studies and science for grades 3 - 8 and 10.

**West Virginia Measures of Academic Progress:** West Virginia Measures of Academic Progress is the comprehensive assessment system that measures student performance. These measures include WESTEST, APTA, Writing Assessment, ACT EXPLORE, ACT PLAN and NAEP.

**West Virginia Writing Assessment:** The West Virginia Writing Assessment is an assessment that evaluates composition skills related to organization, development, word usage, sentence structure and mechanics in grades 4, 7 and 10.

**Appendix 1**

**WEST VIRGINIA BOARD OF EDUCATION  
TEST PROCEDURES AGREEMENT  
FOR EXAMINER**

1. The examiner acknowledges that all assessments within the West Virginia Measures of Academic Progress are secure tests.
2. Training about W.Va. 126CSR14, West Virginia Board of Education Policy 2340, West Virginia Measures of Academic Progress, including the *Testing Code of Ethics* has been provided.
3. Instruction in the possible consequences of violations of test and data security has been provided.
4. W.Va. 126CSR14, West Virginia Board of Education Policy 2340, West Virginia Measures of Academic Progress, including the *Testing Code of Ethics* has been reviewed.

By signing this form and returning it to the school principal, I verify that the above four conditions have been met.

\_\_\_\_\_  
Examiner Signature

\_\_\_\_\_  
School

\_\_\_\_\_  
Date

**Appendix 2**

**WESTEST Scribe Verification Form**

Student Name: \_\_\_\_\_

Student WVEIS ID Number: \_\_\_\_\_

Grade: \_\_\_\_\_

School: \_\_\_\_\_

County \_\_\_\_\_

This is to verify that the student's responses have been accurately scribed to Test Booklet Number \_\_\_\_\_. Please check one of the following reasons for transcribing the student answers to the booklet.

- IEP/504 – Scribe
- LEP – Scribe
- Short Term Medical Condition
- Damaged Booklet: Test Booklet Number \_\_\_\_\_

Provide a brief explanation: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

The following signatures are needed:

Student: \_\_\_\_\_ Date: \_\_\_\_\_

Examiner: \_\_\_\_\_ Date: \_\_\_\_\_

Scribe: \_\_\_\_\_ Date: \_\_\_\_\_

Principal: \_\_\_\_\_ Date: \_\_\_\_\_

*Keep a copy for school file and submit a copy to the County Test Coordinator*

County Test Coordinator: \_\_\_\_\_ Date: \_\_\_\_\_

**Appendix 3**

**WVAPTA Scribe Verification Form**

Student Name: \_\_\_\_\_

Student WVEIS ID Number: \_\_\_\_\_

Grade: \_\_\_\_\_

School: \_\_\_\_\_

County \_\_\_\_\_

This is to verify that the student's responses have been accurately scribed to Test Booklet Number \_\_\_\_\_. Please check one of the following reasons for transcribing the student answers to the booklet.

- IEP– Scribe
- Short Term Medical Condition
- Destroyed Booklet: Test Booklet Number \_\_\_\_\_

The following signatures are needed:

Examiner: \_\_\_\_\_ Date: \_\_\_\_\_

Scribe: \_\_\_\_\_ Date: \_\_\_\_\_

Principal: \_\_\_\_\_ Date: \_\_\_\_\_

*Keep a copy for school file and submit a copy to the County Test Coordinator*

County Test Coordinator: \_\_\_\_\_ Date: \_\_\_\_\_

**Appendix 4**

**West Virginia Fourth Grade  
Writing Assessment Scribe Verification Form**

Student Name: \_\_\_\_\_

Student WVEIS Number: \_\_\_\_\_

Grade: \_\_\_\_\_

School: \_\_\_\_\_

County: \_\_\_\_\_

Please check one of the following reasons for transcribing the student essay:

- IEP/504 – Scribe
- LEP – Scribe
- Short Term Medical Condition

The following signatures are needed:

Student: \_\_\_\_\_ Date: \_\_\_\_\_

Examiner: \_\_\_\_\_ Date: \_\_\_\_\_

Scribe: \_\_\_\_\_ Date: \_\_\_\_\_

Principal: \_\_\_\_\_ Date: \_\_\_\_\_

*Keep a copy for school file and submit a copy to the County Test Coordinator.*

County Test Coordinator: \_\_\_\_\_ Date: \_\_\_\_\_

**Appendix 5**

**West Virginia Online Writing Assessment Scribe Verification Form**

Student Name: \_\_\_\_\_

Student WVEIS Number: \_\_\_\_\_

Grade: \_\_\_\_\_

School: \_\_\_\_\_

County: \_\_\_\_\_

This is to verify that the student's essay has been accurately scribed to the West Virginia Online Writing Assessment CTB/McGraw-Hill testing website under the following username and password:

\_\_\_\_\_

Please check one of the following reasons for transcribing the student essay:

- IEP/504 – Scribe
- LEP – Scribe
- Short Term Medical Condition
- Student did not have Internet access

The following signatures are needed:

Student: \_\_\_\_\_ Date: \_\_\_\_\_

Examiner: \_\_\_\_\_ Date: \_\_\_\_\_

Scribe: \_\_\_\_\_ Date: \_\_\_\_\_

Principal: \_\_\_\_\_ Date: \_\_\_\_\_

*Keep a copy for school file and submit a copy to the County Test Coordinator.*

County Test Coordinator: \_\_\_\_\_ Date: \_\_\_\_\_

## Appendix 6

### DOCUMENTATION PROCEDURE FOR IEP ACCOMMODATIONS ON WESTEST\*

Two weeks before WESTEST administration, the County Test Coordinator and Special Education Director will request the school principal/designee to run the program WVS.326 to print a list of students with their accommodations as entered into the WVEIS special education testing record. (Please note IEP testing accommodations must be correctly entered into the student's WVEIS record.)

1. The WVS.326 program report is called a Testing Option Report, Assessment with Accommodations.
  - a. Two copies of the accommodations listing will be needed. One will be used in the administration of the Reading/Language Arts\* assessment, the other will be used with the Mathematics\* assessment.
  - b. The copies would be given to the assigned teacher/s (examiner/s) administering the WESTEST to the students listed.
2. Before WESTEST administration, the assigned teacher/s (examiner/s) will **review** each child's listed testing accommodation/s.
3. After WESTEST administration, the assigned teacher/s (examiner/s) will mark the listing as follows:
  - a. **Underline** the name/s of his/her assigned student/s
  - b. **Circle** the accommodation/s that were given to each of the student/s
  - c. **Asterisk** the accommodation/s that were not given to each of the student/s
  - d. **Write** "REFUSED" for any accommodation the student refused to accept
  - e. **Sign** with legible signature/date of test administration at the bottom of the report
  - f. **Return** the Testing Option Report/s to the school principal/designee
4. School principal/designee will make copies of all reports for the school and return copies of the signed and dated reports to the County Test Coordinator and County Special Education Director no later than **June 1**. Copies of these listings are to be kept for
  - a. Office of Educational Performance Audits (OEPA) monitoring process and
  - b. West Virginia Continuous and Focused Monitoring Process.

\* The United States Education Department requires documented monitoring of the WESTEST accommodations for NCLB accountability in Mathematics and Reading/Language Arts for students with disabilities.

## Appendix 7

### DOCUMENTATION PROCEDURE FOR IEP ACCOMMODATIONS ON APTA\*

#### *APTA DOCUMENTATION NOT REQUIRED UNTIL MAY 2007 ADMINISTRATION*

Two weeks before APTA administration, the County Test Coordinator and Special Education Director will request the school principal/designee to run the program WVS.326 to print a list of students with their accommodations as entered into the WVEIS special education testing record. (Please note IEP testing accommodations must be correctly entered into the student's WVEIS record.)

1. The WVS.326 program report is called a Testing Option Report, Assessment with Accommodations.
  - a. Two copies of the accommodations listing will be needed. One will be used in the administration of the Reading/Language Arts\* assessment, the other will be used with the Mathematics\* assessment.
  - b. The copies would be given to the assigned teacher/s (examiner/s) administering the APTA to the students listed.
2. Before APTA administration, the assigned teacher/s (examiner/s) will **review** each child's listed testing accommodation/s.
3. After APTA administration, the assigned teacher/s (examiner/s) will mark the listing as follows:
  - a. **Underline** the name/s of his/her assigned student/s
  - b. **Circle** the accommodation/s that were given to each of the student/s
  - c. **Asterisk** the accommodation/s that were not given to each of the student/s
  - d. **Write** "REFUSED" for any accommodation the student refused to accept
  - e. **Sign** with legible signature/date of test administration at the bottom of the report
  - f. **Return** the Testing Option Report/s to the school principal/designee
4. School principal/designee will make copies of all reports for the school and return copies of the signed and dated reports to the County Test Coordinator and County Special Education Director no later than June 1. Copies of these listings are to be kept for
  - a. Office of Educational Performance Audits (OEPA) monitoring process and
  - b. West Virginia Continuous and Focused Monitoring Process.

\*The United States Department of Education requires documented monitoring of the APTA accommodations for NCLB accountability in Mathematics and Reading/Language Arts for students with disabilities.

## Appendix 8

### Assistive Technology Teacher Verification Form

I, \_\_\_\_\_, verify that the student's work completed through the use of the assistive device and noted in the test booklet represents the accurate response of the student as indicated through the Prompt Type.

Furthermore, all information programmed into the devices has been deleted. All replicated materials have been submitted with the test booklet and this verification form.

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Teacher Signature

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Print Name

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Date

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Test Booklet Number