



Examiner's Manual

GRADE 10
Mathematics
Reading/Language Arts
Science

West Virginia
Educational Standards Test
(*WESTEST*)
2005



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FOREWORD

The West Virginia Statewide Assessment Program originated in 1962 by the State Legislature and was originally called the West Virginia State-County Testing Program. Since its inception, the Statewide Assessment Program has been a cooperative effort of the West Virginia Department of Education and the 55 county school systems. The Statewide Assessment Program provides relevant information for the planning and improvement of educational programs at the school, county and state levels.

This test administration manual was written by the Office of Student Assessment Services to accompany the West Virginia Educational Standards Test (WESTEST). The West Virginia Department of Education acknowledges and thanks CTB/McGraw-Hill for their assistance in the development of the test items and all associated materials.



David Stewart
State Superintendent of Schools

Contact Information

For Test Examiner

For Questions About...	Contact
Testing Policies/Accommodations and Modifications	Principal/Building Level Coordinator
Test Security	Principal/Building Level Coordinator
Returning Test Materials	Principal/Building Level Coordinator

Website: <http://westest.k12.wv.us>

Calendar of Test Administration

Activity	
Testing Window	May 16 – 20
Testing Make-up Week	May 23 – 27

*Test materials must be stored in a locked secure central location(s) at all times except during processing and test administration.

Overview of the West Virginia Educational Standards Tests

The first administration of the *West Virginia Educational Standards Test* (WESTEST) in Mathematics, Reading/Language Arts and Science was conducted in the spring of 2004. These tests have been aligned to West Virginia's Content Standards and Objectives and Performance Descriptors. Each test question has been reviewed by West Virginia educators, teachers, staff members of the West Virginia State Department of Education and ethnically diverse groups of West Virginia citizens. Each question has been examined for bias, content, difficulty and alignment to the West Virginia Content Standards and Objectives and Performance Descriptors. Additionally, the items have passed rigorous statistical analyses before inclusion on the test.

WESTEST must be administered during the first week of the testing window. The second week is to be used for make-up testing only. Any exceptions to this schedule must be approved by the West Virginia Department of Education, Office of Student Assessment Services.

In grade 10, each test booklet contains three subject areas: Mathematics, Reading/Language Arts and Science. **Students respond to the test questions by directly placing their answers in the test booklet.**

General Test Administration

Testing Conditions for All Students

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

The WESTEST requires standardized testing conditions. In order for the test results to support valid inferences, each test examiner will adhere to the conditions described in the Examiner's Manual and the *Testing Code of Ethics*. 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.

Standardized Conditions Required

- WESTEST must be administered during the first week of the testing window. The second week of the testing window is for make-up testing.
- Students shall be tested at the grade level in which they are enrolled.
- Students shall be tested in classrooms with adequate lighting and ventilation.
- Students record answers in test booklets.
- Highlighters, markers and pens are not to be used in the testing process.
- All sessions of a content area test are to be completed on the same day.
- On the Reading/Language Arts test, only the directions may be read aloud or signed.
- Calculators may be used on all sessions of the Mathematics and Science tests **EXCEPT** Session 1, Part 1, of the Mathematics test.
- Instructions in the Examiner's Manual shall be followed precisely.
- Instructions in shaded areas and preceded by "SAY" shall be read verbatim.
- Students requiring additional time must be accommodated. Allow students to be given the time needed within the confines of the test day. However, if a student requiring additional time stops working for more than 10 minutes, it is recommended that the testing session be ended.
- Extended time may not result in an opportunity for the student to study information on a test already started.
- Examiners shall be employees of the county, RESA or state.
- Test examiners shall be trained prior to test administration and shall sign a *Test Procedures Agreement for Examiners* indicating proper training has been received.
- Test administration procedures must be followed in accordance with the test manual.

Testing Procedures

- Students shall be informed of the dates and testing schedule prior to testing.
- Students who typically take longer to complete tests may be grouped together.
- Test booklets, pencils and scratch paper are to be distributed to students.
- Provide workspace for the test booklet and any other test materials.
- Students shall be seated to deter interaction with each other.
- Ensure that the student writes his/her name on the line provided on the front cover.
- The student should write the examiner's name on the booklet for each day of testing.
- Testing shall be monitored and irregularities shall be recorded for a student or the group on the test irregularities form provided.
- Distractions such as bells, intercoms or telephones should be eliminated during the testing, so as not to interrupt testing.
- A "DO NOT DISTURB" sign shall be placed on the door of the testing room.
- Test examiners shall study administration procedures and directions prior to the day of testing.
- WESTEST is not a timed test. However, there is a suggested schedule provided in this manual.
- 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.
- Examiners shall monitor the students during testing.
- Breaks shall be provided and adhered to as indicated on the schedule.
- When breaks are given, test booklets should be closed and all test materials should be secure.
- Students shall not be tested after strenuous physical exercise.
- Video monitors shall not be used for test administration.
- Students and examiners shall turn off any cellular phones or pagers during the testing period.
- Content information relevant to the test shall not be discussed on the day of the test.
- Test booklets should be collected immediately at the end of each days testing session.
- Scratch paper is considered secure material and must be collected and destroyed by the principal/building level coordinator at the end of the testing session.
- The "Check-Out" column on the School Security Checklist is checked when the test booklets are checked out. The "Check-In" column on the School Security Checklist is checked when the test booklets are returned.

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

- visual magnifying equipment
- audio amplification equipment
- place markers to maintain place

Response

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

Setting

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

Suggested Schedule for Test Week

It is recommended that no student be administered more than one content area test in any given day. This includes make-up days. Tests shall be given at the beginning of the school day to help maximize student performance. **Please note that each test must be completed on the day it is begun.**

These suggested test schedules give approximate times for students to complete the test. All breaks **must** be given, but may vary in length. To minimize disruptions, breaks should be coordinated within the building. During breaks, test booklets must be kept secure.

Every student must be given the time he or she needs to complete the test within the confines of the test day. However, if a student stops working for more than 10 minutes and has not closed the test booklet, it is recommended that the examiner conclude the test.

SUGGESTED TEST SCHEDULE – GRADE 10		
<i>Tuesday</i> Mathematics	<i>Wednesday</i> Reading/Language Arts	<i>Thursday</i> Science
Administrative Time 5 Minutes	Administrative Time 5 Minutes	Administrative Time 5 Minutes
Session 1, Part 1 10 minutes	Session 1 35 minutes	Session 1 30 minutes
1 Minute Break		
Session 1, Part 2 30 minutes		
10 Minute Break	10 Minute Break	10 Minute Break
Session 2 30 minutes	Session 2 30 minutes	Session 2 45 minutes
	10 Minute Break	
	Session 3 25 minutes	
Approximate Total Times		
86 minutes	115 minutes	90 minutes

Make-up Sessions

Any student who does not take all the content area tests should attend a make-up testing session for the content tests missed. Make-up sessions are scheduled following the regular test administration window. The principal/building level coordinator is responsible for scheduling the time and place for the session and for assigning an examiner to administer the test(s). It is recommended that only one content area test be administered per day.

If a student has missed all four days of the regular test administration and there is not a sufficient number of days left in the make-up week to administer one test per day, administering more than one test in a day is permissible. If time is limited, priority should be given to administering Mathematics and Reading/Language Art tests, as they are of priority in the school's accountability.

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 all testing sessions.

Students with IEPs and Section 504 Plans

An IEP Team or Section 504 Committee may request from the Office of Student Assessment Services permission to use other accommodations.

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

- All students with an IEP or a Section 504 Plan are to participate in all components of the WESTEST in the grade level at which they are enrolled, except for those students who meet the criteria for participation in the West Virginia Alternate Assessment.
- It is recommended that students with an IEP or a Section 504 Plan be assessed following the same schedule as their regular education peers in their enrolled grade. Students with an IEP or Section 504 Plan should be tested in the same content area on the same day as their peers unless other scheduled arrangements have been approved by the County Test Coordinator.
- The student is to receive all assessment accommodations as outlined in the IEP or Section 504 Plan. For additional information, refer to *Students with Disabilities: Guidelines for Participation in the West Virginia Measures of Academic Progress*. (Refer to <http://osa.k12.wv.us>.)

Accommodations

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

Presentation

- Present directions, stimulus material, questions and/or answer choices through sign language for the Mathematics and Science tests. **On the Reading/Language Arts test only the directions may be signed.**
- Have directions, stimulus material, questions and/or answer choices read aloud verbatim to the student for the Mathematics and Science tests as per the IEP or Section 504 Plan.
 - On the Reading/Language Arts test, only the directions may be read aloud.
 - For a blind/partially-sighted student who does not read Contracted Braille or Nemeth Code, directions, stimulus material, questions and/or answer choices may be read aloud verbatim to the student for the Mathematics and Science tests.
- Use a text-talk converter to present directions, stimulus material, questions and/or answer choices verbatim for a blind/partially-sighted student, when that is the student's typical mode of accessing written material.
- Use braille or other tactile form of print when that is the student's typical mode of accessing written material. Student responses must be transcribed to a regular-sized test booklet. Refer to *Directions for Transcribing*.
- Use a secure electronic braille note taker for directions and test stimulus materials.

- Have directions *rephrased* by a trained examiner that **states the same message** in a new or different way and does not breach security of the test items or give away an answer.
- Use a large-print edition (18 point font) of the test when it is the student's typical mode of accessing written material. Student responses must be transcribed to a regular-sized test booklet. Refer to *Directions for Transcribing*.

Response

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

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.
- Schedule breaks according to student's needs.
- Tests are to be completed on the same day that they are started.

Additional Accommodation Request

A request for a student to use an assessment accommodation that does not appear in this document must be received by the Office of Student Assessment Services no later than Friday, April 22, 2005. The request must come from either the County Test Coordinator or the County Special Education Director. The following information must be included in the request:

- Student's name, school and county
- Specific requested accommodation(s)
- Rationale for request (for example IEP or Section 504 update)
- Verification that student receives the accommodation(s) on a regular basis during classroom instruction and classroom assessment and is familiar with the accommodation(s)
- Impact on student's WESTEST results if the student is not permitted to use the requested accommodation(s)

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

Students with Limited English Proficiency (LEP)

All Limited English Proficient (LEP) students participate in the *West Virginia Educational Standards Test* (WESTEST) in the grade level at which they are enrolled. An LEP student is defined in Policy 2340: *Measures of Academic Progress* and Policy 2417: *Programs for Study for Limited English Proficient Students*. An LEP student in the state of West Virginia is classified according to the federal government definition as described in Public Law 107-110, the *No Child Left Behind Act of 2001* hereinafter (NCLB). An LEP student is classified as one:

- Who is aged 3 through 21; and
- Who is enrolled or preparing to enroll in an elementary school or secondary school; and
- Who was not born in the United States or whose native language is a language other than English; OR
- Who is a Native American or Alaska Native or a native resident of outlying areas; and
 - Who comes from an environment where a language other than English has had a significant impact on the individual's level of English language proficiency; OR
 - Who is migratory, whose native language is a language other than English and who comes from an environment where a language other than English is dominant; AND
- Whose difficulties speaking, reading, writing or understanding the English language may be sufficient to deny the individual –
 - The ability to meet the state's proficiency level of achievement on state assessments;
 - The ability to achieve successfully in classrooms where the language of instruction is English; or
 - The opportunity to participate fully in society.

Standard Conditions with Accommodations for LEP Students

- All LEP students are to participate in all components of the WESTEST in the grade level at which they are enrolled, except for those students who meet the criteria for participation in the West Virginia Alternate Assessment.
- It is recommended that LEP students be assessed following the same schedule as their regular education peers in their enrolled grade. LEP students should be tested in the same content area on the same day as their peers, unless other scheduled arrangements have been approved by the County Test Coordinator.
- The student is to receive all assessment accommodations as outlined in the *LEP Assessment Participation Document*. After examining the student background characteristics, the committee must determine appropriate accommodations and document their decisions using the *LEP Assessment Participation Document* available at <http://wvconnections.k12.wv.us/assessment.html>.

Accommodations

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

Presentation

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

Response

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

Scheduling

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

Additional Accommodations Request

A request for a student to use an assessment accommodation that does not appear in this document must be received by the Office of Student Assessment Services no later than Friday, April 22, 2005. The request must come from either the County Test Coordinator or the Title III/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 student receives the accommodation(s) on a regular basis during classroom instruction and classroom assessment and is familiar with the accommodation(s)
- Impact on student's WESTEST results if the student is not permitted to use the requested accommodation(s)

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

Directions for Transcribing

Scribe and Support Scribe will adhere to the following:

- Be an examiner as defined by West Virginia Board of Education Policy 2340. An examiner is a West Virginia educator employed by the county, RESA, or state who has signed a *Test Procedures Agreement for Examiner*.
- Be trained to be an examiner.
- Sign the *WESTEST Scribe Verification Form* at the conclusion of the transcription.
- List the names of the students whose work was transcribed, students' enrollment grade and the parts of the WESTEST that were transcribed. The form is to be sent to the principal upon completion.

General Directions for Transcribing

- Mark the student's response from the selected response items in a regular-sized test booklet.
- Write the oral or signed student response for the constructed response items in a regular-sized test booklet.
- Copy the student's response to constructed-response items as indicated by the student.
- Punctuation, capitalization and spelling errors shall not be changed.
- Remain silent while the student is dictating or signing and do not indicate correct or incorrect responses.
- Indicate that student responses to constructive response items are still unintelligible in the regular-sized test booklet after asking the student to repeat response.
- Demonstrate proficiency in signing, if serving as both the interpreter and scribe.
- Test where other examinees are not able to hear or see other students' responses.
- Have the option to proofread student responses with another scribe before recording student responses in regular-sized test booklet.
- Copy answers and mark the student's responses from the selected-response items to regular-sized test booklet if a large-print or braille test booklet is used.

Transcribing Braille

- The scribe will demonstrate proficiency in braille.
- Work with another scribe who knows braille to proofread the student's responses for accuracy.
- Fill in the braille circle on the Bio-Grid on the inside front cover.

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

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 be enrolled in a course(s) in the public school system.

The parent(s)/guardian(s) of home instructed student(s) must notify the test coordinators of the county of their intent to participate at least ***two months prior to the testing window or by a date determined by the County Test Coordinator***. Home instructed students who are taking WESTEST must test in the county in which they reside at a school indicated by the County Test Coordinator. Booklets of home instructed students must be kept separate from those of the public school students.

Homebound Students

If it is possible for the homebound student to come to the school for testing, he/she should attend school on the days of testing. If it is impossible for the homebound student to go to the school on those days, the county will determine how the administration of the WESTEST will occur. However, the following conditions must be met:

- The examiner administering the test must be trained in proper test administration procedures prior to testing.
- The examiner administering the tests must sign a *Test Procedures Agreement for Examiner*, which must be on file in the home school.
- No family member may be present during the WESTEST 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 test booklets are to be returned to the student's home school for processing and returned to the County Test Coordinator.

Private/Parochial Schools

The private and parochial school administrator(s) must notify the County Test Coordinator of the school's intent to participate ***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 receiving the signed security agreement forms from the school official. All educators and non-public school students participating in the WESTEST shall follow all testing guidelines and procedures set forth in this manual. No breach form will be administered to private/parochial students.

Preparation for Testing

Preparation of Students for Testing

- Inform students and their parents of the test date and the purpose of the test.
- 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.
- Practice using the mathematics punch-out tools with students.
- Suggest the following activities to minimize class disturbance if students finish early: silent reading, writing, crossword puzzles, homework and studies unrelated to the testing. Remind students the day before the test to bring appropriate activities to work on when they complete their tests.
- Have activities available in case students forget to bring them.

Preparation of the Classroom for Testing

- Clear desks/work areas of all booklets, papers and other materials.
- Ensure that **any specific information pertinent to the test being administered** is not displayed in the area during test administration. For example, any teaching aid that may give students information or help on any part of the test must be removed or covered during test administration. This may include, but is not limited to, word walls, number lines, punctuation rules, maps and multiplication tables.

Test Administration Considerations

The WESTEST requires standardized testing conditions. In order for the test results to support valid inferences, each test examiner will adhere to the conditions described in the Examiner's Manual and the *Testing Code of Ethics*, Appendix 2. 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.

As the examiner, you have the responsibility for testing the students assigned to you. **One of your most important tasks is to read aloud the directions exactly as they appear in this manual.** This manual should be read and studied prior to testing. After directions are read, clarification to a question about the directions may be given, providing there is no reference to test items. Students are to read some directions on their own. **You may not define words or rephrase any portion of the test other than that portion appearing in the script.**

General Instructions

Prior to the First Testing Session

1. Make sure you have an Examiner's Manual and the mathematics punch-out tools for each student, if needed.
2. Obtain a class packet from the building level coordinator. The class packet contains bundles of secure test booklets, a "DO NOT DISTURB" sign for the door, extra pencils and erasers, paper to be used for scratch paper and a testing irregularities sheet. Test booklets must be checked out and recorded on the School Security Checklist.
3. Check to see that each test booklet has a pre-slugged student label on the cover. If there is no pre-slugged label and the Bio-Grid on the inside cover is blank, contact the building level coordinator.
4. Leave the student and teacher name lines blank on the front cover of the test booklets. Students must complete this information.
5. Have at least two sharpened No. 2 lead pencils with good erasers for each student. Be sure to have extra pencils available. Have scratch paper for each student. Graph paper may be used.
6. Suggest that students bring a quiet individual activity for when and if they complete the test early. Some students may forget to bring activities, so have some available.
7. Show examples on the board of how to fill in the circles correctly. Emphasize that students must make complete erasures and write answers in the space/line(s) provided.

During Testing

1. Set aside the test booklets for students who are absent. Each day the principal/building level coordinator will collect test booklets not being used shortly after the test administration begins.
2. Read the student directions verbatim. Directions are printed in boxed areas preceded by the word "SAY." Explanations providing greater detail are printed in italics.
3. Give students adequate time to complete the test. Every student must be given the time he or she needs within the confines of the test day. However, if a student who has required additional time stops working for more than 10 minutes and has not closed his/her test booklet, we recommend that the test be ended. **Please note that each test must be completed on the day it is begun.**
4. Circulate around the room checking student progress on the test.
5. Record any problem with student/group testing on the testing irregularity sheet. Irregularities that need reporting are events that disrupt two or more students. If possible, report the disruption to the principal/building level coordinator immediately.
6. Check to see that students write in the test booklet only where directed to do so. For constructed response questions, students show their work and write their answers in the space provided in the test booklets. For multiple choice questions, students shall fill in the circle for their answer choice.

7. Ensure that any student who has completed a session has closed the test booklet and has engaged in silent activities and does not re-open the test booklet until told to do so.
8. Make sure test booklets are secure during the breaks.
9. Check in all test booklets at the end of each daily testing session on the School Security Checklist.

Returning Test Materials

Each day of testing, the examiner will do the following:

1. Set aside the test booklets for students who are absent. Each day a building designee will collect test booklets not being used shortly after the test administration begins.
2. Sort the test booklets in numerical order by student barcode after testing is complete with the spines facing in the same direction.
3. Return the test booklets to the locked and secured central location immediately after the testing has ended each day in the manner required by the principal/building level coordinator.
4. Return the completed test irregularities sheet.
5. Return the secure scratch paper.

Script for Administering Grade 10 Tests

Mathematics

Day 1: Session 1, Mathematics

*Distribute the student test booklets, calculators and scratch paper to each student. Make sure that every student gets his/her own test booklet. Students shall not use calculators in Session 1, Part 1. Mathematics formula sheets are provided in the back of the test booklet for student use for both sessions. **NOTE: Students may use their own personal calculators.***

SAY	<p>Check to make sure that your name is on the pre-printed label on the cover of the test booklet.</p> <p>On the front cover of the test booklet, make sure your name is written on the student name line provided. On the Teacher Name line, write my name above the M.</p>
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Demonstrate on the board how the students are to fill out the Teacher Name line. Check to make sure all students are completing the lines correctly. Then,

SAY	<p>Today's Mathematics test has two sessions. Mathematics formula sheets are available for use during the test. The formula sheet is located at the back of the test booklet. The first session has two parts.</p> <p>Mark your answers in the test booklet by filling in the circle beside the answer you choose. You may use the scratch paper to work the questions.</p> <p>If you make a mistake when you fill in the circle, make sure you erase it completely.</p>
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Demonstrate on the board the correct way to fill in the circles and to completely erase mistakes. Answer students' questions. When you are confident that everyone understands how to fill in the circles and erase mistakes,

SAY	<p>This test is not timed.</p> <p>Now open your test booklet to the first page. Look at the sample questions.</p>
------------	---

Check to make sure all students are on the sample problem pages in the test booklet. A copy of the sample problems is on page 35, Appendix 1 of this manual.

SAY	<p>Work the samples. When you have finished, do not turn the page.</p>
------------	---

Circulate around the room. Give students time to answer the samples. Then,

SAY	<p>The correct answer for Sample A is “-14.” You should have filled in the circle with the letter D inside.</p> <p>The correct answer for Sample B is “\$400.” You should have filled in the circle with the letter C inside.</p>
------------	---

Do not explain how to get the answer. Then,

SAY	Put your calculators away for Part 1 of this session.
------------	--

Students shall not use calculators in Session 1, Part 1. Check to be sure students put their calculators away. Then,

SAY	<p>Read the directions and questions carefully. The first part of the test is very short. There are 6 questions in this part.</p> <p>When you have finished working the questions, do not turn the page. You may go back and check your answers to the problems on these pages of Session 1, Part 1 only.</p> <p>After you have checked your answers to the questions, close your test booklet. Sit quietly and work on some activity. Are there any questions?</p>
------------	--

The approximate time for Part 1 is 10 minutes. Please remember that if a student needs additional time, you must provide it. However, if during the additional time the student stops for more than 10 minutes without closing his/her test booklet, termination of the test is recommended. Pause to answer questions. When you are confident that everyone understands how to take the test,

SAY	Turn to page 4. The top of the page should say Session 1, Part 1.
------------	--

Circulate around the room. Check to see that all students are on Session 1, Part 1 of the Mathematics test.

SAY	Remember, when you have finished these questions, do not turn the page. You may begin.
------------	---

During testing, check to make sure the students are filling in their answers correctly by making their marks dark and heavy. When all students are finished,

SAY	<p>This is the end of Session 1, Part 1. Now we will start Part 2 of Session 1. Get your calculator and place it on your desk.</p> <p>You may use your calculators to help you solve any question.</p>
------------	--

During the rest of the test, students may use calculators. Please note that calculators are not necessary for taking the test. When students have their calculators,

SAY	<p>Read the directions and questions carefully.</p> <p>When you see the words GO ON at the bottom of the page, turn the page and continue working. When you come to the word STOP, you have finished the session.</p> <p>You may go back and check your answers on this session only. After you have checked your answers to the problems, close your test booklet.</p> <p>Sit quietly and work on some activity. Are there any questions?</p>
------------	--

The approximate time for this test is 30 minutes. Please remember that if a student needs additional time, you must provide it. However, if during the additional time the student stops for more than 10 minutes without closing his/her test booklet, termination of the test is recommended. Pause to answer questions. When you are confident that everyone understands how to take the test,

SAY	<p>Open your test booklet to page 6. The top of the page should say Session 1, Part 2. You may begin.</p>
------------	--

Check to make sure all students are on the Session 1, Part 2 of the Mathematics test. During testing, circulate around the room to make sure the students are filling in their answers correctly by making their marks dark and heavy. After students are finished,

SAY	<p>This is the end of Session 1. We are now going to take a break.</p>
------------	---

Have students put their scratch paper inside their test booklet and calculators on top of their test booklet so they will be available for use in the next test session.

Follow security procedures during the break.

10 minute break

Session 2: Mathematics

Make sure each student has his/her own test booklet. Remind students that formula sheets are available for their use during the test.

SAY	<p>You are now going to do Session 2 of the Mathematics test. You may use calculators in this part of the test.</p> <p>There are two types of questions in this session.</p> <p>For some of the questions, you are to fill in the circle beside your answer choice as you did in the first part of the test. You may use the scratch paper to work the questions.</p> <p>For the other type of question, show your work and write your answer in the space provided. Keep all written responses inside the boxes or on the indicated lines.</p>
------------	---

Demonstrate on the board how students are to try and stay on the lines and in the answer boxes provided. Answer any question. Then,

SAY	<p>If you make a mistake, erase the mistake completely.</p> <p>This test is not timed.</p> <p>Read the directions and questions carefully. When you see the words GO ON at the bottom of the page, turn the page and continue working. When you come to the word STOP, you have finished Session 2.</p> <p>At the end of Session 2, go back and check your answers on this session only. After you have checked your answers to the problems, close your test booklet.</p> <p>Sit quietly and work on some activity. Are there any questions?</p>
------------	--

The approximate time for this part of the test is 45 minutes. Please remember that if a student needs additional time, you must provide it. However, if during the additional time the student stops for more than 10 minutes without closing his/her test booklet, termination of the test is recommended. Pause to answer questions. When you are confident that everyone understands how to take the test,

SAY	Open your test booklet to page 16. The top of the page should say Session 2.
------------	---

Pause to allow students to find the gray line on the side of the page. Then,

SAY	Are there any questions?
------------	---------------------------------

Answer any questions. Then,

SAY	You may begin working.
------------	-------------------------------

Check to see that all students are on Session 2 of the Mathematics test. During testing, circulate around the room to make sure students are filling in the multiple choice answers correctly by filling the circles with dark and heavy marks. Make sure students are writing their answer responses in the appropriate areas and not making any stray marks on the test pages. After students are finished,

SAY	This is the end of Session 2. Sit quietly while I collect all the materials.
------------	---

Collect all the test booklets and scratch paper.

Scratch paper contains secure information and must be shredded by the principal/building level coordinator.

Reminder: The Reading/Language Arts test may not be read aloud or signed to any student. Only the directions may be read aloud or signed.

Reading/Language Arts

Day 2: Session 1, Reading/Language Arts

Distribute test booklets to the students. Make sure each student gets his/her own test booklet. Scratch paper may be used during the Reading/Language Arts test.

SAY	<p>Check to make sure that your name is on the pre-printed label on the cover of the test booklet.</p> <p>Look on the front cover at the Teacher Name line. Write my name above the RLA.</p>
------------	--

Demonstrate on the board how students are to fill out the Teacher Name line. Circulate around the room to make sure all students are completing the lines correctly. Then,

SAY	<p>Today's Reading/Language Arts test has three sessions.</p> <p>Mark your answers in the test booklet by filling in the circle beside the answer you choose.</p> <p>If you make a mistake when you fill in the circle, make sure you erase it completely.</p>
------------	---

Demonstrate on the board the correct way to fill in the circles and to completely erase mistakes. Answer students' questions. When you are confident that everyone understands how to fill in the circles and erase mistakes,

SAY	<p>This test is not timed.</p> <p>Open your test booklet to the Reading/Language Arts test on page 31. The top of the page should say Reading/Language Arts. Look at the sample questions.</p>
------------	--

Check to make sure all students are in the Reading/Language Arts section on Sample A in the test booklet. A copy of the sample questions is on page 36, Appendix 1 of this manual.

SAY	<p>Answer the sample questions. When you have finished, do not turn the page.</p>
------------	--

Give students time to answer the samples. Then,

SAY	<p>The correct answer for Sample A is "why the internet will probably remain popular." You should have filled in the circle with the letter C inside.</p>
------------	--

SAY	The correct answer for Sample B is “I have been trying to decide what I should do after high school.” You should have filled in the circle with the letter B inside.
------------	---

Do not explain how to get the answer. Then,

SAY	<p>Read the directions and questions carefully.</p> <p>When you see the words GO ON at the bottom of the page, turn the page and continue working. When you come to the word STOP, you have finished Session 1.</p> <p>At the end of Session 1, go back and check your answers on this session only. After you have checked your answers, close your test booklet.</p> <p>Sit quietly and work on some activity. Are there any questions?</p>
------------	---

The approximate time for this test is 35 minutes. Please remember that if a student needs additional time, you must provide it. However, if during the additional time, the student stops for more than 10 minutes without closing his/her test booklet, termination of the test is recommended. Pause to answer questions. When you are confident that everyone understands how to take the test,

SAY	Turn to page 32. The top of the page should say Session 1. You may begin.
------------	--

Circulate around the room to see that all students are on Session 1 of the Reading/Language Arts test. During testing, check to make sure the students are filling in their answers correctly by making their marks dark and heavy. After students are finished,

SAY	This is the end of Session 1. We are now going to take a break.
------------	--

Follow security procedures during the break.

10 minute break

Session 2: Reading/Language Arts

Make sure each student has his/her own test booklet.

SAY	<p>You are now ready to begin Session 2 of the Reading/Language Arts test.</p> <p>Mark your answers in the test booklet by filling in the circle beside the answer you choose like you did in Session 1.</p> <p>If you make a mistake, erase the mistake completely.</p> <p>This test is not timed.</p> <p>Read the directions and questions carefully. When you see the words GO ON at the bottom of the page, turn the page and continue working. When you come to the word STOP, you have finished Session 2.</p> <p>At the end of Session 2, go back and check your answers on this session only. After you have checked your answers, close your test booklet.</p> <p>Sit quietly and work on some activity. Are there any questions?</p>
------------	---

The approximate time for this test is 30 minutes. Please remember that if a student needs additional time, you must provide it. However, if during the additional time, the student stops for more than 10 minutes without closing his/her test booklet, termination of the test is recommended. Pause to answer questions. When you are confident that everyone understands how to take the test,

SAY	<p>Open your test booklet to page 44. The top of the page above the reading passage should say Session 2. You may begin.</p>
------------	---

Check to see that all students are on Session 2 of the Reading/Language Arts test. During testing, circulate around the room to make sure the students are filling in their answers correctly by making their marks dark and heavy. After students are finished,

SAY	<p>This is the end of Session 2. We will now take a break.</p>
------------	---

Follow security procedures during the break.

10 minute break

Session 3: Reading/Language Arts

Make sure each student has his/her own test booklet.

SAY	<p>You are now going to do Session 3 of the Reading/Language Arts test.</p> <p>There are two types of questions in this session.</p> <p>For some of the questions, you are to fill in the circle beside your answer choice as you did in the first two sessions of the test.</p> <p>For the other type of question, write your answer in the space provided. Keep all written responses inside the boxes or on the indicated lines.</p>
------------	---

Demonstrate on the board how students are to try and stay on the lines and in the answer boxes provided. Answer any questions. Then,

SAY	<p>If you make a mistake, erase the mistake completely.</p> <p>This test is not timed.</p> <p>Read the directions and questions carefully. When you see the words GO ON at the bottom of the page, turn the page and continue working. When you come to the word STOP, you have finished Session 3.</p> <p>Go back and check your answers in Session 3 only. After you have checked your answers, close your test booklet.</p> <p>Sit quietly and work on some activity. Are there any questions?</p>
------------	--

The approximate time for this test is 25 minutes. Please remember that if a student needs additional time, you must provide it. However, if during the additional time, the student stops for more than 10 minutes without closing his/her test booklet, termination of the test is recommended. Pause to answer questions. When you are confident that everyone understands how to take the test,

SAY	<p>Open your test booklet to page 60, Reading/Language Arts, Session 3. The top of the page above the reading passage should say Session 3.</p> <p>Find the gray line on the side of the page. Keep all written work inside this gray line.</p>
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Pause to allow students to find the gray line on the side of the page. Then,

SAY	Are there any questions?
------------	---------------------------------

Answer any questions. Then,

SAY	You may begin working.
------------	-------------------------------

Check to see that all students are on Session 3 of the Reading/Language Arts test. During testing, circulate around the room to make sure the students are filling in their answers correctly by making their marks dark and heavy. Make sure students are writing their answer responses in the appropriate area and not making any stray marks on the test pages. After students are finished,

SAY	This is the end of the Reading/Language Arts test. Sit quietly while I collect the test booklets and scratch paper.
------------	--

Collect test booklets and scratch paper.

Scratch paper contains secure information and must be shredded by the principal/building level coordinator.

Science

Day 3: Session 1, Science

Distribute test booklets to the students. Make sure each student has his/her own test booklet. Students may use calculators and scratch paper on the Science test. Science reference sheets are provided in the back of the test booklet for student use for both sessions.

SAY	<p>Check to be sure your name is on the pre-printed label on the cover of the test booklet. Make sure your name is on the line provided.</p> <p>On the Teacher Name line, write my name above the SC.</p>
------------	---

Demonstrate on the board how students are to fill out the Teacher Name line. Check to make sure all students are completing the lines correctly. Then,

SAY	<p>The Science test has two sessions. Science reference sheets are available for both sessions. The reference sheets can be found at the back of the test booklet.</p> <p>Mark your answers in the test booklet by filling in the circle beside the answer you choose.</p> <p>If you make a mistake, erase the mistake completely.</p>
------------	---

Demonstrate on the board the correct way to fill in the circles and to completely erase mistakes. Answer students' questions. When you are confident that everyone understands how to fill in the circles and erase mistakes,

SAY	<p>This test is not timed.</p> <p>Open your test booklet to page 73. The top of the page should say Science. Look at the sample question.</p>
------------	---

Check to make sure all students are working on Sample A in the Science section of the test booklet. A copy of the sample question is on page 37, Appendix 1 of this manual.

SAY	Answer Sample A. When you have finished, do not turn the page.
------------	---

Give students time to answer Sample A. Then,

SAY	The correct answer for Sample A is “by increasing wind resistance.” You should have filled in the circle with the letter A inside.
------------	---

Do not explain how to get the answer. Then,

SAY	Read the directions and questions carefully.
------------	---

SAY	<p>When you see the words GO ON at the bottom of the page, turn the page and continue working. When you come to the word STOP, you have finished Session 1.</p> <p>When you have finished, you may go back and check your answers on this session only. After you have checked your answers, close your test booklet.</p> <p>Sit quietly and work on some activity. Are there any questions?</p>
------------	---

The approximate time for this test is 30 minutes. Please remember that if a student needs additional time you must provide it. However, if during the additional time, the student stops for more than 10 minutes without closing his/her test booklet, termination of the test is recommended. Pause to answer questions. When you are confident that everyone understands how to take the test,

SAY	<p>Turn to page 74. The top of the page should say Session 1.</p> <p>You may begin.</p>
------------	---

Check to see that all students are on Session 1 of the Science test. During testing, circulate around the room to make sure the students are filling in their answers correctly by making their marks dark and heavy. After the approximate time has passed and if students are finished,

SAY	<p>This is the end of Session 1. We will now take a break.</p>
------------	---

Follow security procedures during the break.

10 minute break

Session 2: Science

Make sure each student has his/her own test booklet.

SAY	<p>You are now going to do Session 2 of the Science test.</p> <p>There are two types of questions in this session.</p> <p>For some of the questions, you are to fill in the circle beside your answer choice as you did in the first session of the test.</p> <p>For the other type of question, write your answer in the space provided. Keep all written responses inside the boxes or on the indicated lines.</p>
------------	--

Demonstrate on the board how students are to try and stay on the lines and in the answer boxes provided. Answer any question. Then,

SAY	<p>If you make a mistake, erase the mistake completely.</p> <p>This test is not timed.</p> <p>Read the directions and questions carefully. When you see the words GO ON at the bottom of the page, turn the page and continue working. When you come to the word STOP, you have finished Session 2.</p> <p>Go back and check your answers on Session 2 only. After you have checked your answers, close your test booklet.</p> <p>Sit quietly and work on some other activity. Are there any questions?</p>
------------	--

The approximate time for this test is 45 minutes. Please remember that if a student needs additional time, you must provide it. However, if during the additional time, the student stops for more than 10 minutes without closing his/her test booklet, termination of the test is recommended. Pause to answer questions. When you are confident that everyone understands how to take the test,

SAY	Open your test booklet to page 84. The top of the page should say Session 2.
------------	---

Pause to allow students to find the gray line on the side of the page. Then,

SAY	Are there any questions?
------------	---------------------------------

Answer any questions. Then,

SAY	You may begin working.
------------	-------------------------------

Circulate around the room to see that all students are on Session 2 of the Science test. During testing, check to make sure the students are filling in their answers correctly by making their marks dark and heavy. Make sure students are writing their answer responses in the appropriate area and not making any stray marks on the test pages. When students are finished,

SAY	This is the end of the Science test. Sit quietly while I collect the test booklets and scratch paper.
------------	--

Collect all test booklets and scratch paper.

Scratch paper contains secure information and must be shredded by the principal/building level coordinator.

Appendix 1: Sample Items

Mathematics

Directions Work Samples A and B.

Sample A

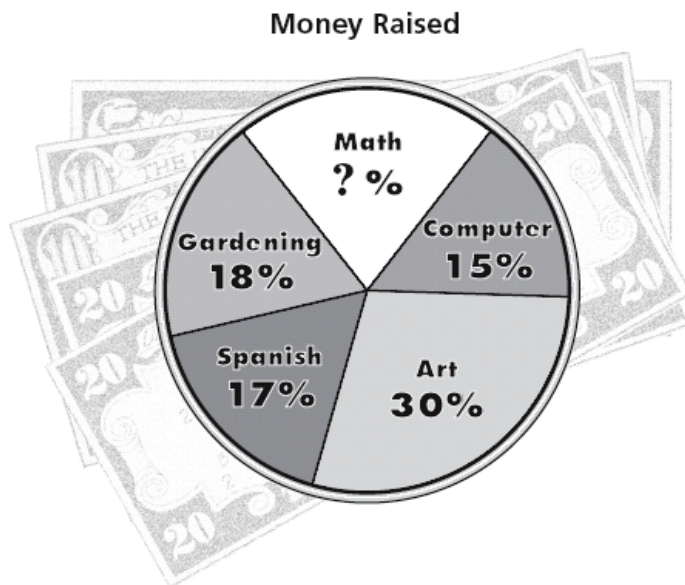
$$^{-}6 - 8 =$$

- (A) -2
- (B) 14
- (C) 2
- (D) -14
- (E) None of these

Sample B

Five clubs at Johnson School raised \$2000. The incomplete circle graph shows what percent of the money was raised by each club. How much money did the Math Club raise?

- (A) \$200
- (B) \$300
- (C) \$400
- (D) \$500



STOP ●

Reading and Language Arts

Directions Read the passage. Then do Sample A.

When television was first invented, many regarded it as a fad, but television remained popular and didn't fade away. Now some people say the Internet is a fad, but it probably won't fade away either. Whether it is used for research, education, or entertainment, the Internet makes information more accessible and will probably do so for many years to come.

Sample A This passage is mostly about

- (A) why the Internet will become more popular than television
- (B) the differences between Internet fads and trends
- (C) why the Internet will probably remain popular
- (D) the differences between television and the Internet

Directions Here is a paragraph a student wrote. There are some mistakes that need correcting.

¹ I will have been trying to decide what I should do after high school.
² Should I go straight to college and work toward a degree? ³ Should I find a
job first and go to school later? ⁴ Next week I'm going to talk with my
guidance counselor and discuss my options.

Sample B Choose the best way to write Sentence 1.

- (A) I having been trying to decide what I should do after high school.
- (B) I have been trying to decide what I should do after high school.
- (C) I would have been trying to decide what I should do after high school.
- (D) Best as it is

STOP ●

Science

Directions Read the sample and mark the correct answer.

Sample A This picture shows a close-up view of a branch from a pine tree. How might the shape and waxy covering of the needles help the tree?

- Ⓐ by increasing wind resistance
- Ⓑ by making snow stick to the needles
- Ⓒ by reducing water loss
- Ⓓ by causing the needles to fall off easily



STOP ●

Appendix 2

TESTING CODE OF ETHICS

The *Testing Code of Ethics* addresses special concerns regarding appropriate professional practices within the West Virginia Measures of Academic Progress, as well as appropriate conduct. The *Testing Code of Ethics* supplements the practices and procedures set forth in West Virginia Board of Education Policy 2340, *West Virginia Measures of Academic Progress*.

ETHICAL TESTING PRACTICES

Test Security

1. County school personnel shall establish and implement procedures to ensure maximum test security and limit involvement to school personnel.
2. Before each test administration, materials must be distributed according to instructions provided with the test. Tests must be secured at all times during test administration, including any break times. Unused test materials shall be returned to a locked and secured area as soon as practical. 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 following each daily testing session.
3. Test materials must be stored in locked and secured central locations prior to and following each daily testing session. Test materials are *not* in the building more than one week before the testing window. Testing, including make-ups, must occur during the testing window. Access to test booklets and answer sheets shall be restricted to the test administration period.
4. Any breach of security, loss of materials or other deviation from acceptable security procedures shall be reported immediately to the school building principal, county test coordinator, the county superintendent and to the proper authorities at the Office of the State Superintendent of Schools, West Virginia Department of Education.
5. Test booklets or questions shall not be reproduced or paraphrased in any manner.
6. Personnel responsible for the testing program shall be properly instructed in the appropriate test administration procedures.
7. No one shall 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.

8. Each county test coordinator shall sign a security agreement prior to the test administration window. The agreements will be filed at the West Virginia Department of Education.
9. Principals shall sign a security agreement that remains on file with the county test coordinator.
10. Any individual who administers or handles the test materials at the school shall sign a security agreement that remains on file in the principal's office.
11. The county test coordinator shall be responsible for the number of test booklets shipped to the county and shall maintain a record of how many booklets are sent to each school.
12. Student test scores or test performance shall not be disclosed to unauthorized persons as set forth in W.Va. 126CSR94, West Virginia Board of Education Policies 4350, Procedures for the Collection, Maintenance and Disclosure of Student Data and W.Va. 126CSR14, West Virginia Board of Education Policy 2340, West Virginia Measures of Academic Progress.
13. No portion of student responses to any item shall be kept, copied or reproduced unless otherwise directed by West Virginia Department of Education.

Test Administration

1. Tests shall be administered only during the testing window established by the West Virginia Board of Education.
2. Examiners of standardized tests shall rigorously follow the appropriate administrative procedures as directed in the test's administration manuals.
3. All examiners shall strive to create a positive environment.
4. Students shall not have prior access to test questions or any access to answer keys.
5. Examiners shall limit assistance to students to issues concerning the mechanical aspects of marking answers, clarifying directions and finding the right place on answer sheets. Examiners shall not indicate answers or point out the rationale of an item.
6. Students and examiners shall be monitored to ensure that appropriate test taking procedures, test security and activities 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.
9. Accommodations as appropriate for students with Individual Education Programs or Section 504 plans shall be provided as established in their plans.

Test Notification

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

Test Preparation Practices

1. Instruction will be focused on the inclusive content standards and objectives in the curricular areas.
2. Utilization of the informal item bank may be used for test preparation.
3. Students should be taught general test-taking skills and objectives.

Appendix 3

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

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

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

Examiner Signature

School

Date

Appendix 4

WEST VIRGINIA BOARD OF EDUCATION TEST PROCEDURES AGREEMENT FOR PRINCIPAL

1. The principal acknowledges that all assessments within the West Virginia Measures of Academic Progress are secure tests.
2. Procedures shall be implemented to ensure maximum test security.
3. Before test administration, materials must be distributed according to instructions provided with the test. Access to test booklets and answer sheets shall be restricted to the test administration period and all testing must occur during the testing window.
4. Test materials must be stored in locked and secured central locations prior to and following each daily testing session. Test booklets or questions shall not be reproduced or paraphrased in any manner.
5. At the close of each testing window, all test booklets (used and unused) and answer sheets, if applicable, must be counted, reconciled and returned according to the directions provided with the test.
6. Any breach of security, loss of materials or other deviation from acceptable security procedures shall be reported immediately to the county test coordinator.
7. Personnel involved in the testing program shall be properly instructed in the appropriate test security including the *Testing Code of Ethics* and test administration procedures.
8. The principal shall 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.
9. The principal shall collect and retain the signed *West Virginia Board of Education Test Procedures Agreement for Examiner* for each examiner in their school.
10. Student test scores or test performance data shall not be disclosed to unauthorized persons as set forth in W.Va. 126CSR94, West Virginia Board of Education Policy 4350, Procedures for the Collection, Maintenance and Disclosure of Student Data and W.Va. 126CSR14, West Virginia Board of Education Policy 2340, West Virginia Measures of Academic Progress.
11. No portion of examinee responses to any item shall be kept, copied or reproduced unless otherwise directed by West Virginia Department of Education.
12. Students shall not have prior access to test questions or any access to answer keys.
13. Students and examiners shall be monitored to ensure that appropriate test taking procedures, testing security and activities are followed.
14. Students and examiners shall be monitored to ensure that only references or tools specifically designated in test manuals are provided.
15. Prior to the beginning of test administration, testing rooms shall be checked to ensure that any specific information, as specified by the test manual, is not displayed in the room during test administration.
16. Ensure examiners' compliance with appropriate accommodations for students with Individual Education Programs or Section 504 plans when so designated in the test manual.
17. Send this signed agreement to the county test coordinator. Test administration materials will not be released by the county test coordinator to the school without this signed agreement.

I have read, understand and with my signature agree to comply with the *Testing Code of Ethics* and each statement contained herein. I also understand that I must return this signed agreement to my county's test coordinator before test booklets/materials are released to the school.

Principal Signature

School

Date

Appendix 5

**WEST VIRGINIA BOARD OF EDUCATION
TEST PROCEDURES AGREEMENT
FOR COUNTY TEST COORDINATOR**

1. The county test coordinator acknowledges that all assessments within the West Virginia Measures of Academic Progress are secure tests.
2. Procedures shall be implemented to ensure maximum test security.
3. Before each test administration, distribute materials according to the instructions provided with the test.
4. At the close of each testing window, all test booklets (used and unused) and answer sheets, if applicable, must be counted, reconciled and returned according to the directions provided with the test.
5. Test materials are *not* in the building more than one week before the testing window and all testing must occur during the testing window. Test booklets or questions shall not be reproduced or paraphrased in any manner.
6. Any breach of security, loss of materials or other deviation from acceptable security procedures shall be reported immediately to the county superintendent and to the Office of the State Superintendent of Schools, West Virginia Department of Education.
7. Building level test coordinators or designees shall be properly instructed in appropriate test security procedures including the *Testing Code of Ethics* and test administration procedures.
8. The county test coordinator shall 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.
9. The county test coordinator shall collect and retain signed *West Virginia Board of Education Test Procedures Agreement for Principal* for each principal in their county.
10. Test administration materials shall not be released by the county test coordinator to the school without the signed agreement from the principal.
11. The distribution and collection of all secure test materials shall follow the directions provided with the tests. When distribution and collection of secure materials is the responsibility of the county test coordinator, he/she shall be responsible for the number of test booklets shipped to and returned from the schools. A record of how many booklets and other identifying characteristics are sent to and returned from each school shall be kept.
12. Student test scores or test performance data shall not be disclosed to unauthorized persons as set forth in 126CSR94, West Virginia Board of Education Policy 4350, Procedures for the Collection, Maintenance and Disclosure of Student Data and W.Va. 126CSR14, West Virginia Board of Education Policy 2340, West Virginia Measures of Academic Progress.
13. No portion of student responses to any item shall be kept, copied or reproduced unless otherwise directed by West Virginia Department of Education.
14. Students shall not have prior access to test questions or any access to answer keys.
15. Send this signed agreement to the West Virginia Department of Education, Office of Student Assessment Services.

I have read, understand and with my signature agree to comply with the *Testing Code of Ethics* and each statement contained herein. I also understand I must return this signed agreement to the West Virginia Department of Education, Office of Student Assessment Services, Capitol Bldg. 6, Room 722, 1900 Kanawha Blvd., E., Charleston, WV 25305 at least two (2) weeks before the WESTEST is administered.

County Test Coordinator Signature

County

Date

WESTEST Scribe Verification Form

Student Name: _____

Student WVEIS ID Number: _____

Grade: _____

School: _____

County: _____

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

- IEP/504 – Scribe
- LEP – Scribe
- Short Term Medical Condition
- Damaged Booklet (Test Booklet Number _____)

Provide a brief explanation: _____

The following signatures are needed:

Examiner: _____ Date: _____

Scribe: _____ Date: _____

Principal: _____ Date: _____

County Test Coordinator: _____ Date: _____

Keep a copy for school file and submit a copy to the County Test Coordinator by May 27, 2005.

David Stewart
State Superintendent of Schools
West Virginia Department of Education