

# **West Virginia**

**2008**

**ADMINISTRATION MANUAL**

**WESTEST 2**

**Online Writing**

**Field Test**

**Grades 3-11**



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2007-2008**

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**January 2008**  
**Office of Assessment and Accountability**  
**Division of Curriculum and Instructional Services**  
**West Virginia Department of Education**

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## FOREWORD

Student achievement is on the rise in West Virginia! Our students are enrolled in rigorous courses embedded with 21<sup>st</sup> century learning skills so that they can obtain a world-class education. West Virginia students must be able to comprehend, problem solve and communicate solutions if they are expected to compete in an ever-changing world. In a global economy, whether we like it or not, jobs will go somewhere else if our children do not have the necessary skills. Our citizens increasingly recognize that the U.S. education system can and should do more to prepare our young people to succeed in the rapidly evolving 21st century. Skills such as global literacy, problem solving, innovation and creativity have become critical in today's increasingly interconnected work force and society. Our students must be able to articulate their thoughts and ideas clearly and effectively through speaking and writing.

The West Virginia Board of Education has remained committed to improving the writing skills of West Virginia students in preparation for meeting national educational standards, higher educational goals and global economic demands. This has been an ongoing process since 1984 when the West Virginia Board of Education determined that a writing assessment would be conducted. From 1984 to 2007, the writing skills of West Virginia students have been assessed through a holistic scoring process by requiring students to complete a writing sample. Data collected from these assessments has demonstrated improvement in student writing skills.

As West Virginia continues its mission to prepare students for a successful future in the 21<sup>st</sup> century, the assessment of student writing becomes critically important as our new assessments align to the more rigorous West Virginia Content Standards and Objectives and the West Virginia Technology Standards. Beginning with the 2009 WESTEST 2, a writing sample will be collected from all students in 3-11 and be included with the reading language arts score.

I am sure that you will agree that the statewide writing assessment has been a positive influence in promoting the teaching of writing skills in all West Virginia schools. In that spirit, this manual is provided by the West Virginia Department of Education to assist educators in understanding and administering the WESTEST 2 Online Writing Field Test as part of the West Virginia Measures of Academic Progress.

<b>Contact Information</b>	
<b>WVDE</b> <b>Office of Assessment and</b> <b>Accountability</b>  <b>304-558-2546</b>	<b>CTB/McGraw-Hill</b> <b>Technical Support Staff</b>  <b>866-282-2250</b>

<b>2008 Window for Field Testing</b>	
<b>2008</b>  <b>WESTEST 2</b>  <b>Online Writing</b>  <b>Field Test</b>	<u><b>Middle Schools</b></u> <b>March 3 through March 28</b>  <u><b>High Schools</b></u> <b>March 24 through April 11</b>  <u><b>Elementary Schools</b></u> <b>March 31 through May 2</b>

<b>Calendar of Testing Activities</b>	
<b>Secure Student Site Codes, User</b> <b>Names and Passwords</b> <b>Distributed to County Test</b> <b>Coordinators</b>	<b>February 11, 2008</b>
<b>Secure Student Site Codes, User</b> <b>Names and Passwords</b> <b>Distributed by County Test</b> <b>Coordinators to Schools</b>	<b>Two Weeks Prior to Testing</b>

## **Overview of the WESTEST 2 Online Writing Field Test**

The West Virginia WESTEST 2 Online Writing Field Test is designed to measure the writing ability of West Virginia students in grades 3-11. This field test is to be administered to all students in grades 3-11 who are not required to take the West Virginia Alternate Performance Task Assessment (APTA). Students will complete the WESTEST 2 Online Writing Field Test on a secure website. Students will word process their response to an assigned passage and accompanying prompt. The field test is designed to assess a variety of passages and prompts on the genres of narrative, descriptive, informative and persuasive. The field test responses will be used to train a computer scoring engine on the future WESTEST 2 Online Writing responses. Responses are scored based on a modified holistic six-point scoring rubric.

The WESTEST 2 Online Writing Field Test requires students to compose an essay in response to a specific passage and prompt. These passages and prompts emphasize 21<sup>st</sup> century skills including real world applications, critical thinking and problem solving. However, students will not have to have specific content or technical knowledge in order to address the topic. In addition, the passages and prompts are written to procure the narrative, descriptive, informative and persuasive methods of discourse. For administration of the WESTEST 2 Online Writing Field Test, a random passage and prompt will be assigned as each student logs onto the testing website.

As students prepare their responses, they are encouraged to use the prewriting, drafting, revising and editing aspects of the writing process prior to submitting their responses for scoring. Paper and pencil will be provided for those students who choose to handwrite the prewriting and drafting stages, but the final essay must be submitted electronically. The field test will not be timed, and every student will be given the time needed to complete the assignment within the confines of the testing session. However, it is recommended that an Examiner end a test when a student stops working for more than 10 minutes. At that time, the Examiner should instruct the student to submit the response.

Once student responses are collected, trained hand scorers will score the responses prior to submitting them to a system that will be trained for scoring future responses on those particular passages and prompts. The West Virginia Six-Point Scoring Rubric includes the criteria areas of Organization, Development, Sentence Structure, Word Choice and Mechanics.

## **General Test Administration**

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

If a school is participating in the WESTEST 2 Online Writing Field Test, all students enrolled in grades 3-11 shall participate except those students who meet the criteria for participation in APTA. Even students who have not been enrolled in West Virginia for the full academic school year shall be tested. Students shall be tested at the grade level in which they are enrolled. Students who are instructed in a home environment or those who are enrolled in private or parochial schools **will not** participate in the WESTEST 2 Online Writing Field Test.

Since the WESTEST 2 Online Writing Field Test is a web-based assessment, 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\*. If a student does not have this form on file, he/she **will not** participate in the WESTEST 2 Online Writing Field Test.

\*West Virginia Board of Education Policy 2460, Safety and Acceptable Use of the Internet by Students and Educators §126-41-3.2.1. (Refer to <http://wvde.state.wv.us/policies/p2460.html>)

### **Standardized Conditions**

The WESTEST 2 Online Writing Field Test requires standardized testing conditions. In order for the test results to support valid inferences, each Examiner must adhere to the conditions described in the Field Test Administration Manual and the *Testing Code of Ethics* (Appendix 1, p. 23). 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. These include the following:

- Principals/Building Level Coordinators/Examiners must be trained prior to test administration and must sign the appropriate *Secure Materials and Test Procedures Agreement* (p. 26-28) indicating proper training for test administration and test/data security has been received.
- Examiner must be currently employed and an educator, an approved employee of the state, county or RESA, or an educator of a private or parochial school with a valid West Virginia teaching license who has been trained and has signed an *Examiner's/Proctor's/Scribe's Secure Materials and Test Procedures Agreement* (p. 26) for the purpose of administering or assisting with the administration of an assessment included in the West Virginia Measures of Academic Progress.
- Examiners must monitor the students during testing.
- Test administration procedures must be followed in accordance with the Field Test Administration Manual.

### **Testing Procedures**

- Students and parents shall be informed of the dates and testing schedule prior to testing.
- Materials used for testing, including secure student site codes, user names and passwords, shall be assembled for quick distribution.
- Students shall be tested at the grade level in which they are enrolled.
- Students shall be tested in labs/classrooms with adequate lighting and ventilation.
- The atmosphere in the testing room shall be positive.

- Students shall be seated to deter interaction with each other.
- The WESTEST 2 Online Writing Field Test is not timed. Every student must be given the time he or she needs to complete the assessment within the confines of the testing session. However, it is recommended that an Examiner end a test when a student stops working for more than 10 minutes. At that time, the Examiner should instruct the student to submit the essay. Please note that the test must be completed within the same school day in which it was started.
- 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.
- Students are to be provided scratch paper that may be used for prewriting and generating a rough draft.
- Sufficient time for students' questions shall be provided prior to beginning the test.
- Students are not permitted to be on the computer once they have submitted their essays. Silent reading may minimize class disturbance if students finish before others. Remind students the day before the test to bring appropriate reading material. Examiners should have extra materials available in case students forget to bring them.
- Any specific information pertinent to the WESTEST 2 Online Writing Field Test is not to be displayed in the area during test administration. For example, any teaching aid that may give students information or help on any part of the test must be removed or covered during test administration. These may include, but are not limited to, writing posters, graphic organizers and transitional expressions.
- Assistance to students shall be limited to problems with site navigation, connectivity or computer hardware.
- Students and Examiners shall turn off any cellular phones, pagers or electronic devices during the testing period.
- **No make-up testing will be conducted.** Students who are absent during the scheduled field testing dates are not required to make up the field test.
- At the end of testing, Examiners must collect all scratch paper and rough drafts. These are to be delivered to the Principal/Building Level Coordinator who will shred them. Rough drafts are considered secure documents. It is not appropriate to simply throw rough drafts in trash containers in the testing room/lab. These drafts must be destroyed as soon as possible.
- Copying of rough drafts or final essays by students or examiners is not permissible.
- The WESTEST 2 Online Writing Field Test passages and prompts are secure materials and must not 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 Assessment and Accountability, West Virginia Department of Education.
- Conditions for nonscorable essays include the following:
  - Blank or refusal to take the test
  - Insufficient amount of writing
  - Prompt not addressed
  - Passage/prompt copied
  - Incoherent

## **Students with IEPs and Section 504 Plans**

All students with Individualized Education Programs (IEPs) or Section 504 Plans are to participate in the WESTEST 2 Online Writing Field Test at the grade level in which they are enrolled, except for those students who meet the criteria for participation in APTA. These students are to receive all assessment accommodations as outlined in their IEPs or Section 504 Plans. For additional information, refer to *Guidelines for Participation in the West Virginia Measures of Academic Progress* (<http://osa.k12.wv.us>).

### **Accommodations**

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 WESTEST 2 Online Writing Field Test are as follows:

### **Presentation**

- Have directions, passage and prompt read aloud verbatim to the student as per the IEP or Section 504 Plan either by the Examiner or by a screen reader.
  - For a blind/partially-sighted student who does not read Contracted Braille or Nemeth Code, directions, passage and prompt will be read aloud verbatim either by the Examiner or by a screen reader.
- Use screen enlarger for visually impaired students.
- Present directions, passage, and prompt through sign language for the student.
- Use an electronic translator or sign-dictionary to present directions, passage and prompt for the student.
- 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, passage and prompt for student’s response.
- Have directions **rephrased** by the Examiner in a way that does not breach security of the WESTEST 2 Online Writing Field Test.

- Use a magnifying screen cover when it is the student's typical mode of accessing written material.
- 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**

- Use screen reader, screen enlarger or Braille for response.
- Indicate response to a Scribe when the student is physically unable to respond otherwise. Refer to Directions for Transcribing (p. 8).
- Use Braille or other tactile form of print when that is the student's typical mode of responding to written material. If student responds in Braille, a Scribe must transcribe the student's response to the testing website using the student's site code, user name and password. Refer to Directions for Transcribing (p. 8).

### **Scheduling**

The assessment must be completed within the same school day in which it was started. Every student must be given the time he or she needs to complete the exam within the confines of the testing session. However, it is recommended that an Examiner end a test when a student stops working for more than 10 minutes. At that time the Examiner should instruct the student to submit the essay.

### **Additional Accommodation Request**

A request for a student to use an assessment accommodation that does not appear in this document must be directed to Sandra Foster, Coordinator, Office of Assessment and Accountability. This request must be emailed and received no later than Friday, February 23, 2008. 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 WESTEST 2 Online Writing Field Test 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 WESTEST 2 Online Writing Field Test at the grade level in which they are enrolled except for those students who meet the criteria for participation in APTA. 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 Public Law 107-110, the *No Child Left Behind Act of 2001* (hereinafter NCLB). 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.

(Refer to <http://wvconnections.k12.wv.us/assessment.html>)

### **Accommodations**

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 WESTEST 2 Online Writing Field Test are as follows:

### **Presentation**

- Have directions, passage and prompt read aloud verbatim to the student as per the *LEP Assessment Participation Document* either by the Examiner or by a screen reader.  
(Refer to <http://wvconnections.k12.wv.us/assessment.html>)
- Use an electronic translator or bilingual dictionary if needed to present directions, passage and prompt to the student.

### **Response**

- Indicate responses to a Scribe when the student is physically unable to respond otherwise. Refer to Directions for Transcribing (p. 8).

### **Scheduling**

The assessment must be completed within the same school day in which it was 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 when a student stops working for more than 10 minutes. At that time, the Examiner should instruct the student to submit the essay.

## **Additional Accommodation Request**

A request for a student to use an assessment accommodation that does not appear in this document must be directed to Sandra Foster, Coordinator, Office of Assessment and Accountability. This request must be emailed and received no later than Friday, February 23, 2008. 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, 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 WESTEST 2 Online Writing Field Test 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.

## **Directions for Transcribing**

Scribes are charged to record a student's exact response; they are not to add, delete or insert personal thinking in any manner. When a Scribe is transcribing the student's written response in a statewide test, the Scribe is to copy the exact words the student wrote. When the Scribe is recording oral or signed responses in a statewide test, the Scribe may give the student these options when recording the student's oral response:

- verbalize the punctuation/mechanics as he/she gives the answer to the Scribe,
- have the student read the written response and indicate where the punctuation would be after he/she has given the answer or
- use a combination of the above options.

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

- An Examiner must be a currently employed educator and/or an approved employee of the state, county or RESA, or an educator of a private or parochial school with a valid West Virginia teaching license who has been trained and has signed an Examiner's/Proctor's/Scribe's Secure Materials and Test Procedures Agreement for the purpose of administering or assisting with the administration of an assessment included in the West Virginia Measures of Academic Progress (WV-MAP).
- Sign the WESTEST 2 Online Writing Field Test Scribe Verification Form (p. 21) at the conclusion of the transcription.
- Provide a location where other students 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. Scribe can ask the student to repeat a word or phrase for understanding.

- If necessary, proofread student essay with another Scribe before word processing student response.

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.)

If transcribing from a handwritten or word process response, the Scribe must

- record punctuation, capitalization and spelling as provided by the student;
- not complete a student’s incomplete essay; and
- not discuss the student’s essay with the student or any other person.

### **Responsible Test Administration Practices**

Examiners have the responsibility for administering the tests to their assigned students. The following practices address some common issues related to test administration, although they are not inclusive of every situation that may be encountered. These practices are in alignment with the *Testing Code of Ethics* (Appendix 1, p. 23).

Providing Assistance to Students - It is crucial that all students understand the directions before taking the test. The Examiner may assist students who are having problems with site navigation, connectivity or computer hardware. **UNDER NO CIRCUMSTANCES SHOULD THE EXAMINER CHANGE A STUDENT’S ESSAY.** It is a violation of the Testing Code of Ethics to change a student’s response. (*Testing Code of Ethics*, Appendix 1, p. 23).

Irregularities During Testing - Irregularities can occur which disrupt the test situation. Record these irregularities on the WESTEST 2 Online Writing Field Test Irregularity Form (p. 22) provided by the Office of Assessment and Accountability. A copy of this form should be kept at the local school and a copy should be submitted to the County Test Coordinator. These irregularities will be taken into consideration during the interpretation and analysis of the results of the test.

Invalidation Process - The decision to invalidate a student’s assessment will be determined by the County Test Coordinator in conjunction with the Office of Assessment and Accountability, West Virginia Department of Education. Invalidation may occur when a testing irregularity is reported. For instance, if a student becomes ill during the test and has to leave, the test may or may not be made up. The Examiner must notify the Principal with the student’s name and the nature of the problem as soon as possible. The Principal must contact the County Test Coordinator immediately.

Proctoring Functions – An Examiner must be currently employed and an educator, an approved employee of the state, county or RESA, or an educator of a private or parochial school with a valid West Virginia teaching license who has been trained and has signed an *Examiner's/Proctor's/Scribe's Secure Materials and Test Procedures Agreement* for the purpose of administering or assisting with the administration of an assessment included in the West Virginia Measures of Academic Progress. It is the responsibility of the Examiner to proctor the assessment.

## **Responsibilities for County Test Coordinator**

**The County Test Coordinator is responsible for**

- informing Principal/Building Level Coordinator of the test date and the purpose of the test;
- training Principal/Building Level Coordinator;
- establishing a plan for the delivery of secure student site codes, user names and passwords;
- preparing and delivering school packets that include Administration Manuals and secure student site codes, user names and passwords;
- contacting the Office of Assessment and Accountability
  - for additional student site codes, user names and passwords and/or
  - for passages/prompts for students needing Scribes;
- informing the Office of Assessment and Accountability of testing irregularities; and
- participating in WVDE investigations of testing irregularities.

## **Responsibilities for County Technology Coordinator**

**The County Technology Coordinator is responsible for**

- ensuring that all computers are in good working order;
- installing or updating security on all computers that will be used in testing; and
- ensuring that students 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\*.

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 Department of Education Policy 2460\*.

**\*West Virginia Board of Education Policy 2460, Safety and Acceptable Use of the Internet by Students and Educators §126-41-3.2.1.**

(Refer to <http://wvde.state.wv.us/policies/p2460.html>)

## **Responsibilities for Principal/Building Level Coordinator**

### **The Principal/Building Level Coordinator is responsible for**

- training Examiners on the administration of the 2008 WESTEST 2 Online Writing Field Test;
- informing students and parents of the test date and the purpose of the test;
- arranging for the assessment on the days scheduled by the County Test Coordinator;
- ensuring that each student is familiar with the general procedure for online writing;
- ensuring that all computers are in good working order;
- ensuring that security features have been updated on all computers that will be used in testing;
- establishing a plan for maintaining the security of site codes, user names and passwords prior to the scheduled testing dates;
- establishing a plan for the delivery of secure student site codes, user names and passwords;
- preparing a roster for each Examiner listing the Examiner's name, the date of testing, the grade level, the school name, the county name, student names scheduled for testing and student WVEIS numbers;
- distributing 2008 WESTEST 2 Online Writing Field Test Administration Manual, rosters, secure student site codes, user names and passwords, pencils or pens and scratch paper;
- contacting the County Test Coordinator for
  - additional secure student site codes, user names and passwords
  - arranging for Scribes; and
- collecting and shredding all scratch paper and rough drafts that have been collected from students by Examiners
- informing County Test Coordinator of any testing irregularities.

To ensure that all students are able to do their best work throughout the WESTEST 2 Online Writing Field Test process, certain conditions are required. These conditions are required so that the most accurate information about the students' skills is obtained. Student performance will be enhanced by

- assessing students in groups of approximately 30 or less;
- assessing students in a lab/classroom setting with adequate lighting and ventilation;
- making necessary arrangements for proper seating; and
- eliminating distractions such as ringing bells, intercom announcements or telephones ringing during the assessment.

If a student experiences difficulty logging in with the assigned site code, user name and password, the Principal/Building Level Coordinator should contact CTB/McGraw-Hill Technical Support Staff at 866-282-2250. All other problems are to be directed to either the County Test Coordinator or to Sandra Foster and Jason Perdue, Office of Assessment and Accountability, 304-558-2546.

## **Instructions to the Examiner**

Students need to be motivated to do well in order to obtain the most accurate results possible. It is imperative that you address the assessment in a positive fashion. Your attitude and the attitudes of other staff members contribute significantly to the perceptions and subsequent performances of the students on the assessment. If you convey to the students that the assessment is important, their efforts will reflect this attitude. However, the assessment should not be given such importance that students experience high levels of anxiety. It is essential that students understand the purpose for, and implications of, the WESTEST 2 Online Writing Field Test before they begin writing.

### **Prior to the assessment session:**

- Inform students of the date and general process of the assessment.
- Become familiar with the WESTEST 2 Online Writing Field Test Administration Manual.
- Demonstrate the online assessment by using the PowerPoint presentation: “Administering the 2008 WESTEST 2 Online Writing Field Test.” (The PowerPoint is located on the website of the Office of Assessment and Accountability, Writing Assessment, <http://writing.k12.wv.us/> under File Library.)
- Check student site codes, user names and passwords against class roster.
- Inform the Principal/Building Level Coordinator of the names of students with no secure site codes, user names and passwords.
- Remove or cover any writing posters, graphic organizers, transitional expressions, etc., on display in the classroom/testing area.
- Remind students the day before the test to bring appropriate reading material; have extra materials available in case students forget to bring them. Students are not permitted to bring any prewritten notes, rough drafts or essays into the testing site.

### **At the beginning of the assessment session:**

- Create an effective atmosphere for assessment in the classroom.
- Have all materials assembled for quick distribution.
- Distribute secure student site codes, user names and passwords.
- Contact the Principal/Building Level Coordinator if a student experiences difficulty logging in with the assigned site code, user name and password.
- Make sure each student has pencil or pen and at least three pieces of scratch paper.
- Review the directions for administering the WESTEST 2 Online Writing Field Test.
- Copy and distribute to students the one-page handout, Steps for Completing the WESTEST 2 Online Writing Field Test (p. 20).

### **During assessment session:**

- The assessment is not timed. 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 when a student stops working for more than 10 minutes. At that time, the Examiner should instruct the student to submit the essay. Please note that the test must be completed within the same school day in which it was started.

- Monitor the assessment for irregularities and record on the WESTEST 2 Online Writing Field Test Irregularity Form (p. 22) any irregularities that may affect a student's or the group's performance.
- Encourage silent reading for those students who finish before others. Reading or other activities provided by the Examiner may minimize class disturbance if students finish before others.

**After the assessment session:**

- At the end of testing, Examiners must collect all scratch paper and rough drafts. These are to be delivered to the Principal/Building Level Coordinator who will shred them. Rough drafts are considered secure documents. It is not appropriate to simply throw rough drafts in trash containers in the testing room/lab. These drafts must be destroyed as soon as possible.
- Report on the WESTEST 2 Online Writing Field Test Irregularity Form (p. 22) any irregularities that may invalidate results for a student or group of students; submit the form to the Principal/Building Level Coordinator.
- Keep a copy of all rosters and test irregularities sheets for the school's record.

**The following irregularities on the part of the Principal/Building Level Coordinator, Examiner or another student will result in an investigation:**

- **assisting a student with the content of the essay**
- **typing/word processing a student's essay**
- **giving students advice or calling students' attention to errors of grammar, punctuation, capitalization or spelling**
- **copying rough drafts or final essays**

**See Appendix 1 for Testing Code of Ethics (p. 23).**

## **Directions for Administering the WESTEST 2 Online Writing Field Test**

The following script is meant to accompany the prepared PowerPoint presentation which can be delivered to students in a classroom environment prior to the field testing session. The PowerPoint can be accessed at <http://writing.k12.wv.us/> under File Library, “Administering the 2008 WESTEST 2 Online Writing Field Test.”

### **THE FOLLOWING DIRECTIONS ACCOMPANY THE POWERPOINT**

Today (this week) you will be taking the West Virginia WESTEST 2 Online Writing Field Test. Your writing response on this field test will be used to set scoring criteria on specific prompts. Your best work is very important so please take this assessment seriously.

A topic will be assigned to you when you log onto the testing website. Your assigned topic will require one of the following types of writing: descriptive, narrative, informative or persuasive. (Third grade students will be assigned only descriptive and narrative prompts.) The topic will be one that you can write about without having to remember facts or other information. All of the topics have been developed so that you can use your own ideas, words and imagination in your essay. Once you have been given your assigned topic, you have the option to use the provided scratch paper for prewriting or for creating a rough draft. Type your final copy of the essay in the space provided. After reviewing or revising, submit your final copy. Please do your best work.

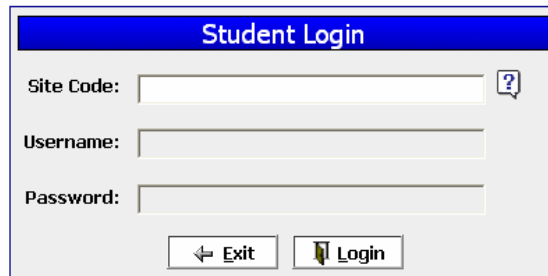
Your paper will be read and scored in the criteria areas of Organization, Development, Sentence Structure, Word Choice and Mechanics. A paper that is blank or reflects a refusal to take the test, contains an insufficient amount of writing, does not address the prompt, reflects a copying of the passage or prompt, or is incoherent will not be scored. Even though you will not receive an individual student report, your school and county will receive reports that reflect how well your school and county have performed on the field test.

This is an untimed assessment, and you will be given the time you need to compose and submit your essay. However, if you stop working for more than 10 minutes, you will be asked to submit your essay. You are expected to be writing or typing at all times. An Examiner may help you only if your computer malfunctions.

On the desktop of your computer you will find an icon with the caption WESTEST 2 Online Writing. Double clicking on this icon will take you to the testing website.



The next screen is the student login screen with the heading “Student Login.” You will log in with your site code, username and password. **You must type in your site code, username and password exactly as it appears on your login documentation.**



The image shows a web form titled "Student Login" with a blue header. Below the header are three input fields: "Site Code:" with a small question mark icon to its right, "Username:", and "Password:". At the bottom of the form are two buttons: "Exit" with a left-pointing arrow and "Login" with a right-pointing arrow.

The next screen will provide a passage and accompanying prompt. Take your time and read the passage and prompt carefully. This screen will be the main menu for writing the essay.

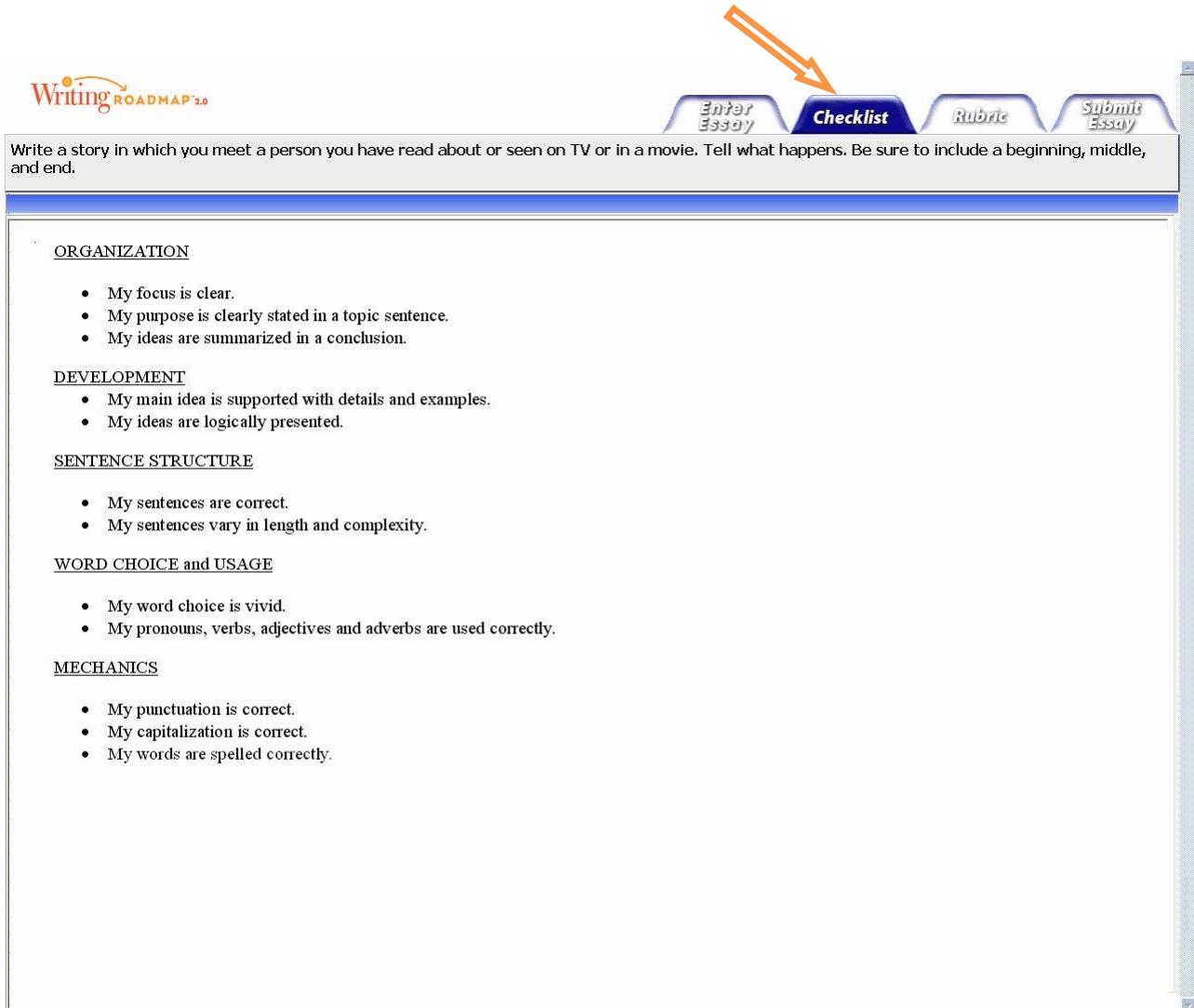


The image shows a web interface for writing an essay. At the top left is the logo "Writing ROADMAP 7-8". To the right are four tabs: "Enter Essay" (highlighted in blue), "Checklist", "Rubric", and "Submit Essay". Below the tabs is a text prompt: "Write a story in which you meet a person you have read about or seen on TV or in a movie. Tell what happens. Be sure to include a beginning, middle, and end." Below the prompt is a large, empty rectangular area for writing the essay.

It is recommended that you use the scratch paper you have been given for prewriting. You may wish to brainstorm, create an outline or apply other prewriting skills that you have found to be successful in past writing assignments. You may also handwrite a rough draft of your essay prior to typing your final response.

Remember to address the prompt you have been assigned. For the most part, how well you express yourself will determine the score you receive. An insufficient amount of writing will not be scored.

From this screen, you also have the option of opening a writer's checklist by clicking on the Checklist tab.



The screenshot shows the 'Writing ROADMAP 2.0' interface. At the top, there are four tabs: 'Enter Essay', 'Checklist', 'Rubric', and 'Submit Essay'. An orange arrow points to the 'Checklist' tab, which is highlighted in blue. Below the tabs, a grey instruction box reads: 'Write a story in which you meet a person you have read about or seen on TV or in a movie. Tell what happens. Be sure to include a beginning, middle, and end.' The main content area contains a checklist with the following sections and items:

- ORGANIZATION
  - My focus is clear.
  - My purpose is clearly stated in a topic sentence.
  - My ideas are summarized in a conclusion.
- DEVELOPMENT
  - My main idea is supported with details and examples.
  - My ideas are logically presented.
- SENTENCE STRUCTURE
  - My sentences are correct.
  - My sentences vary in length and complexity.
- WORD CHOICE and USAGE
  - My word choice is vivid.
  - My pronouns, verbs, adjectives and adverbs are used correctly.
- MECHANICS
  - My punctuation is correct.
  - My capitalization is correct.
  - My words are spelled correctly.

You can also access the West Virginia Rubric from the main screen by clicking on the Rubric tab. This rubric will be used in the scoring of your essay.

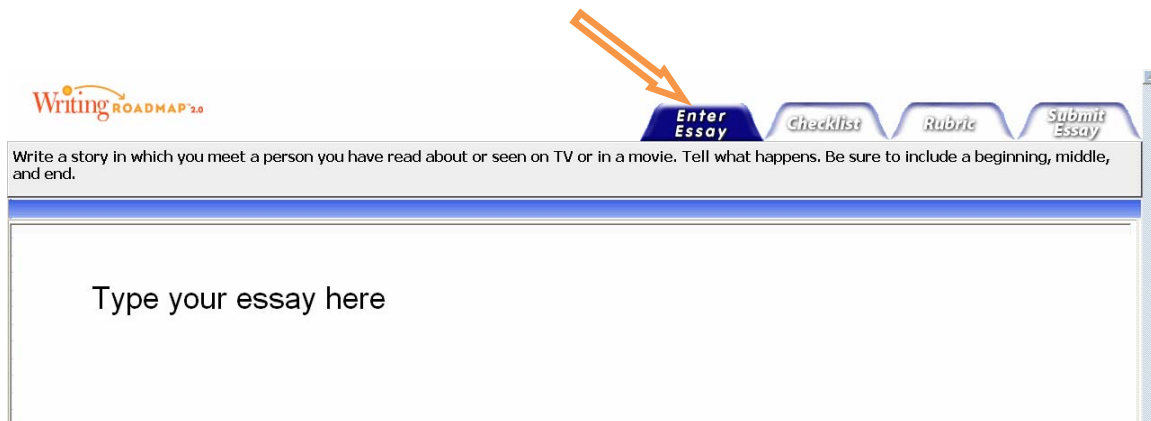


Write a story in which you meet a person you have read about or seen on TV or in a movie. Tell what happens. Be sure to include a beginning, middle, and end.

## West Virginia Rubric

	<u>Organization</u>	<u>Development</u>	<u>Sentence Structure</u>	<u>Word Choice</u>	<u>Mechanics</u>
<b>6</b>	<b>Effective Organization</b> <ul style="list-style-type: none"> <li>Coherent</li> <li>Has a strong beginning, middle, and end</li> <li>Evidence of introductory and internal transition</li> </ul>	<b>Effective Development</b> <ul style="list-style-type: none"> <li>Strong use of examples, evidence, or other supporting details</li> <li>Clear focus maintained</li> </ul>	<b>Effective Control of Sentence Structure</b> <ul style="list-style-type: none"> <li>Variety of sentence structure and length</li> </ul>	<b>Effective Demonstration of Word Choice and Usage</b> <ul style="list-style-type: none"> <li>Vivid</li> <li>Economical</li> <li>Precise</li> </ul>	<b>Effective Demonstration of Mechanics</b> <ul style="list-style-type: none"> <li>Minor errors in standard written English</li> </ul>
<b>5</b>	<b>Good Organization</b> <ul style="list-style-type: none"> <li>Logical progression of ideas</li> <li>Easy to follow</li> <li>Has a good beginning, middle, and end</li> <li>Transition between paragraphs</li> </ul>	<b>Good Development</b> <ul style="list-style-type: none"> <li>Clear use of examples, evidence, or other supporting details</li> <li>Clear focus</li> </ul>	<b>Good Control of Sentence Structure</b> <ul style="list-style-type: none"> <li>Complete and correct sentences</li> <li>Sentence variety</li> </ul>	<b>Good Demonstration of Word Choice and Usage</b> <ul style="list-style-type: none"> <li>Economical</li> <li>Precise</li> </ul>	<b>Good Demonstration of Mechanics</b> <ul style="list-style-type: none"> <li>Few errors in standard written English</li> </ul>
<b>4</b>	<b>Adequate Organization</b> <ul style="list-style-type: none"> <li>Clear pattern of ideas</li> <li>Has a beginning, middle, and end</li> <li>Has transition</li> </ul>	<b>Adequate Development</b> <ul style="list-style-type: none"> <li>Sufficient use of examples, evidence, or other supporting details</li> <li>May lack a continued focus</li> </ul>	<b>Adequate Control of Sentence Structure</b> <ul style="list-style-type: none"> <li>Minor errors in structure</li> <li>Some sentence variety</li> </ul>	<b>Adequate Demonstration of Word Choice and Usage</b> <ul style="list-style-type: none"> <li>Appropriate</li> <li>Somewhat simplistic</li> </ul>	<b>Adequate Demonstration of Mechanics</b> <ul style="list-style-type: none"> <li>Some errors in standard written English</li> </ul>
<b>3</b>	<b>Limited Organization</b> <ul style="list-style-type: none"> <li>Some evidence of an organizational pattern, sequencing of ideas, and/or paragraphing</li> <li>May lack a beginning, middle, or end</li> <li>Some transition</li> </ul>	<b>Limited Development</b> <ul style="list-style-type: none"> <li>Some use of examples, evidence, or other supporting details</li> <li>Some evidence of focus</li> </ul>	<b>Limited Control of Sentence Structure</b> <ul style="list-style-type: none"> <li>Some errors in structure</li> <li>Little sentence variety</li> </ul>	<b>Limited Demonstration of Word Choice and Usage</b> <ul style="list-style-type: none"> <li>Vague</li> <li>Repetitive</li> <li>Simplistic</li> </ul>	<b>Limited Demonstration of Mechanics</b> <ul style="list-style-type: none"> <li>Frequent errors in standard written English</li> </ul>
<b>2</b>	<b>Minimal Organization</b> <ul style="list-style-type: none"> <li>Lacks clear organizational pattern, sequencing of ideas, and/or paragraphing</li> <li>Lacks clear transition</li> </ul>	<b>Minimal Development</b> <ul style="list-style-type: none"> <li>Lacks sufficient examples, evidence, or other supporting details</li> <li>Unclear focus</li> </ul>	<b>Minimal Control of Sentence Structure</b> <ul style="list-style-type: none"> <li>Contains some fragments and/or run-on sentences</li> </ul>	<b>Minimal Demonstration of Word Choice and Usage</b> <ul style="list-style-type: none"> <li>Inadequate</li> <li>Imprecise</li> </ul>	<b>Minimal Demonstration of Mechanics</b> <ul style="list-style-type: none"> <li>Consistent violations of standard written English</li> </ul>
<b>1</b>	<b>Inadequate or No Organization</b> <ul style="list-style-type: none"> <li>Lacks organizational pattern, sequencing of ideas, and/or paragraphing</li> <li>Difficult to follow</li> <li>No transition</li> </ul>	<b>Inadequate Development</b> <ul style="list-style-type: none"> <li>Lacks examples, evidence, or other supporting details</li> <li>No focus</li> </ul>	<b>Inadequate or Incorrect Sentence Structure</b> <ul style="list-style-type: none"> <li>Contains numerous fragments and/or run-on sentences</li> </ul>	<b>Inadequate Demonstration of Word Choice and Usage</b> <ul style="list-style-type: none"> <li>Inappropriate</li> <li>Incorrect</li> </ul>	<b>Inadequate Demonstration of Mechanics</b> <ul style="list-style-type: none"> <li>Serious and consistent violations of standard written English</li> </ul>

Once you are ready to enter your final draft, click the Enter Essay tab and use the space provided to type your essay, as illustrated below.



Once you have completed entering your final draft and prior to submitting, do the following:

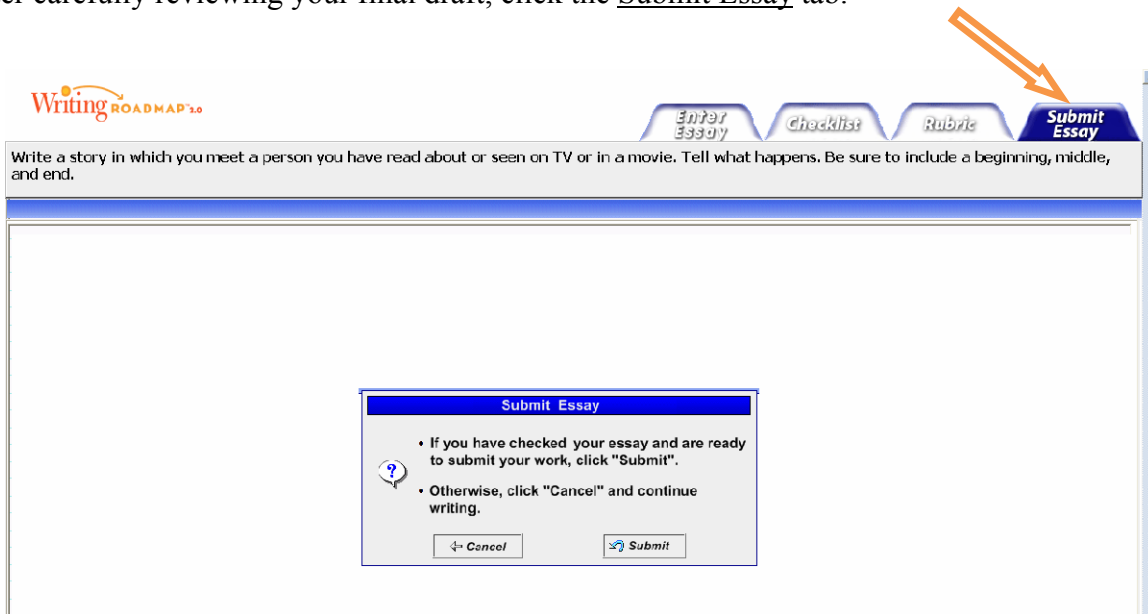
- Read your final draft to see if it is well organized and clear. Make any changes that you think will improve your writing.
- Make sure that you have used words correctly and that all of your sentences are complete.
- Carefully check your capitalization, punctuation and spelling. You will **not** have access to Spell Check or Grammar Check options.
- Do not use the Tab Key for paragraph indentions.

The following conditions will result in a nonscorable essay:

- Blank or refusal to take the test
- Insufficient amount of writing
- Prompt not addressed
- Passage/prompt copied
- Incoherent

Remember: write only about the assigned topic. Make corrections and improvements; when finished, go back and check your work before submitting your essay.

After carefully reviewing your final draft, click the Submit Essay tab.



A confirmation screen will appear with the following statement: *If you have checked your essay and are ready to submit your work, click "Submit."* *Otherwise, click "Cancel" and continue writing.* This is the last opportunity to make changes to your essay. If you want to make changes, click the **Cancel** button. If no changes are necessary, click the **Submit** button.

Once you click **Submit**, you will be directed to a screen titled "Exit Options." You are now finished with the WESTEST 2 Online Writing Field Test.



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**REMINDER: All written notes/rough drafts must be given to the Examiner.**  
**The WESTEST 2 Online Writing Field Test Passages and Prompts are secure testing materials and must not be shared by either students or teachers.**

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(At this point, the Examiner may select **Close Window**, or select **Log In Again** in preparation for the next student.)

## Steps for Completing the WESTEST 2 Online Writing Field Test

- **STEP # 1:**  
Double click on the icon on the desktop
- **STEP # 2:**  
Log in with the provided site code, user name and password
- **STEP # 3:**  
Read the assigned passage and prompt
- **STEP # 4:**  
Develop a handwritten rough draft
- **STEP # 5:**  
View the checklist
- **STEP # 6:**  
View the rubric
- **STEP # 7:**  
Enter the final draft
- **STEP # 8:**  
Proofread the final draft
- **STEP # 9:**  
SUBMIT ESSAY

**WESTEST 2 Online Writing Field Test  
Scribe Verification Form**

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

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

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

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

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

This to verify that the student's essay has been accurately scribed to the WESTEST 2 Online Writing Field Test testing website under the following site code, user name 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: \_\_\_\_\_

**WESTEST 2 Online Writing Field Test  
Irregularity Form**

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

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

Examiner Name: \_\_\_\_\_

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

Grade \_\_\_\_\_

List any disruptions/irregularities that may have influenced the performance of two or more students:

<b>Date and Time</b>	<b>Describe the Irregularity</b>	<b>Duration of Irregularity</b>	<b>Corrective Actions Taken</b>

*Original to be filed at the school and a copy to be filed with the County Test Coordinator*

# Appendix 1

## Testing Code of Ethics

The *Testing Code of Ethics* addresses special concerns regarding appropriate professional practices within the WV-MAP, as well as appropriate professional conduct. The *Testing Code of Ethics* supplements the practices and procedures set forth in W.Va. 126CSR14, WVBE Policy 2340, WV-MAP.

## **Ethical Testing Practices**

### Test Security

1. County school personnel shall establish and implement procedures to ensure maximum test security and limit access of secure materials to applicable county/school personnel.
2. Apart from the scheduled test administration to students, secure test materials shall be stored in a locked and secured, central location by the County Test Coordinator in accordance to the test administration guidelines of each assessment.
3. The County Test Coordinator shall be responsible for the test booklets received by the county and to maintain a record of the booklets sent to each school in accordance to the test administration guidelines of each assessment.
4. Before each test administration, materials must be distributed and stored according to instructions provided with the test. Tests must be secured at all times during test administration, including all breaks in the testing sequence. All test booklets (used and unused) and answer sheets, if applicable, must be counted, reconciled, and returned to a centrally located, locked and secured area immediately upon the completion of each daily testing session.
5. Secure test materials, in a school, must be stored in locked and secured central location(s) prior to and following each daily testing session. Secure test materials are to be stored in the building prior to and after testing in accordance to the test administration guidelines of each assessment. Testing, including makeups, must occur during the testing window. Access to test booklets and answer sheets shall be restricted to the State scheduled dates of test administration.
6. Any alleged security breach, testing administration breach, copyright infringement, loss of materials, or other deviation from acceptable security procedures shall be reported immediately to the Principal, County Test Coordinator, County Superintendent, and the Office of Student Assessment Services which will inform the proper authorities at the Office of the State Superintendent of Schools, WVDE, according to the protocol set forth in §126-14-7.7. in this policy.
7. No secure test materials, questions or student responses shall be retained, reproduced, paraphrased, or discussed in any manner.

Personnel responsible for the testing program shall be properly instructed and participate in the training for each assessment's appropriate test administration procedures as set forth in Appendices B-F in this policy.

8. Each County Test Coordinator shall complete each required WVDE's assessment training and sign a *WVBE County Test Coordinator's Secure Materials and Test Procedures Agreement*. The agreements shall be filed at the WVDE prior to the fifteenth of September each year.
9. Principals and Building Level Coordinators shall complete each required County Test Coordinator's assessment training and sign a *WVBE Principal's/Building Level Coordinator's Secure Materials and Test Procedures Agreement*. The agreement shall be on file with the County Test Coordinator prior to the last day of September each year.
10. Any individual who administers, handles, or has access to secure test materials at the county or school shall complete each required assessment's training as appropriate and sign either a *WVBE Examiner's/Proctor's/Scribe's Secure Materials and Test Procedures Agreement* or *WVBE County/School Personnel Secure Materials and Test Procedures Agreement* to remain on file in the appropriate office each year.
11. No one shall compromise test security or the accuracy of the test data score results by manipulating the test administration, demographic data, or the students' answers or data.
12. Student test scores or test performance shall not be disclosed to unauthorized persons as set forth in Policy 4350 and Policy 2340.

### **Test Administration**

1. Tests shall be administered only during the testing window established by the WVBE, except when requested in writing, by the County Superintendent or County Test Coordinator and subsequently approved by the Office of Student Assessment Services, WVDE.
2. Examiners of standardized tests shall rigorously follow the appropriate administrative procedures as directed in the test's administration manual(s).
3. All Examiners shall strive to create a positive environment.
4. Students shall not have access to secure test questions or answer keys.
5. **Examiners shall limit assistance to students to only those issues concerning the mechanical aspects of marking answers, clarifying directions and finding the right place on answer sheets. Examiners shall not indicate answers, point out the rationale of an item, or prompt students in any manner.**

6. Students and Examiners shall be monitored to ensure that appropriate test taking procedures and test security measures are followed.
7. Specific information, as specified by the test manual, shall not be displayed in the room during test administration.
8. Only references or tools specifically designated in test manuals are provided to students.
9. **Accommodations, as appropriate, for students with IEPs, Section 504 Plans, or LEP Assessment Participation Forms shall be provided as established in their respective plans.**

### **Test Notification**

1. Students and parent(s)/guardian(s) shall be
  - a. given notification before testing;
  - b. provided information on the purposes of the test and uses of the test results; and
  - c. encouraged to follow test preparation procedures.

### **Test Preparation Practices**

1. Instruction will be focused on the content standards and objectives in the curricular areas.
2. Informal item bank(s) should be used for test preparation.
3. Students should be taught study skills and general test-taking skills.
4. Benchmark assessment should be used for test preparation.
5. Formative assessment should be used for test preparation.

## Appendix 2

State of West Virginia

West Virginia Board of Education

County of \_\_\_\_\_

West Virginia Measures of Academic Progress

West Virginia Constitution, Article XII, §2; W.Va. Code §18-2E-1a (4), requires that the West Virginia Board of Education “ensure that all statewide assessments of student performance are secure.”

### Examiner’s/Proctor’s/Scribe’s Secure Materials and Test Procedures Agreement

I acknowledge that I will have access to secure assessments in the West Virginia Measures of Academic Progress. I also acknowledge that I have read, understand, and agree to adhere to the Testing Code of Ethics, West Virginia Board of Education Policy 2340, Appendix A, for all assessments within the West Virginia Measures of Academic Progress. I understand that these materials are secure, and it is my professional responsibility to protect their security. I agree to complete each assessment’s required training.

I therefore pledge:

1. I will not keep, copy, reproduce, paraphrase, distribute, or discuss the current test materials and/or test items or students responses.
2. I will not use test items, test booklets, or any of the information contained in an assessment to review/prepare students for a test.
3. I will not allow access to the test materials or answer keys to any student or any other person not so authorized by the Principal.
4. I will not alter students’ responses in any manner (indicate answers, point out rationale, prompt, etc.).
5. I will not disclose individual student test scores or test performance data to unauthorized persons as set forth in Policy 4350 and Policy 2340.
6. If serving as an Examiner for APTA, I will adhere to the prompting hierarchies and document all applicable assistive technology to ensure the accuracy of student responses.
7. If serving as an Examiner for students with IEPs, Section 504 Plans, or LEP Assessment Participation Forms, I will adhere to the accommodations listed therein.
8. If serving as an Examiner for online assessment, I will not offer technical (accessing dictionary, grammar checks, formatting functions, etc.) assistance that might alter the accuracy of student responses in the Web-based assessment before, during, or after the administration of the test.
9. I have read Policy 2340.
10. I understand that if a breach of test security or copyright infringement occurs as a direct result of my actions, my license may be suspended or revoked, or I may be suspended, terminated, or have other action taken.

Please print your name, sign, and return the *Examiner’s/Proctor’s/Scribe’s Secure Materials and Test Procedures Agreement* to the appropriate test administrator five instructional days prior to administering any assessment.

Signature: \_\_\_\_\_

Print Name: \_\_\_\_\_

Position: \_\_\_\_\_

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

*If this form is not on file, it will be considered a breach of security by the County and State.  
This agreement is valid for one year from the signatory date.*

## Appendix 3

State of West Virginia

West Virginia Board of Education

County of \_\_\_\_\_

West Virginia Measures of Academic Progress

West Virginia Constitution, Article XII, §2; W.Va. Code §18-2E-1a(4), requires that the West Virginia Board of Education “ensure that all statewide assessments of student performance are secure.”

### Principal's Secure Materials and Test Procedures Agreement

I acknowledge that I will have access to secure assessments in the West Virginia Measures of Academic Progress. I also acknowledge that I have read, understand, and agree to adhere to the Testing Code of Ethics, West Virginia Board of Education Policy 2340, Appendix A, for all assessments within the West Virginia Measures of Academic Progress. I understand that these materials are secure, and it is my professional responsibility to protect their security. I agree to complete each assessment's required training.

I therefore pledge:

1. I will not keep, copy, reproduce, paraphrase, distribute, or discuss the current test materials and/or test items or student responses.
2. I will implement procedures to ensure maximum test security. Access to secure materials will be restricted to the test administration period designated by the State mandated testing window.
3. I am responsible for the distribution of secure testing materials, including counting, reconciling, and returning all test booklets (used and unused) according to the instructions provided with the test, before and after each test administration. A record of the number of booklets and other identifying characteristics sent to and returned from my assigned school shall be kept.
4. I am responsible for the test booklets shipped to and returned from my school and will ensure that test materials are securely stored in locked and secure central location(s) prior to and immediately following each daily testing session.
5. I will immediately report any loss of materials, cheating, security breach, testing administration breach, copyright infringement, or other deviation from acceptable security procedures to the County Test Coordinator.
6. I will ensure all applicable personnel receive the proper instruction in appropriate test security and test administration procedures, including the *Testing Code of Ethics*.
7. I will collect and retain the signed *Examiner's/Proctor's/Scribe's Secure Materials and Test Procedures Agreement* and *County/School Personnel Secure Materials Agreement* for all applicable personnel in the building five instructional days prior to the first day of testing. Verification of all trained school personnel with a signed *Examiner's/Proctor's/Scribe's Secure Materials and Test Procedures Agreement* and *County/School Personnel Secure Materials Agreement* will be on file five instructional days prior to the first day of testing.
8. I will not disclose individual student test scores or test performance data to unauthorized persons as set forth in Policy 4350 and Policy 2340.
9. I will not violate test security or the accuracy of the test data score results by manipulating the test administration, demographic data, or the students' answers or data.
10. I will not give students access to test questions or answer keys.
11. I will monitor Examiners and students to ensure that only references or tools specifically designated in test manuals or by accommodations are provided.
12. I will check testing rooms prior to the beginning of test administration to ensure that all specific information, as specified by the test manual, is not displayed in the room during the test administration.
13. I will ensure that Examiners comply with the appropriate accommodations for students with IEPs, Section 504 Plans, and LEP Assessment Participation Forms when so designated in the test manual.
14. I am responsible for monitoring and verifying that the Building Level Coordinator(s), if applicable, has fulfilled his/her assigned duties.
15. I understand that if a breach of test security or copyright infringement occurs as a direct result of my actions, my license may be suspended or revoked, or I may be suspended, terminated, or have other action taken.

Please print your name, sign, and return the *Principal's Secure Materials and Test Procedures Agreement* to the County Test Coordinator prior to the last day of September.

Signature: \_\_\_\_\_

Print Name: \_\_\_\_\_

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

*If this form is not on file, it will be considered a breach of security by the County and State.  
This agreement is valid for one year from the signatory date.*

## Appendix 4

State of West Virginia

West Virginia Board of Education

County of \_\_\_\_\_

West Virginia Measures of Academic Progress

West Virginia Constitution, Article XII, §2; W.Va. Code §18-2E-1a(4), requires that the West Virginia Board of Education “ensure that all statewide assessments of student performance are secure.”

### **Building Level Coordinator's/Assistant Building Level Coordinator's Secure Materials and Test Procedures Agreement (Other than Principal)**

I acknowledge that I will have access to secure assessments in the West Virginia Measures of Academic Progress. I also acknowledge that I have read, understand, and agree to adhere to the Testing Code of Ethics, West Virginia Board of Education Policy 2340, Appendix A, for all assessments within the West Virginia Measures of Academic Progress. I understand that these materials are secure, and it is my professional responsibility to protect their security. I agree to complete each assessment's required training.

I therefore pledge:

1. I will not keep, copy, reproduce, paraphrase, distribute, or discuss the current secure test materials and/or test items or student responses.
2. I will implement procedures to ensure maximum test security. Access to secure materials will be restricted to the test administration period designated by the State mandated testing window.
3. I will distribute the secure testing materials, including counting, reconciling, and returning all test booklets (used and unused) according to the instructions provided with the test, before and after each test administration. A record of the number of booklets and other identifying characteristics sent to and returned from my school shall be given to and kept by the Principal.
4. I am responsible, to the Principal, for the test booklets shipped to and returned from my school and will ensure that test materials are securely stored in locked and secure central location(s) prior to and immediately following each daily testing session.
5. I will immediately report any loss of materials, cheating, security breach, testing administration breach, copyright infringement, or other deviation from acceptable security procedures to the Principal.
6. I will ensure all applicable personnel receive the proper instruction in appropriate test security and test administration procedures, including the *Testing Code of Ethics*, if assigned by the Principal to do so.
7. I will collect, if assigned to do so, and give to the Principal the signed *Examiner's/Proctor's/Scribe's Secure Materials and Test Procedures Agreement and County/School Personnel Secure Materials Agreement* for all applicable personnel in the building five instructional days prior to the first day of testing. Verification of all trained school personnel with a signed *Examiner's/Proctor's/Scribe's Secure Materials and Test Procedures Agreement and County/School Personnel Secure Materials Agreement* will be given to the Principal five instructional days prior to the first day of testing.
8. I will not disclose individual student test scores or test performance data to unauthorized persons as set forth in Policy 4350 and Policy 2340.
9. I will not violate test security or the accuracy of the test data score results by manipulating the test administration, demographic data, or the students' answers or data.
10. I will not give students access to test questions or answer keys.
11. I will monitor Examiners and students to ensure that only references or tools specifically designated in test manuals or by accommodations are provided.
12. I will check testing rooms prior to the beginning of test administration to ensure that all specific information, as specified by the test manual, is not displayed in the room during the test administration.
13. I will ensure that Examiners comply with the appropriate accommodations for students with IEPs, Section 504 Plans, and LEP Assessment Participation Forms when so designated in the test manual.
14. I understand that if a breach of test security or copyright infringement occurs as a direct result of my actions, my license may be suspended or revoked, or I may be suspended, terminated, or have other action taken.

Please print your name, sign, and return the *Building Level Coordinator's/Assistant Building Level Coordinator's Secure Materials and Test Procedures Agreement* to the County Test Coordinator prior to the last day of September.

Signature: \_\_\_\_\_

Print Name: \_\_\_\_\_

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

*If this form is not on file, it will be considered a breach of security by the County and State.  
This agreement is valid for one year from the signatory date.*

## Appendix 5

State of West Virginia

West Virginia Board of Education

County of \_\_\_\_\_

West Virginia Measures of Academic Progress

West Virginia Constitution, Article XII, §2; W.Va. Code §18-2E-1a(4), requires that the West Virginia Board of Education “ensure that all statewide assessments of student performance are secure.”

### **County/School Personnel Secure Materials Agreement**

(For all personnel with access to secure materials who will **not** administer, proctor, or transcribe an assessment.)

I acknowledge that I will have access to secure assessments in the West Virginia Measures of Academic Progress. I also acknowledge that I have read, understand, and agree to adhere to the Testing Code of Ethics, West Virginia Board of Education Policy 2340, Appendix A, for all assessments within the West Virginia Measures of Academic Progress. I understand that these materials are secure, and it is my professional responsibility to protect their security.

I therefore pledge:

1. I will not keep, copy, reproduce, paraphrase, distribute, or discuss secure test materials and/or test items.
2. I will not allow access to the test materials or answer keys to any person, unless authorized to do so by the County Test Coordinator or Principal.
3. I will not alter students' responses in any manner.
4. I will immediately report any loss of materials, damages, or other deviations from acceptable security procedures to either County Test Coordinator or Principal.
5. I understand that if a breach of test security or copyright infringement occurs as a direct result of my actions, my license, if applicable, may be suspended or revoked, or I may be suspended, terminated, or have other action taken.

Please print your name, sign, and return the *County/School Personnel Secure Materials Agreement* to the County Test Coordinator or Principal prior to access to secure test materials.

Signature: \_\_\_\_\_

Print Name: \_\_\_\_\_

Position: \_\_\_\_\_

School/Department: \_\_\_\_\_ Date: \_\_\_\_\_

*If this form is not on file, it will be considered a breach of security by the County and State.  
This agreement is valid for one year from the signatory date.*

## Appendix 6

State of West Virginia

West Virginia Board of Education

County of \_\_\_\_\_

West Virginia Measures of Academic Progress

West Virginia Constitution, Article XII, §2; W.Va. Code §18-2E-1a(4), requires that the West Virginia Board of Education “ensure that all statewide assessments of student performance are secure.”

### County Test Coordinator's Secure Materials and Test Procedures Agreement

I acknowledge that I will have access to secure assessments in the West Virginia Measures of Academic Progress. I also acknowledge that I have read, understand, and agree to adhere to the Testing Code of Ethics, West Virginia Board of Education Policy 2340, Appendix A, for all assessments within the West Virginia Measures of Academic Progress. I understand that these materials are secure, and it is my professional responsibility to protect their security. I agree to complete each assessment's required training.

I therefore pledge:

1. I will not retain, copy, reproduce, paraphrase, distribute, or discuss secure test materials and/or test items or student responses.
2. I will implement procedures to ensure maximum test security. Access to secure materials will be restricted to the test administration period designated by the State mandated testing window.
3. I am responsible for the distribution of secure testing materials, including counting, reconciling, and returning all test booklets (used and unused) according to the instructions provided with the test, before and after each test administration. A record of the number of booklets and other identifying characteristics sent to and returned from each school shall be kept.
4. I am responsible for the test booklets shipped to and returned from the schools and will ensure that test materials are securely stored in the buildings according to the instructions provided with the test and that all testing must occur during the testing window.
5. I will immediately report any loss of materials, cheating, security breach, testing administration breach, copyright infringement, or other deviation from acceptable security procedures to the County Superintendent and to the Office of Student Assessment Services.
6. I will properly instruct the Principals and Building Level Coordinators in appropriate test security and test administration procedures, including the *Testing Code of Ethics*.
7. I will collect and retain the signed *Principal's Secure Materials and Test Procedures Agreement* and *Building Level Coordinator's Secure Materials and Test Procedures Agreement*, if applicable, for each school in the county by the last day of September.
8. I will not release test administration materials to a school without the signed *Principal's Secure Materials and Test Procedures Agreement* and verification of training of all other applicable school personnel.
9. I will not disclose individual student test scores or test performance data to unauthorized persons as set forth in Policy 4350 and Policy 2340.
10. I will not violate test security or the accuracy of the test data score results by manipulating the test administration, demographic data, or the students' answers or data.
11. I will not give students access to test questions or answer keys.
12. I understand that if a breach of test security or copyright infringement occurs as a direct result of my actions, my license may be suspended or revoked, or I may be suspended, terminated, or have other action taken.

Please print your name, sign, and return the *County Test Coordinator's Secure Materials and Test Procedures Agreement* to the Office of Student Assessment Services prior to the fifteenth day of September.

Signature: \_\_\_\_\_

Print Name: \_\_\_\_\_

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

*If this form is not on file, it will be considered a breach of security by the County and State.  
This agreement is valid for one year from the signatory date.*





Dr. Steven L. Paine  
State Superintendent of Schools  
West Virginia Department of Education