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**2009
PLAN
Administration Manual**

**Office of Assessment, Accountability and Research
West Virginia Department of Education**



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Foreword

The West Virginia Statewide Assessment Program was enacted in 1962 by the Legislature as the result of a state Board of Education initiated study called the West Virginia State-County Testing Program. Since its inception, the Statewide Assessment Program has been a cooperative effort between the West Virginia Department of Education and the 55 county school systems.

The PLAN academic tests have a content relationship to both the ACT assessment and EXPLORE (ACT's eighth grade program). PLAN is designed to be administered in 10th grade to provide students with an early indication of their educational progress in the context of the post-high school educational and career options they are considering. The results from PLAN can be used to help students make adjustments in their course work to help ensure that they are prepared for what they want to do after high school.

Currently, the West Virginia Measures of Academic Progress operates under West Virginia Board of Education Policy 2340. This policy provides the relevant information necessary for the planning and improvement of educational programs at the school, county and state levels.

The test administration manual was written by the Office of Assessment, Accountability and Research to accompany the PLAN testing materials developed by ACT. The West Virginia Department of Education acknowledges and expresses its gratitude to the county test coordinators, principals and counselors who provided assistance in the development of this manual.

A handwritten signature in black ink, reading "Steven L. Paine". The signature is written in a cursive style with a long, sweeping underline.

Dr. Steven L. Paine
State Superintendent of Schools

PLAN Contact Information

For Examiner

| For Questions About | Contact |
|---|--------------------------------------|
| Testing Policies Accommodations Test Security Return of Test Materials | Principal/Building Level Coordinator |

For Principal/Building Level Coordinator

| For Questions About | Contact |
|---|-------------------------|
| Testing Policies Accommodations Test Security Return of Test Materials | County Test Coordinator |

For County Test Coordinator

| For Questions About | Contact |
|---|---|
| Testing Policies Accommodations Test Security Return of Test Materials | Dr. Beth Cipoletti 304-558-2546 dcipolet@access.k12.wv.us |

PLAN Calendar of Testing Activities

| | |
|---|---|
| October 19, 2009 | Secure Testing Materials to Schools |
| October 26-30, 2009 November 2-6, 2009 | Testing Window |
| By November 9, 2009 | Answer folders to County Test Coordinator |
| By November 12, 2009 | Answer folders returned to ACT |

Overview of PLAN

The PLAN program contains academic tests in four curricular areas: English, mathematics, reading and science. These tests are designed to measure student attainment of curricular-related knowledge and complex cognitive skills that are acquired in the early years of high school and are important for later education and careers.

PLAN is part of the ACT Educational Planning and Assessment System (EPAS). PLAN scores can be used to identify students' academic strengths and weaknesses. The other components are EXPLORE for grade 8 and the ACT college entrance test taken in grades 11 and 12.

The EPAS system provides a longitudinal, systematic approach to educational and career planning, assessment, instructional support and evaluation. The system focuses on the integrated, higher-order thinking skills students develop in grades K-12 that are important for success both during and after high school.

The results from EXPLORE may be used to predict the scores students will achieve as 10th graders on PLAN. The PLAN results may be used to predict how students will perform on the ACT.

Based upon extensive research, ACT has established the minimum scores on the subject-area tests in English, mathematics, reading and science that students need to achieve to have a 50 percent chance of earning a B or higher or about a 75 percent chance of obtaining a C or higher in the corresponding credit-bearing college course. In addition to these benchmarks, ACT has established benchmarks for EXPLORE and PLAN. These benchmarks can be used to determine whether students are on track to be successful either in their first year of college or in the workplace based upon their performance on EXPLORE, PLAN and/or the ACT.

PLAN results can be used when students and their parents are developing their individual student transition plans and deciding how they will meet the graduation requirements as identified in West Virginia Board of Education Policy 2510: *Assuring the Quality of Education-Regulations for Education Programs*. The transition plan requirements are outlined in West Virginia State Code §18-2E-8. Creating jobs through education. The following are required:

(5) *Creation and initial implementation of individual student transition plan for grades nine and ten.* -- The creation, by the end of the eighth grade, of the first two years of an individualized student transition plan that builds upon career awareness and exploration activities in the earlier grades and enables the student in consultation with his or her parents and school advisor to select a broad career cluster for further exploration in grades nine and ten; and

(6) *Choosing career majors for grades eleven through post-secondary.* -- The creation of the second part of the individualized student transition plan by the end of the tenth grade. The second part of the individualized student transition plan shall establish a career major

for the final years of high school and the first year after high school that will prepare the student for college, other post-secondary education or gainful employment; and

(7) *Implementation of career majors.* -- The fulfillment of the secondary education component of the career major in grades eleven and twelve, including the successful completion of the necessary curriculum and participation in work-based learning experiences.

Academic Tests

PLAN English Test A thirty minute, 50-item test that measures the student's understanding of the conventions of standard written English (punctuation, grammar and usage and sentence structure) and of rhetorical skills (strategy, organization and style).

PLAN Mathematics Test A forty minute, 40-item test that measures the student's level of mathematics achievement. It emphasizes the solution of practical quantitative problems that require skills encountered in many first and second-year high school courses (pre-algebra, first-year algebra and plane geometry).

PLAN Reading Test A twenty minute, 25-item test that measures the student's level of reading comprehension as a product of referring and reasoning skills. This test requires students to derive meaning from several reading passages by (1) referring to what is explicitly stated and (2) reasoning to determine implicit meanings and to draw conclusions, comparisons and generalizations.

PLAN Science Test A twenty-five minute, 30-item test that measures the student's scientific reasoning skills acquired in first- and second-year high school science courses. Materials are drawn from biology, chemistry, physics and the Earth/space sciences (e.g., geology, astronomy and meteorology).

Non-test Components

Needs Assessment - Collects information about students' perceived needs for help.

Students are asked if they need help in seven different areas. These areas are: making plans for education, career and work after high school, improving writing skills, improving reading speed and comprehension, improving study skills, improving mathematical skills, improving computer skills, and improving public speaking skills.

High School Course and Grade Information - Gathers lists of courses completed, currently being taken or planned for completion before graduation.

Interest Inventory - Helps students explore personally relevant career options.

The items on the interest inventory emphasize work-relevant activities (e.g., manage a small business, conduct a meeting) that are familiar to people, either by participation or observation. Contrary to most other interest inventories, the interest inventory does not use occupational titles

or specific job duties that may be unfamiliar to persons in the early stages of career exploration/planning.

Items have been carefully chosen to assess basic interests while minimizing the effects of gender-role connotations. The interest inventory reports six scores that parallel John Holland's six interest and occupational types and its results are visually linked to career options via the World-of-Work Map.

Educational Opportunity Service (EOS) - Provides FREE relevant college and scholarship information at no cost to students based on their PLAN information.

The PLAN Educational Opportunity Service (EOS) is a FREE college and scholarship information service for students who take PLAN. EOS permits students to receive important information about educational, scholarship, career and financial aid opportunities from colleges, governmental agencies, ACT, and other organizations. EOS can serve as a connection for students to postsecondary options especially for underrepresented student populations or for those who might not be thinking about postsecondary options.

All organizations that receive this information have agreed to use it only for this purpose. ACT has safeguards to protect student privacy: students' WVEIS ID numbers or social security numbers (if provided by the student) are not reported through the EOS.

Students desiring to participate in PLAN EOS must provide their mailing addresses and mark "yes" to the EOS services in Block I on the PLAN answer folder. Responding "Yes" authorizes ACT to send information about students (name, address, gender, high school, racial/ethnic background and intended college major) to colleges and organizations.

General Test Administration

Testing Conditions for All Students

All public school students enrolled in grade 10 are to be assessed by PLAN, unless they meet the criteria for participation in the West Virginia Alternate Performance Task Assessment (APTA). Home-instructed and nonpublic school students may participate if the County Test Coordinator has been notified at least two months prior to the testing window or at a date determined by the County Test Coordinator.

Standardized Conditions Required

PLAN 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 *2009-2010 Test Supervisor's Manual*, *2009-2010 PLAN Room Supervisor's Manual*, *2009 PLAN Administration Manual* and the *West Virginia Testing Code of Ethics* (Appendix A). 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 annually. These individuals must sign the appropriate *Secure Materials and Test Procedures Agreement* (see Appendices C, D and E) indicating that proper training for test administration and test/data security has been received.
- An Examiner must: (1) be a currently employed educator and/or an approved employee of the state, county or RESA, or a currently employed educator of a nonpublic school with a valid West Virginia teaching license or certification granted by the Office of Professional Preparation, and (2) have been trained and signed an *Examiner's/ Scribe's Secure Materials and Test Procedures Agreement* (Appendix E) indicating that proper training has been received.
 - The Examiner may also include substitute teachers.
 - Aides may serve as an examiner for special needs students when they are instructionally assigned.
 - All aides and nonpublic school educators must be approved by WVDE.
 - Student teachers may not serve as examiners.
 - An Examiner may not administer PLAN to her/his child.
- Only designated individuals who have been properly trained in the administration of the test may administer PLAN.
- As per West Virginia Board of Education Policy 2340, "No secure test materials, questions or student responses shall be retained, reproduced, paraphrased, or discussed in any manner." *Any manner* includes written, mechanical, electronic and oral reproduction and discussion of the contents of the test.
- Test administration procedures must be followed in accordance with the *2009-2010 PLAN Test Supervisor's Handbook* and *2009-2010 PLAN Room Supervisor's Manual*.

Testing Procedures

- PLAN is to be administered during the weeks of **October 26 - 30, 2009** and **November 2 - 6, 2009**. Testing is to be completed by **November 6, 2009**.
- Students and parents shall be informed of the test dates and testing schedule prior to testing.
- Students shall be tested in settings with adequate lighting and ventilation.
- Students are to record responses on answer folders provided.
 - **Students are not required to supply their Social Security numbers; instead, their nine-digit WVEIS student identification number will be used as the student ID number.**
- Scratch paper is not to be distributed. All scratch work is to be done in the test booklets.
- Highlighters, markers, colored pencils and pens are not to be used in the testing process.
- Writing surfaces should be large enough to accommodate side by side placement of both the test booklet and answer folder.
- An oral announcement of time remaining will be read five minutes before the end of each test.
- Instructions in the *PLAN Room Supervisor's Manual* shall be followed precisely. **Verbal instructions in shaded areas should be read verbatim to the students.**
- **Calculators may only be used on the PLAN mathematics test. Students are not required to use a calculator.**
 - The following types of calculators are permitted, but only after they are modified as noted:
 - Graphing calculators except those with a typewriter-style keypad (known as QWERTY) or one that includes a computer algebra system (CAS).
 - Calculators with paper tape; *the tape must be removed.*
 - Calculators that make noise; *the sound must be turned off.*
 - Calculators that can communicate wirelessly with other calculators; *the infrared data port must be completely covered with heavy opaque material, such as duct tape or electrician's tape.*
 - Calculators that have power cords; *all power/electrical cords must be removed.*
 - Students may use a calculator provided by the school or a personal calculator that meets the above-listed criteria.
 - Hand-held minicomputers, electronic writing pads, calculators built into cellular phones, pocket organizers, personal digital assistants or laptop computers may **not** be used. Visit www.actstudent.org/plan/tips/calculators.html or call 800/498-6481 for additional information.

Administration

- Trained Examiners shall study administration procedures and directions prior to the day of testing.
- Any individual who administers, handles, or in any way has access to secure test materials at the county or school shall complete training, as appropriate.
 - Upon completion of training, the individual must sign either an *Examiner's/Scribe's Secure Materials and Test Procedures Agreement* (Appendix E) or *County/School Personnel Secure Materials Agreement* (Appendix F) to remain on file in the appropriate office each year.
- Distractions, such as bells, intercoms or telephones (cell phones), shall be eliminated during testing sessions.
- A "DO NOT DISTURB" sign shall be placed on the door of the testing room.
- Information relevant to the academic tests of PLAN shall not be discussed by administrators, teachers or students.
- Students and Examiners must turn off cellular phones, watches with alarms, pagers or other electronic devices during testing sessions. It is recommended that all such devices not be permitted in the testing room.
- Sufficient time for students' questions shall be provided prior to beginning the test.
- Assistance to students shall be limited to the mechanical aspects of marking answers, clarifying scripted directions and finding the correct place to answer the question.
- Examiners may not define or pronounce words for students.
- **PLAN is a timed test.** Examiners are to utilize stopwatches or interval timers to keep time. The Examiner is to ensure that the exact time is allowed for each test. There are no time limits placed on the completion of the non-test section (student information, plans, background and interest inventory). See Appendix J for the *PLAN Timing Verification Form*.
- The four academic tests must be administered in the order listed. **Observe the time limits exactly:**

| | | |
|--------|------------------------|-------------------|
| Test 1 | English (50 items) | 30 minutes |
| Test 2 | Mathematics (40 items) | 40 minutes |
| Test 3 | Reading (25 items) | 20 minutes |
| Test 4 | Science (30 items) | 25 minutes |

- Rest breaks (three-to-five minutes) may be provided between Test 2 (Mathematics) and Test 3 (Reading). If the non-test sections are completed during the same session as the academic tests, students may be allowed a three-to-five minute rest break after Test 1 (English).
- **Students and test materials must be supervised at all times. All security measures are to be implemented during breaks.**
- Students must be seated facing in the same direction.
- It is recommended that the non-test section be administered during a separate session **before** the test administration. The non-test section must be completed during the testing window. **Students will need approximately 65-75 minutes to complete this section.**

The Principal/Building Level Coordinator determines which of the two options the Examiners will use for the students to complete the non-test sections. Regardless of the option chosen, the opening remarks in the *Instructions for Completing Your Answer Folder* are to be read.

- **Option 1** – All directions are read to the students as they follow along with their copies of *Instructions for Completing Your Answer Folder*.
- **Option 2** – Students read the directions themselves from their copies of *Instructions for Completing Your Answer Folder*.
- All instructions for the academic portion must be read aloud verbatim to the students.
- Distribute answer folders to students first and then the test booklets.
- Information related to the contents of PLAN shall not be displayed in the room during testing.
- Testing shall be monitored and irregularities shall be appropriately recorded on the Testing Irregularity Form (Appendix K) provided by the Principal/Building Level Coordinator for a student or the group.
- The Examiner is to collect the test booklet and answer folder from each student immediately at the conclusion of testing. Test booklets must not be passed forward by rows.
- All answer folders are to be assembled face up with the student's name showing. The answer folders do not need to be in alphabetical order.
- The Examiner is to verify that the number of answer folders and test booklets collected matches exactly the number distributed.
- Students should be instructed not to discuss the test upon completion of testing.

Options to Standard Conditions

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
- Use of underlining or circling key words or phrases in directions, text or stems
- Use of color visual overlays
- Use of a Scribe when a short-term medical condition precludes the student from writing with the dominant hand to mark responses on the answer folder (e.g., a fractured arm in a

cast). **Approval must 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

Timing/Scheduling

- During the timed portion of the test, students should be permitted to go to the restroom only for medical or emergency reasons; however, no additional time shall be provided.

Make-up Sessions

Students who miss any section of PLAN during the scheduled testing should attend make-up testing sessions. Make-up sessions are scheduled following the regular test administration date. The Principal/Building Level Coordinator is responsible for scheduling the time and place for the make-up testing sessions and for assigning trained Examiners to administer the test(s).

Make every attempt to administer the make-up tests early in the school day. Follow all scripted directions, including the breaks, during the make-up sessions. Test security procedures must be followed before, during and after each make-up session.

Students with Individual Education Plans (IEPs) and Section 504 Plans

All students with disabilities enrolled in 10th grade, except those with significant cognitive disabilities, shall participate in all components of PLAN under standard conditions or standard conditions with accommodations. Their respective IEP Teams and Section 504 Committees determine the assessment accommodations students are to receive during testing. See *West Virginia Guidelines for Participation in State Assessments* for additional information.

Standard Conditions with Accommodations for Students with an IEP or Section 504 Plan

- It is recommended that students with an IEP or a Section 504 Plan be assessed following the same testing schedule as their regular education peers.
- The student is to receive all assessment accommodations as outlined in the IEP or Section 504 Plan.
- Once a subtest has started, it must be completed that day.

Accommodations

An accommodation is a change in the administration of an assessment, such as setting, scheduling, timing, presentation format, response mode or other changes, 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.

Codes have been established to enter information into students' WVEIS records. Each code begins with a P, R or T and is followed by a two-digit number. The allowable accommodations for PLAN with the corresponding WVEIS testing accommodation codes are as follows:

Presentation

- Have directions, stimulus material, questions and/or answer choices read aloud verbatim for the English, mathematics, reading and science tests. **P02 and P15**
- 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 answer folder. Refer to *Directions for Transcribing*. **P03**
- Present directions, stimulus material, questions and/or answer choices through sign language for the English, mathematics, reading and science tests. **P06 and P16**
- 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 for the English, mathematics, reading and science tests. **P13**
- Use a secure electronic braille note taker for directions and test stimulus materials. **P17**
- Have directions *rephrased* by a trained Examiner to **state the same message** in a new or different way and not breach security of the test items or give away an answer. **P18**
- Use a large print edition of the test when it is the student's typical mode of accessing written material. Student responses must be transcribed to a regular-sized answer folder. Refer to *Directions for Transcribing*. **P19**
- Use an electronic translator or sign-dictionary to present directions, stimulus material, questions and/or answer choices for the English, mathematics, reading and science tests. **P24 and P25**

Response

- Indicate responses to a Scribe for selected-response items. Refer to *Directions for Transcribing*. **R02**
- 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 answer folder. Refer to *Directions for Transcribing*. **R03**
- Use an abacus on the mathematics test for blind students. **R05**

- Use a computer, typewriter or other assistive technology device to respond. Student responses must be transcribed to a regular-sized answer folder. Refer to *Directions for Transcribing*. **R11**
- Allow an aide to provide physical support for a student if this support is provided routinely and if the aide has been trained as an Examiner. **R13**
- Record responses on large print response worksheet. Transcribe student responses to a regular-sized test answer folder. Refer to *Directions for Transcribing*. **R16**
- Use an electronic translator or sign-dictionary to respond. **R17**

Timing/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. **T03**
- Use extra time. Extended time may not result in an opportunity for the student to study information on a test already started. **T04**
- Flexible scheduling. **T07**

Additional Accommodation Request

A request for a student with an IEP or Section 504 Plan to use an assessment accommodation that does not appear in this document must be received by the Office of Assessment, Accountability and Research attention: Dr. Beth Cipoletti, no later than **Friday, October 9, 2009**. The request must come from either the County Test Coordinator or the County Special Education Administrator. The following information must be included in the request:

- Student's name, school and county
- Specific requested accommodation(s)
- Rationale for request (for example, IEP or Section 504 update)
- Verification that the 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 PLAN 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 enrolled in grade 10, except those with significant cognitive disabilities, participate in all components of PLAN. A limited English proficient student is defined in West Virginia Board of Education Policy 2340: *Measures of Academic Progress* and West Virginia Board of Education Policy 2417: *Programs of Study for Limited English Proficient Students*. A limited English proficient 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). See *West Virginia Guidelines for Participation in State Assessments* for additional information.

Standard Conditions with Accommodations for LEP Students

- 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 members must determine appropriate accommodations and document their decisions using the *LEP Assessment Participation Document* (<http://wvconnections.k12.wv.us/assessment.html>).
- It is recommended that all LEP students be assessed following the same testing schedule as their regular education peers.
- Once a sub-test has started, it must be completed that day.

Accommodations

An accommodation is a change in the administration of an assessment, such as setting, scheduling, timing, presentation format, response mode or other changes, 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.

Codes have been established to enter information into students' WVEIS records. Each code begins with a P, R or T and is followed by a two-digit number. The allowable accommodations for PLAN with the corresponding WVEIS testing accommodation codes are as follows:

Presentation

- Have directions, stimulus material, questions and/or answer choices read aloud verbatim for the English, mathematics, reading and science tests. **P02 and P15**
- 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. **P18**
- An electronic translator or sign-dictionary may be used to present directions, stimulus material, questions and/or answer choices verbatim for English, mathematics, reading and science tests. **P24 and P25**

Response

- Indicate responses to a Scribe. Refer to *Directions for Transcribing*. **R02**
- Use a computer, typewriter or other assistive technology device to respond. Transcribe student responses to a regular-sized test booklet. Refer to *Directions for Transcribing*. **R11**
- Use an electronic translator or bilingual dictionary to present directions, stimulus material, question and/or answer choices verbatim for the English, mathematics, reading and science tests. **R14**

Timing/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. **T03**
- Extra time that does not result in an opportunity for the student to study information on a test already started. **T04**
- Flexible scheduling. **T07**

Additional Accommodations Request

A request for a student with limited English proficiency to use an assessment accommodation that does not appear in this document must be received by the Office of Assessment, Accountability and Research, attention: Dr. Beth Cipoletti, no later than **Friday, October 9, 2009**. The request must come from either the County Test Coordinator or the Title III/County LEP 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 the 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 PLAN 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/LEP Coordinator will be notified of the determination of the Review Committee.

Directions for Transcribing

Transcribing is the transferring of student responses onto a regular-sized PLAN answer folder in order for responses to be electronically scored. Responses should be transcribed under the following conditions:

- The student has been tested using oral, signed or electronic responses.
- The student tested in a large print PLAN booklet.
- The student tested in a braille PLAN booklet.
- The student used a computer, typewriter or other assistive technology device to respond.
- The student had a short-term medical condition which precluded the student from writing with the dominant hand to mark responses on the answer folder.
- The answer folder was damaged, defective or contaminated.

Any person who scribes/ transcribes must

- Be a trained Principal/Building Level Coordinator or Examiner as defined by West Virginia Board of Education Policy 2340. An Examiner is a West Virginia educator currently employed by the state, county or RESA, or a currently employed educator of a nonpublic school who holds a valid West Virginia teaching license or certification granted by the Office of Professional Preparation. The Examiner may also include substitute teachers or aides serving as an Examiner for special needs students when they are instructionally assigned. The Examiner must have a signed *Secure Materials and Test Procedures Agreement* (see Appendices C, D and E) on file with the appropriate office.
- Complete and sign the *PLAN Scribe Verification Form* (see Appendix H) at the conclusion of the transcription. The form is to be sent to the Principal/Building Level Coordinator upon completion. The Principal/Building Level Coordinator shall send a copy of this form to the County Test Coordinator at the end of the testing window.

Directions for Transcribing

- Copy the student's marked responses.
- The transcriber has the option to verify student responses with another trained Examiner before recording student responses onto an answer folder.

Transcribing Braille

- The Scribe will demonstrate proficiency in Braille.
- The Scribe will work with another Scribe who knows Braille to proofread the student's transcribed responses for accuracy.

Scribing Oral and Signed Responses

- The Scribe will remain silent while the student is dictating or signing and will not indicate correct or incorrect responses.
- The Scribe may ask a student to repeat a word or phrase for understanding, if necessary.
- The Scribe will not complete a student's incomplete response.
- The Scribe will record the interpreter's response.
- The Scribe will demonstrate proficiency in signing if serving as both the interpreter and scribe.
- The Scribe will test in a location where other examinees are not able to hear or see other students' responses.

Home-Instructed Students (Home-Schooled)

Home-instructed students are students not enrolled in a public school in the local education agency. They are instructed by a person or persons providing home instruction. They may participate in PLAN under standard conditions in the county in which they reside.

The home instructor must notify the County Test Coordinator of the intention to participate in PLAN at least ***two months prior to the testing window or by a date determined by the County Test Coordinator.*** Home-instructed students will be assigned: 1) a location for testing with an approved educator who has completed the required training as an Examiner/Scribe and signed the *Examiner's/Scribe's Secure Materials and Test Procedures Agreement* (Appendix E), and 2) a test date by the County Test Coordinator during the testing window.

All educators and home-instructed school students participating in the assessment of the West Virginia Measures of Academic Progress shall be required to follow all testing guidelines and procedures set forth in West Virginia Board of Education Policy 2340: *Program Regulations* §126-14-4.11, this manual, *PLAN Room Supervisor's Manual* and the *PLAN Test Supervisor's Manual*. **Answer folders of home-instructed students must be kept separate from those of the public school students.**

Homebound Students

All homebound public school students are to be assessed at the schools in which the students are enrolled or at alternate testing sites approved by the County Test Coordinator. If it is possible for the homebound student to come to the school for testing, s/he should attend school on the day of testing.

If it is impossible for the homebound student to go to the school on that day, the county will determine how the administration of the PLAN will occur. However, the following conditions must be met:

- The Examiner must be trained in proper test administration procedures prior to testing.
- The Examiner administering the tests must sign an *Examiner's/Scribe's Secure Materials and Test Procedures Agreement* (Appendix E), which must be on file at the home school with the appropriate office.
- No family member may be present during the PLAN administration.
- 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. Student answer folders are to be returned to the County Test Coordinator. The students' test booklets are to be returned to the home school.

Nonpublic Schools

The nonpublic school administrator(s) must notify the County Test Coordinator of the school's intent to participate in PLAN ***at least two months prior to the testing window or by a date determined by the County Test Coordinator.*** The County Test Coordinator will receive all testing materials and release the testing materials to the school official after that official and/or

Principal has completed the required training and signed the *Principal's and/or Building Level Coordinator's Secure Materials and Test Procedures Agreement* (Appendices C and D). All educators and nonpublic school students participating in the PLAN shall follow all testing guidelines and procedures set forth in West Virginia Board of Education Policy 2340: *Program Regulations* §126-14-4.11, this manual, *PLAN Room Supervisor's Manual* and the *PLAN Test Supervisor's Manual*. **Answer folders of nonpublic school students must be kept separate from those of the public school students.**

County Test Coordinator's Responsibilities

County Test Coordinator

The County Test Coordinator shall provide training for the Principals/Building Level Coordinators and for any county staff who handles or has access to secure testing materials, and shall secure the testing materials prior to testing, assure that the requirements of WVBE Policy 2340: *West Virginia Measures of Academic Progress* are honored, address testing questions and contact the Office of Assessment, Accountability and Research as needed for additional testing materials. The County Test Coordinator will advise the Principal/Building Level Coordinator as to the following:

- The schedule for returning test materials to the county.
- The process for packaging materials to the County Test Coordinator.
- The form for requesting use of aides to administer PLAN. The County Test Coordinator will submit the forms to Dr. Beth Cipoletti at 304-558-2546 or dcipolet@access.k12.wv.us by **Friday, October 16, 2009**.

Inventory

- Match the quantity of testing materials received against the packing slips.
- Alert the Office of Assessment, Accountability and Research regarding missing materials.
- Contact the Office of Assessment, Accountability and Research for additional testing materials.

Training Principals/Building Level Coordinators

- Instruct Principals/Building Level Coordinators concerning West Virginia Board of Education Policy 2340 and the *Testing Code of Ethics* (see Appendix A).
- Instruct Principals/Building Level Coordinators on the *Responsible Test Administration Practices* (see Appendix I).
- Review the Principals'/Building Level Coordinators' Responsibilities section of this manual.
- Require and have on file the signed appropriate *Secure Materials and Test Procedures Agreement* (Appendices C and D) from the Principals/Building Level Coordinators having access to PLAN. This must be done annually.
- Instruct Principals/Building Level Coordinators to properly train Examiners on WVBE Policy 2340, including the following:
 - all test security procedures
 - reporting procedures for any violation of test security
 - the *Testing Code of Ethics* (Appendix A)
 - possible consequences of test or data security violations
- Instruct Principals/Building Level Coordinators to properly train school personnel who will have access to secure PLAN materials. Upon completion of the school training, the

individuals must sign the *Examiner's/Scribe's Secure Materials and Test Procedures Agreement* or *County/School Personnel Secure Materials Agreement* (see Appendices E and F). These agreements are to remain on file in the appropriate office each year.

- Instruct Principals/Building Level Coordinators that test booklets must be kept secure at all times.
- Instruct Principals/Building Level Coordinators that the Examiners must return the test materials immediately after testing to the Principal/Building Level Coordinator to be maintained in a secure, locked central location(s). Test booklets **may not** be stored in the Examiner's room.
- Instruct Principals/Building Level Coordinators in correct procedures for preparing and returning test materials during a testing session.
- File *Verification of Training* (Appendix G) forms. Collect and file *Verification of Training* forms from all schools five (5) instructional days prior to beginning testing.

Nonpublic Schools

- Verify the eligibility of nonpublic schools to administer PLAN with Sandra Starr, (304-558-2546 or skstarr@access.k12.wv.us), Office of Assessment, Accountability and Research.
- Confirm number of nonpublic students being tested.
- Assure the approved nonpublic educators have been trained by reviewing Verification of Training Forms (Appendix G).

Securing Test Materials/Delivery of Test Materials

- Keep the test materials in a secure, locked central location(s) until distribution to schools.
- Deliver Pre-ID labels, answer folders and other testing materials (except test booklets) in a timely manner; these may be delivered to the schools as soon as they are received.
- Make arrangements for delivery of the PLAN test booklets to schools no earlier than one week before the testing date.

Return of Materials from Schools

- Establish timeline for Principals/Building Level Coordinators to return answer folders no later than **November 9, 2009**. PLAN test booklets are not to be returned to the County Test Coordinator.

Return of Materials to ACT for Scoring

- Collect used answer folders. The answer folders from each school should be in pre-addressed envelopes with appropriate PLAN school report header sheets prepared as instructed in the *PLAN Test Supervisor's Manual*.
- Follow the directions provided by ACT for the return of the answer folders. Record the shipment/tracking number(s). ACT will pay shipping charges.

- **Notify Dr. Beth Cipoletti (dcipolet@access.k12.wv.us or 304.558.2546) of the ship date.**
- Use the shipper's Web site and the tracking numbers to track the shipment until it has been received at ACT.

Note: PLAN is a national assessment. ACT does not customize information and directions for states. Should you have questions or need additional testing materials, contact Dr. Beth Cipoletti instead of ACT Customer Service.

Responsibilities for Principal/Building Level Coordinator

Principal/Building Level Coordinator

The Principal/Building Level Coordinator shall provide training for the Examiners and any school staff who will handle or who has access to secure testing materials, and shall secure the testing materials prior to testing, assure that the requirements of WVBE Policy 2340: *West Virginia Measures of Academic Progress* are honored, address testing questions, manually grid the student information on answer folders for students without pre-ID labels, and verify that all test booklets and answer folders have been returned by the Examiner after testing. The County Test Coordinator will advise the Principal/Building Level Coordinator as to the schedule and the process for returning answer folders.

Examiner Training

An Examiner must: (1) be a currently employed educator and/or an approved employee of the state, county or RESA, or a currently employed educator of a nonpublic school with a valid West Virginia teaching license or certification granted by the Office of Professional Preparation and (2) have been trained and signed an *Examiner's/Scribe's Secure Materials and Test Procedures Agreement* (Appendix E) for the purpose of administering or assisting with the administration of PLAN.

The Examiner may also be a substitute teacher or an aide serving as an examiner for special needs students when instructionally assigned. All aides and nonpublic school educators must be approved by WVDE. Student teachers may not serve as examiners. An Examiner may not administer PLAN to his/her child.

- Review WVBE Policy 2340 with Examiners, including the following:
 - all test security procedures
 - reporting procedures for any violation of test security
 - the *Testing Code of Ethics* (Appendix A)
 - possible consequences of test or data security violations
- Review *Responsible Test Administration Practices* with Examiners at least five days prior to the date of testing.
- Train Examiners in the proper administration of PLAN and the completion of forms.
- Train Examiners in the proper return of testing materials.
- Instruct Examiners to read and follow all standardized testing procedures as outlined in the *PLAN Room Supervisor's Manual*.
- Instruct Examiners that no test booklet or answer folder may be removed from the room by any educator or student.
- Instruct Examiners not to read, study, copy, disclose or allow to be disclosed the contents of PLAN.
- Instruct Examiners to follow the directions in the *PLAN Room Supervisor's Manual* which clearly defines the standardized testing procedures for all students being tested under standard conditions.
- Have Examiners, Scribes and school personnel who will transcribe PLAN sign the *Verification of Training* (Appendix G) forms after the training session and prior to

testing. Keep the signed forms on file at the school and send a copy to the County Test Coordinator.

- Have school personnel who will have access to PLAN materials, but who will not administer or transcribe an assessment, sign the *County/School Personnel Secure Materials Agreement* (Appendix F) and the *Verification of Training Form* (see Appendix G) after the training session and prior to testing. These signed forms are to be kept on file at the school with a copy to the County Test Coordinator.
- Distribute *PLAN Room Supervisor's Manual* to Examiners before the test administration.
- Remind Examiners to check testing areas prior to the beginning of test administration to ensure that any specific information pertinent to the test being administered is not displayed during testing. For example, any teaching aid that may give students information or help on any part of the test must be covered or removed during test administration.
- Instruct Examiners to report any alleged security breach, testing administration breach, copyright infringement, loss of materials or other deviation from acceptable security procedures immediately to the Principal/Building Level Coordinator.
- Inform Examiners of the following:
 - Test schedule and make-up dates
 - When the non-test section will be administered
 - The option to be used for administering non-test sections
 - A list of supplemental local items to be administered

Pre-Test Activities

- Train school staff who will handle or have access to secure testing materials.
- Inform students and their parents of the test dates and the purpose of the test.
- Distribute parent brochure, the pamphlet *Why Take PLAN?* and the letter from the state superintendent of schools informing parents about PLAN.
- Ensure that each student is familiar with the general types of questions on the test and the procedures to follow when recording the answers to the test questions. Additional information is available at the ACT student website for PLAN: <http://www.actstudent.org/plan/>.
- Assure that Examiners remind students the day before the test to bring appropriate activities to work on when they complete the PLAN tests. Suggested activities to minimize class disturbance include silent reading, writing and crossword puzzles. Examiners should have activities available if the student forgets to bring one.
- Submit any requests for an identified aide to administer PLAN to the County Test Coordinator by **October 9, 2009**.
- Notify the County Test Coordinator if more testing materials are required.
- Read the *PLAN Test Supervisor's Manual* carefully.
- Read the *PLAN Room Supervisor's Manual* carefully.

Preparation for Testing

- Train Examiners. Provide them with a *PLAN Room Supervisor's Manual* at least five instructional days prior to test day.

- Review accommodations for students whose IEP, 504 Plan, or LEP Assessment Participation Document calls for assessment accommodations. A WVS.326 report can be run to identify the assessment accommodations that students with IEPs are to receive; schools are not required to document student accommodations on the WVS.326 for the PLAN administration.
- Reserve test rooms (preferably classrooms).
- Verify that *Examiner's/Scribe's Secure Materials and Test Procedures Agreements* are on file for anyone who will be administering PLAN.
- Verify that *County/School Personnel Secure Materials Agreement* forms are on file for all personnel who will have access to PLAN secure materials, but who will not administer or transcribe student responses.
- Plan seating arrangements.
- Make provisions for left-handed examinees.
- Open and check test materials upon receipt.
- Apply pre-ID labels to answer folders and sort by testing room.
- **Manually grid student WVEIS ID numbers and other information on blank answer folders for students without pre-ID labels** (Appendix I).
- Store test materials in a locked central location(s) until test day.
- Announce to students the day and time of testing, the location of testing room(s) and what to bring to the testing site.
- Locate the types of calculators which may be used for the mathematics test.
- Assemble materials (i.e., pencils, calculators) to be provided by the school.

Procedures for Handling Test Materials Prior to Testing

- Verify receipt of sufficient numbers of test booklets and answer folders. Contact the County Test Coordinator for additional testing materials.
- Verify receipt of student pre-ID labels.
- Verify large print and Braille test booklets are available for students who need either accommodation as per their IEP or Section 504.
- Notify the County Test Coordinator immediately of any missing materials.
- Use the *PLAN Room Supervisor's Manual* as a step-by-step test administration guide.
- **Secure all test materials in a central locked location.**
- If administering PLAN in two sessions (test and non-test), collect the answer folders after the non-test sections are completed and store them securely in locked, central location(s) until distributed on test day.

PLAN Pre-ID Labels

- Labels must be placed on the answer folder according to the instructions from ACT.
- Students' home addresses are not in the pre-ID information; such information is not collected from WVEIS records. Any student wishing to participate in ACT's Educational Opportunity Service (EOS) must provide his or her mailing address.
- See *PLAN Room Supervisor's Manual* for more information.

Test Day

- Verify that testing rooms are properly arranged with all seats facing in the same direction.

- Distribute student test booklets and answer folders to Examiners the day of the test administration.
- Instruct the Examiners not to copy, disclose or allow to be disclosed the specific item content of PLAN.
- Examiners must return the test materials to the Principal/Building Level Coordinator to place in a secure, locked central location(s) immediately after testing.

After Testing

- **Assure that each used answer folder has a pre-ID label affixed in the correct position or the student’s WVEIS ID number and other information has been manually gridded.**
- Code the accommodations section of the answer folder for any students allowed extended time, who used special test materials or who had assistance.
- Document irregularities and special testing administrations.
- Schedule and administer make-up testing as necessary.
- Store all PLAN test booklets in a secure, central locked location(s) until the student score reports are distributed.
 - **The students’ PLAN test booklets are to remain in a secure location at the school until the student results are distributed.**
 - **The students’ PLAN test booklets are to be returned to the students at that time.**
 - **Unused PLAN test booklets may be shared within the school for instructional purposes once the student results are returned. Until that time, PLAN is still a secure test because the form of the test booklet is being used elsewhere in the nation.**
- Destroy unused answer folders.
- Make a copy of any *Testing Irregularity Report* (Appendix K) involving defective materials, challenged test items or timing errors that could not be corrected and return those with answer folders to the County Test Coordinator.
- Report any alleged cheating, security breach, testing administration breach or copyright infringement per the protocol in WVBE Policy 2340. File a copy at the school.
- **Leave all circles under “Special Status Codes” blank.**
- Verify return of all test booklets and answer folders from each Examiner. A sample checklist is provided in Appendix L.

Damaged, Defective or Contaminated Test Booklets/Answer Folders

Test booklets/answer folders may be damaged, defective or become contaminated. Contact the County Test Coordinator for information on how to destroy these materials.

- Obtain clean test booklet and/or answer folder from school coverage or the County Test Coordinator.
- Transcribe the student WVEIS number, responses and student information to a clean answer folder.
- Complete a *PLAN Scribe Verification Form*.

Packaging and Returning Answer Folders and Other Materials to the County Test Coordinator

- Return a completed school header sheet. **Check ACT school code for accuracy.**
- Return completed answer folders to the County Test Coordinator as per the directions from ACT. Refer to the post-test activities in the *PLAN Test Supervisor's Manual*.
- Turn all answer folders face up with the names showing; the answer folders need not be in alphabetical order.
- Make sure that there is one answer folder for each student who took the test. Separate any home-instructed student answer folders.
- Report any irregularities that could affect students' scores using the *PLAN Testing Irregularity Report* (Appendix K). Send the report to the County Test Coordinator and keep the original on file at the school.
- Return *PLAN Scribe Verification Forms*.

Note: PLAN is a national assessment. ACT does not customize information and directions for states. The Principal/Building Level Coordinator is to contact the County Test Coordinator with questions and requests for additional testing materials instead of ACT Customer Service.

Examiner's Responsibilities

Examiner

The Examiner shall maintain the security of PLAN testing materials, honor the requirements of WVBE Policy 2340: *West Virginia Measures of Academic Progress*, administer PLAN under standard conditions or with accommodations and contact the Principal/Building Level Coordinator with any questions. The Examiner will return all testing materials at the conclusion of testing as directed by the Principal/Building Level Coordinator.

Pre-Test Activities

- Read the *PLAN Room Supervisor's Manual*.
- Hand each student her/his answer folder and *Instructions for Completing your Answer Folder*.
- **Students are not required to provide their Social Security numbers nor elect to participate in PLAN Educational Optional Service (EOS).**
- Students who respond "yes" to the ACT EOS in block I on page 1 of their PLAN answer folder are authorizing ACT to release information – name, mailing address, e-mail address, personal information, high school, grade in school and career choice – to colleges and organizations offering programs that the student may be interested in exploring and obtaining such information. **Note: To receive any benefits of the PLAN EOS, complete sections C, O, P, Q, R and S.**
 - The PLAN Educational Opportunity Service (EOS) is a FREE college and scholarship information service for students who take PLAN. EOS permits students to receive important information about educational, scholarship, career, and financial aid opportunities from colleges, governmental agencies, the ACT and other organizations. EOS can serve as a connection for students to postsecondary options especially for underrepresented student populations or for those who might not be thinking about postsecondary options.
 - Organizations that receive this information have agreed to use it only for this purpose. ACT has safeguards to protect student privacy: students' WVEIS ID numbers or social security numbers (if provided by the student) are not reported through the EOS.
- Have students complete sections N, T, U, V and W.
- If administering PLAN in two sessions, collect the answer folders after the non-test section is completed and return them to the Principal/Building Level Coordinator to be stored in a secure central location(s) until they are redistributed on test day.
- Check calculators to determine acceptability.

Administration of Test

- Direct the students to assigned seats; do not allow them to select their seats.
- Start promptly; **do not admit late examinees**.
- Hand each examinee the answer folder with the student's name on it and a test booklet. Verify that the name on the answer folder is the name of the student. Follow the verbal instructions in the *PLAN Room Supervisor's Manual*.
- Have students print their names on the space provided on the front of the test booklets.

- Verify that the number of test booklets distributed and the number of remaining booklets equal the number of booklets assigned to the room.
- **Administer tests in proper sequence on the same day.**
- Post the **Start/Stop** times in the manual for each test. Use the form in Appendix J to determine these times.
- **With 5 minutes remaining on each subtest, announce “Five minutes remaining.”**
- **Time each test exactly.**
- Follow the practices for proctoring functions.
- Document irregularities and special testing administrations (accommodations).
- **Do not leave students or testing materials in the test room unattended at any time. Security measures are to be enforced during breaks.**

After Testing

- **At the conclusion of testing, collect answer folders first and then test booklets from each student. Do not have students pass test booklets forward by row.**
- After testing, verify counts of test materials collected equals the number of materials assigned to the Examiner before students are dismissed.
- Return all answer folders, test booklets, large print test booklets and/or braille test booklets to the Principal/Building Level Coordinator.
- Submit to the Principal/Building Level Coordinator a list of names of all absent students who will need to be tested. The form in Appendix M may be used.
- Return *Timing Verification Form* and *Testing Irregularity Form* to the Principal/Building Level Coordinator.
- **Verify all provided materials have been returned to the Principal/Building Level Coordinator.**

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 A).

- Maintain a positive atmosphere in the classroom.
- Providing Assistance to Students - The Examiner may only assist students with the mechanical aspects of marking the answers. This should be limited to making heavy, black marks in the circles writing in the spaces provided for constructed response questions and clearly erasing unwanted responses and stray marks. Examiners are not to pronounce or define words and shall not paraphrase questions. Under no circumstances can answers to the items on the test be provided to any student being tested. Answers to the sample items may be provided but the rationale for the correct response cannot be provided.
- Irregularities During Testing - Any testing disruption/irregularity that may have influenced test performance is considered a testing irregularity. A record of these irregularities should be maintained so that they are considered during the interpretation and analysis of the results of the test.
- Invalidation Process - The decision to invalidate a student's assessment results rests with the Office of Assessment, Accountability and Research, West Virginia Department of Education. Invalidation may occur when a testing irregularity is reported. The Examiner should notify the Principal/Building Level Coordinator as soon as possible and provide the student's name, the nature of the problem and the test during which the problem occurred. The Principal/Building Level Coordinator should contact the County Test Coordinator immediately. The decision to invalidate the test will be determined by the County Test Coordinator in conjunction with the Office of Assessment, Accountability and Research, West Virginia Department of Education. **UNDER NO CIRCUMSTANCES SHOULD THE EXAMINER CHANGE A STUDENT'S ANSWERS TO THE QUESTIONS ON THE TEST. To change student answers is an infraction of the *Testing Code of Ethics*.**
- Contaminated Test Booklet/Answer Folder - When a test booklet or answer folder is contaminated by a student, the test booklet/answer folder must be placed in a sealed container/bag. The answer folder is not to be destroyed until the student's work is transferred to another answer folder. The Examiner must notify the Principal/Building Level Coordinator as soon as possible. The Principal/Building Level Coordinator must notify the County Test Coordinator immediately for directions on how to proceed and what to do with the contaminated material(s). The *PLAN Scribe Verification Form* is to be completed with the signature of the Examiner, Scribe and Principal. The Principal is to send the form to the County Test Coordinator by the end of the testing window.
- Guessing - With the infusion of test taking skills strategies in the schools, many students have been exposed to the process of eliminating options before selecting a response in order to increase the probability of correctly responding to a question. This is acceptable. However, the random marking of answers without reading the passage, the test item and

the answer choices is not an appropriate test taking strategy. If observed, this should be noted on the Test Irregularity form.

- Proctoring Functions - Every Examiner shall be an employee of the county, RESA or state. Proctoring requires that an Examiner quietly circulate around the room throughout the testing. Functions related to Proctoring include determining if students are following directions and marking the answers properly; replacing pencils that break; maintaining a quiet, orderly testing environment; and assuring that only the test being administered is the one being taken and worked on by the students. Good proctoring facilitates good test taking by the student. In the end, the quality of proctoring directly contributes to the accuracy and validity of the test results.

**WVBE Policy 2340:
WV Measures of Academic Progress
Appendices A-G**

Appendix A

The *Testing Code of Ethics* addresses special concerns regarding appropriate professional practices within the West Virginia Measures of Academic Progress (WV-MAP), as well as appropriate professional conduct. The *Testing Code of Ethics* supplements the practices and procedures set forth by W. Va. 126CSR14, WVBE Policy 2340.

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 with the test administration guidelines of each assessment.
3. The County Test Coordinator shall be responsible for the test booklets/answer sheets received by the county and shall 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 a 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 allegations of cheating, security breach, testing administration breach, copyright infringement, loss of materials, or other deviation from acceptable and ethical security procedures shall be reported immediately to the Principal, County Test Coordinator, County Superintendent, and the WVDE, Office of Assessment and Accountability which will inform the proper authorities at the State Superintendent of Schools, according to the protocol set forth in §126-14-7.7 in this policy.
7. No secure test materials, test questions or student responses/answer sheets shall be reviewed, retained, reproduced paraphrased, or discussed in any manner. Additionally, teachers and/or students may not alert examinees to the correct answer choice, by pointing to the correct answer, eliminating answer choices, mouthing the correct answer.
8. 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.
9. 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.

10. 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.
11. Any individual who administers, handles, or has access to secure test materials at the county or school shall complete each required assessment's training and sign either a *WVBE Examiner's/Scribe's Secure Materials and Test Procedures Agreement* or *WVBE County/School Personnel Secure Materials Agreement* to remain on file in the appropriate office each year.
12. 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.
13. 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 WVDE, Office of Assessment and Accountability
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 testing 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 by 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 and descriptions 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 B

West Virginia Constitution, Article XII, §2; W. Va. Code §18-2E-1a(4), requires that the

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 review/discuss secure 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/answer sheets (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 shipment of the test booklets/answer sheets to the schools no earlier than five instructional days prior to the testing window and returned to me by the schools on the date determined by the county. I 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 Assessment and Accountability
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 of September.

8. I will not release secure 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/certification 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 WVDE, Office of Assessment and Accountability 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.*

Appendix C

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 review/discuss the current secure 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/answer sheets (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/answer sheets 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/Scribe’s Secure Materials and Test 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/Scribe’s Secure Materials and Test Procedures Agreement* and *County/School/Personnel Secure Materials Agreement* will be on file with the County Test Coordinator 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/certification 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 D

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 review/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/answer sheets (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 to my school shall be given to and kept by the Principal.
4. I am responsible, to the Principal, for the test booklets/answer sheets 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/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/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/certification 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 E

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/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 review/discuss the current test materials and/or test items.
2. I will not use test items, test booklets/answer sheets, 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/certification 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/Scribe's Secure Materials and Test Procedures Agreement* to the appropriate test administrator five instructional days prior to the 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 F

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 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 review/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/certification, 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.

PLAN Administration Forms

Appendices H - M

Appendix H

PLAN Scribe Verification Form

Student Name: _____

Student WVEIS ID Number: _____

School: _____

County: _____

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

- IEP/504 – Scribe
- LEP – Scribe
- Short -term medical condition
- Damaged answer folder

Explanation: _____

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 by November 9, 2009.

County Test Coordinator: _____ Date: _____

Appendix I

Completing the PLAN Answer Folder

Principal/Building Level Coordinator

For students without pre-ID labels, make sure to use a soft-lead (No. 2) pencil to complete the following:

- Write the school name on the line provided.
- Write last name, first name and middle initial under the appropriate heading. Write one letter per box starting in the left box. Fill in the circle below each corresponding letter of the student's name. Be sure to fill in the circle completely.
- **Write WVEIS ID number beginning in the first space on the left in block D.** Fill in each circle below that corresponds to each number. The field has 15 spaces for numbers; the WVEIS ID number has nine digits. (Leading zeroes must be included.) **Students' Social Security numbers are not required. Students may volunteer this information.**
- Complete date of birth, gender and race/ethnic group.
- **Leave all circles under "Special Status Codes" blank.**
- Mark the **primary** accommodation code for students with disabilities or limited English proficiency.
 14. Standard print materials with extended time limits (no other assistance)
 15. Large print test book with standard time limits
 16. Large print test book with extended time limits
 17. Oral presentation from reader script or cassette or CD with extended time limits
 18. Oral presentation from reader script only with extended time limits
 19. Braille test book with extended time limits
 20. Scribe to transfer answers to answer folder with standard time limits
 21. Scribe to transfer answers to answer folder with extended time limits
 22. Assistive communication device (e.g., FM Audio system) with extended time limits
 23. Oral presentation from cassette or CD with extended time limits

Appendix J

PLAN Timing Verification Form

Test 1: English (30 minutes)

Start time _____ : _____
+ _____ :25 minutes
+ _____ : _____ Announce "You have 5 minutes remaining on the test."
+ _____ :05 minutes
Stop time _____ : _____

Continue reading in the *PLAN Room Supervisor's Manual* for Test 2: Mathematics.

Test 2: Mathematics (40 minutes)

Start time _____ : _____
+ _____ :35 minutes
+ _____ : _____ Announce "You have 5 minutes remaining on the test."
+ _____ :05 minutes
Stop time _____ : _____

Continue reading in the *PLAN Room Supervisor's Manual* for Test 3: Reading.

Rest Break: 3-5 minutes

Test 3: Reading (20 minutes)

Start time _____ : _____
+ _____ :15 minutes
+ _____ : _____ Announce "You have 5 minutes remaining on the test."
+ _____ :05 minutes
Stop time _____ : _____

Continue reading in the *PLAN Room Supervisor's Manual* for Test 4: Science.

Test 4: Science (25 minutes)

Start time _____ : _____
+ _____ :20 minutes
+ _____ : _____ Announce "You have 5 minutes remaining on the test."
+ _____ :05 minutes
Stop time _____ : _____

Continue reading in the *PLAN Room Supervisor's Manual*.

Examiner: _____ Date: _____

Return to the Principal/Building Level Coordinator.

Appendix K

PLAN Testing Irregularity Form

County Name: _____

School Name: _____

Name: _____

Date: _____

Position (Circle One) **Principal** **Building Level Coordinator** **Examiner/Other:** _____

List below any testing disruption or irregularity that may have influenced two or more students' test performances.

| Subject | Time | Describe the Irregularity | Duration of Irregularity | Corrective Actions Taken |
|----------------|-------------|----------------------------------|---------------------------------|---------------------------------|
| English | | | | |
| Mathematics | | | | |
| Reading | | | | |
| Science | | | | |

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

Signature _____

Appendix L

PLAN Checklist

School: _____

Principal/Building Level Coordinator: _____

Examiner: _____

The Principal/Building Level Coordinator will check-out and check-in PLAN test booklets and answer folders. The Examiner will initial the “Received by” column when the materials are checked-out to the Examiner for testing. The Principal/Building Level Coordinator will initial the “Received by” column when the Examiner checks-in the test booklets and answer folders at the conclusion of testing.

| | Number | Received by |
|-----------------------------------|---------------|--------------------|
| Test booklets checked-out | | |
| Answer folders checked-out | | |
| | | |
| Test booklets checked-in | | |
| Answer folders checked-in | | |
| | | |
| Students tested | | |
| Absent students | | |
| Total Students | | |
| | | |
| List absent students | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |

Appendix M

Request to Utilize Other Personnel for PLAN Administration 2009

Name of School: _____

County: _____

Principal: _____

BLC (if applicable): _____

Please complete the following for all long-term aides, long-term substitutes, and teachers on permit for which you are requesting permission. If necessary, you may attach additional documentation. All approved personnel will need to be trained and sign the appropriate security agreements prior to testing.

| Employee's Name (Last, First) | Employee's Job Title | Student's Name (Last, First) | Do you currently work with this student and for how long? | Requesting Permission to | Justification of Request (Give a specific reason why it is necessary to use this employee to administer PLAN.) |
|----------------------------------|---|---------------------------------|---|---|---|
| | <input type="checkbox"/> Long-term Aide <input type="checkbox"/> Long-term Sub <input type="checkbox"/> Teacher on Permit | | <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> < 1 yr. <input type="checkbox"/> > 1 yr. | <input type="checkbox"/> Scribe <input type="checkbox"/> Administer PLAN w/out supervision <input type="checkbox"/> Other (specify) _____ | |
| | <input type="checkbox"/> Long-term Aide <input type="checkbox"/> Long-term Sub <input type="checkbox"/> Teacher on Permit | | <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> < 1 yr. <input type="checkbox"/> > 1 yr. | <input type="checkbox"/> Scribe <input type="checkbox"/> Administer PLAN w/out supervision <input type="checkbox"/> Other (specify) _____ | |
| | <input type="checkbox"/> Long-term Aide <input type="checkbox"/> Long-term Sub <input type="checkbox"/> Teacher on Permit | | <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> < 1 yr. <input type="checkbox"/> > 1 yr. | <input type="checkbox"/> Scribe <input type="checkbox"/> Administer PLAN w/out supervision <input type="checkbox"/> Other (specify) _____ | |

Signature of Principal

Date

Signature of County Test Coordinator

Date

Fax to Dr. Beth Cipoletti, EXPLORE, PLAN and Research Coordinator, at 304-558-1613 no later than October 21, 2009.



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