



West Virginia  
Department of Education

## **Examiner's Manual**

**West Virginia  
Alternate Performance Task  
Assessment  
(*APTA*)  
2008**

**Mathematics, Reading/Language Arts  
Grades 3-8 and 10**

**Science  
Grades 4, 6 and 11**

# FOREWORD

The West Virginia Statewide Assessment Program was enacted in 1962 by the Legislature as a 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 West Virginia Department of Education requires schools and school systems to be held accountable for meeting all the academic indicators used to measure Adequate Yearly Progress (AYP) for all students. West Virginia's definition of AYP requires all students to be proficient in mathematics, reading/language arts and science by the end of the 2013-2014 school year, as defined in West Virginia 126CSR13, West Virginia Board of Education Policy 2320: *A Process for Improving Education: Performance Based Accreditation System*.

The West Virginia Alternate Performance Task Assessment (*APTA*) measures the performance of students with severe disabilities who cannot participate in the West Virginia Educational Standards Test (*WESTEST*). *APTA* is aligned to the alternate academic achievement standards and developed around a blueprint. It is administered to students in grades 3-8 and 10 in the content areas of mathematics, reading/language arts and grades 4, 6 and 11 in science. The results of this assessment are used to assist instruction and to meet accountability requirements of No Child Left Behind (NCLB).

This test administration manual was written by the Office of Assessment and Accountability, with assistance from county test coordinators and county special education directors, to accompany the *APTA*. The West Virginia Department of Education acknowledges and expresses its gratitude to these county administrators for their valuable assistance in designing this manual and to CTB/McGraw-Hill for their assistance in the development of the test items and associated materials.

Dr. Steven L. Paine  
State Superintendent of Schools

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## CONTACT INFORMATION

### For Principal/Building Level Coordinator

For Questions about <i>APTA</i>	Contact: County Test Coordinator
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### For County Test Coordinator

For Questions About...	Contact
Testing Policies/Accommodations*	304-558-2546
Test Security	304-558-2546
Returning Test Materials	304-558-2546

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

### Calendar of Testing Activities

Activity	
Test Materials Distributed to County Test Coordinator*	<b>April 16, 2008</b>
<b>TESTING WINDOW</b>	<b>April 28 – May 9, 2008</b>
Secure Test Materials Returned to County Test Coordinator	<b>TBD by CTC</b>
Test Materials Received by Assessment & Accountability	<b>May 23, 2008</b>

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

## Overview of Alternate Performance Task Assessment

The West Virginia *Alternate Performance Task Assessment (APTA)* is designed for a small number of students with significant cognitive disabilities who cannot participate in the general assessments, even with accommodations. The decision-making process for participation in *APTA* is stipulated in West Virginia Board of Education Policy 2340: *West Virginia Measures of Academic Progress (WV-MAP)* (<http://apta.k12.wv.us>). *APTA* is given to all students in grades 3-8 and 10 in mathematics and reading/language arts and grades 4, 6 and 11 in science who qualify under the eligibility criteria (pg. 3) established in *West Virginia Guidelines for Participation in State Assessments*.

*APTA* test items were developed by West Virginia educators and reviewed by staff of the West Virginia Department of Education Office of Assessment and Accountability (OAA), the Office of Special Programs, Extended & Early Learning (OSPEEL) and CTB/McGraw-Hill Inc., the test publisher. Each question was examined for bias, content, difficulty and alignment with the *West Virginia Extended Academic Content Standards and Performance Descriptors for Students with the Most Significant Cognitive Disabilities* as described in West Virginia Board of Education Policy 2520.16: *Alternate Academic Achievement Standards for West Virginia Schools*.

A separate test was developed for each grade level (grades 3-8 and 10) in mathematics, reading/language arts and (grades 4, 6 and 11) in science. *APTA* assesses questions in three content areas: mathematics, reading/language arts and science. \*The reading/language arts content area of the test contains items at each grade level addressing the three content standards of (1) reading, (2) writing, and (3) listening, speaking and viewing. The mathematics content area contains items at each grade level addressing the five content standards of (1) number and operations, (2) algebra, (3) geometry, (4) measurement, and (5) data analysis and probability. The science content area contains items in grades 4, 6 and 11 addressing the three content standards of (1) nature of science, (2) content of science and (3) application of science. Refer to the Office of Assessment and Accountability Website for test matrix (<http://apta.k12.wv.us>).

Test item presentation and student response accommodations must be documented in the Individualized Education Plan (IEP). Accommodations not listed in the IEP, Part VIII: Part B must be submitted in writing by either the county testing coordinator (CTC) or the county special education director and approved by the West Virginia Department of Education Office of Assessment and Accountability.

*APTA* is to be handled as a secure test and must be administered following the professional practices stated in the WV-MAP. The *Testing Code of Ethics* is included in this manual (Appendix 1, pg. 19).

\**APTA* assesses questions in three content areas: mathematics, reading/language arts and science.

## Eligibility Criteria

A student must meet specific criteria to be determined eligible for the *West Virginia Alternate Performance Task Assessment (APTA)* by the IEP Team. In the decision-making process for participation in the West Virginia Board of Education Policy 2340: *West Virginia Measures of Academic Progress (WV-MAP)*, students in grades 3-8 and 10 in mathematics and reading/language arts and grades 4, 6 and 11 in science with significant cognitive disabilities whose performance cannot be adequately assessed through The West Virginia Education Standards Test (*WESTEST*) even with accommodations may be considered for *APTA*. The eligibility requirements for *APTA* are as follows:

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

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

- It has been determined by the IEP team that the student is unable to complete the state and county standard graduation requirements necessary to earn a regular diploma, even with extended learning opportunities and significant instructional modifications, thus is working toward a modified diploma. *Please note, not all students earning a modified diploma must take APTA; however, students working toward a regular diploma do not meet the criteria for APTA. For additional information, see West Virginia Board of Education Policy 2510: *Assuring the Quality of Education: Regulations for Education Programs*, Sections 6.4.8 and 6.4.9.*
- **A student shall not be assessed with APTA unless he/she is instructed by the extended standards.**

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

## General Test Administration

### Testing Conditions for All Students

All public school students enrolled in grades 3-8, and 10 are to be assessed by *WESTEST* in the grade level in which they are enrolled, unless they meet the criteria for participation in *APTA*.

***APTA* requires standardized testing conditions.** In order for the test results to support valid inferences, each test examiner will adhere to the conditions described in the examiner's manual and the *Testing Code of Ethics*. All test administrators should have a signed West Virginia Board of Education *Examiner's/Proctor's/Scribe's Secure Materials and Test Procedures Agreement* (Appendix 2, pg. 22) on file with the school administrator. Proper administration of tests and consistency in test administration is crucial to the accuracy of the test results. To ensure optimum student performance during the testing process, the following conditions for testing must exist:

### Standard Conditions Required for Examiners

- *APTA* must be administered during the testing window.
- An examiner must be a currently employed educator, an approved employee of the state, county or RESA or an educator of a private or parochial school with a valid West Virginia teaching license. Examiners shall be trained prior to test administration and shall sign a *West Virginia Board of Education Examiner's/Proctor's/Scribe's Secure Materials and Test Procedures Agreement* (Appendix 2, pg. 22) indicating proper training has been received.
- The teacher of record should be the examiner. If extenuating circumstances require an aide to administer the test, a request must be submitted for approval to Beth Judy, Office of Assessment and Accountability, no later than April 18, 2008, on the *APTA Administration by Paraprofessional Form* (Appendix 13, pg. 36).
- Examiners must be trained prior to test administration and shall sign an *Examiner's/Proctor's/Scribe's Secure Materials and Test Procedures Agreement* (Appendix 2, pg. 22) indicating that proper training has been received.
- Content information relevant to the test shall not be discussed during the testing window.
- Examiners must study administration procedures, directions and manipulatives prior to the first day of testing.
- Instructions in this manual must be followed precisely.
- The examiner will coordinate with the principal/building level coordinator to eliminate distractions during testing.
- The examiner assigned to administer the test should not change during the administration, unless there are extenuating circumstances, such as an extended absence of the examiner.
- Examiners must ensure that all assistive technology devices are programmed prior to the administration of *APTA*.

## Standard Conditions for All Students Taking *APTA*

- Students shall be tested at the grade level in which they are enrolled.
- Students shall be tested in classrooms with adequate lighting and ventilation.
- Students shall have adequate workspace for the test booklet, test materials and/or manipulatives.
- Students and/or examiners will record answers in test booklets.
- Students are to be provided with four opportunities to respond on each performance task. (Students will be given two opportunities to respond independently, one opportunity to respond with partial physical prompting and one opportunity to respond with full physical prompting.)
- Examiners choose appropriate scripts from the test booklets to be read or signed verbatim.
- Examiners may redirect the student to refocus the student's attention (e.g., tap on the top of the book).
- Examiners may not provide feedback on correct/incorrect responses.
- An electronic translator or sign dictionary may be used to present directions, stimulus material, questions and/or answer choices for all items on the test with the exception of the reading comprehension items.
- All items on the test, with the exception of the reading comprehension items, may be read aloud verbatim or signed to the student.
- Reading comprehension items will be administered according to the prompting hierarchies as follows:
  - ⇒ Independent Level Prompt: Student understands or reads the question and chooses the answer.
  - ⇒ Partial Level Prompt: Examiner redirects the student to focus on words or pictures and the student chooses the answer.
  - ⇒ Full Level Prompt: Examiner reads/signs the item and the student and the examiner choose the answer.
- Examiners may contact the county test coordinator for access to information needed for programming communication or assistive technology devices prior to administering *APTA*. The examiner also should ensure that the device is programmed prior to administering the test. **All items must be deleted from the programmed device at the end of the testing session.**
- Calculators, abacus or arithmetic tables may be used on the mathematics test.
- Students requiring extra time must be provided the time needed within the confines of the test day. If either a medical or behavioral crisis precludes the student from completing the section within the school day, the student, once the crisis has passed, may complete the unfinished items on another day within the testing window. This information is to be documented on the *APTA Testing Disruptions/Irregularity Sheet* (Appendix 3, pg. 23).
- Students must be tested in an environment with minimum distractions from noise and other students.
- Students must have adaptive furniture, if needed.
- A "Do Not Disturb" sign should be placed on the door of the testing room.
- Cellular phones and pagers must be turned off during the testing period.

## Assistive Technology

- Assistive Technology routinely used for classroom instruction may be used for administration of *APTA*.
- Replication of the student page is allowable **except** for the following restrictions:
  - Copied images(s)/page(s) must be the same color and size of images presented in the test booklet or formatted to the size requirements of the communication device.
  - Layout on the device must be the same as represented on the student page.
  - No additional information, including labeling (numbers/letters/words), is allowed.
  - Pictures shall remain black and white and not enhanced in color.
  - **All replicated materials must be returned with the student's test booklet.**
- All information programmed into the Assistive Technology device for test administration must be deleted.
- The *Assistive Technology Teacher Verification Form* must be returned with the student test booklet (Appendix 4, pg. 24).
- A test booklet may be obtained prior to administration of *APTA* for the programming of Assistive Technology devices.

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

## Presentation

- use of visual magnifying equipment
- use of audio amplification equipment
- use of place markers to maintain place
- use of communication devices or other Assistive Technology devices
- use of picture symbols

## Response

- use of graph paper to align work
  - use of template (i.e., typoscope) to maintain place for responding
  - underline or circle key words or phrases in directions, text or stems
  - use of color visual overlays
  - use of scratch paper, graph paper, line guide, slate and/or abacus for computations and note taking while reading and/or responding for **all content areas**
  - use of examiner to record responses (points, states verbally, uses communication or Assistive Technology devices to respond, mark/writes, etc.)
  - use of a scribe when a short-term medical condition precludes the student from writing with the dominant hand to mark responses in test booklet, e.g. a fractured arm in a cast
- Student responses must be transferred to test booklet. Refer to *Directions for Transcribing APTA*, page 10.

## Setting

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

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

- All students with an IEP are to participate in all components of *WESTEST* in the grade level in which they are enrolled, except for those who meet the criteria for participation in *APTA*.
- **It is recommended that examiners determine the testing schedule that provides optimum testing conditions for each individual student.**
- *IDEA 2004* and *NCLB* require implementation of **all** testing accommodations per the IEP. For accountability purposes, districts are required to document implementation of the accommodations for *APTA* mathematics, reading/language arts and science tests using the *Documentation Procedure for IEP Accommodations on APTA* (Appendix 5, pg. 25).

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

## Presentation

- Use braille or other tactile form of print when that is the student's typical mode of accessing written material. Student responses must be transcribed to a regular-sized test booklet. Refer to *Directions for Transcribing APTA*, page 10.
- Use a secure electronic braille note taker for directions and test stimulus materials.
- Have directions **rephrased** by a trained examiner that **states the same message** in a new or different way and does not breach security of the test items or give away an answer.
- Use tactile graphics.

## Response

- Indicate responses to a scribe, when the student is physically unable to respond otherwise. Refer to *Directions for Transcribing APTA*, page 10.
- Use braille or other tactile form of print when that is the student's typical mode of responding to written material. Transcribe student responses to a regular-sized test booklet. Refer to *Directions for Transcribing APTA*, page 10.
- Provide physical support for a student by an aide if this support is provided routinely and if the aide has been trained as an examiner.

## Scheduling

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

## **Additional Accommodation(s) Request**

An IEP Team or Section 504 Committee may request from the Office of Assessment and Accountability permission to use other accommodations. A request for a student to use an assessment accommodation that does not appear in this document must be received by the Office of Assessment and Accountability to the attention of Beth Judy, coordinator, no later than Friday, April 18, 2008. The request must come from either the county test coordinator or the county special education director. The following information must be included in the request:

- student's name, school, county and WVEIS number
- 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 *APTA* results if the student is not permitted to use the requested accommodation(s)

Upon completion of the review of the request, the county test coordinator and county special education director will be notified of the determination of the review committee.

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

All limited English proficient (LEP) students participate in the *WESTEST* or, if they also have an IEP and meet participation criteria, in the *APTA* in the grade level in which they are enrolled. An LEP student is defined in *WV-MAP* and West Virginia Board of Education Policy 2417: *Programs of Study for Limited English Proficient Students*. An LEP student in the state of West Virginia is classified according to the federal government definition as described in the *No Child Left Behind Act of 2001 (NCLB)*.

## **Standard Conditions for LEP Students**

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

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

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

### **Presentation**

- An electronic translator or bilingual dictionary may be used to present directions, stimulus material, questions and/or answer choices verbatim for the mathematics test and

reading/language arts test, with the exception of the reading comprehension items, which may be read aloud verbatim to the student. Reading comprehension items will be administered according to the prompting hierarchies as follows:

- Independent Level Prompt: Student reads the question and chooses the answer.
- Partial Level Prompt: Examiner redirects the student to focus on words or pictures and the student chooses the answer.
- Full Level Prompt: Examiner reads/signs the item and the student and the examiner choose the answer.
- Have directions *rephrased* by a trained examiner who **states the same message** in a new or different way and does not breach security of the test items or give away an answer.

### **Response**

- Indicate responses to a scribe when the student is physically unable to respond otherwise for constructed-response items. Refer to *Directions for Transcribing APTA*, page 10.
- Use an electronic translator or bilingual dictionary to respond. Refer to *Directions for Transcribing APTA*, page 10.

### **Scheduling**

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

### **Additional Accommodation(s) Request**

The LEP Committee may request from the Office of Assessment and Accountability permission to use other accommodations. A request for a student to use an assessment accommodation that does not appear in this document must be received by the Office of Assessment and Accountability to the attention of Beth Judy, Coordinator, no later than Friday, April 18, 2008. The request must come from either the county test coordinator or the Title III coordinator. The following information must be included in the request:

- student's name, school, county and WVEIS number
- 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 *APTA* results if the student is not permitted to use the requested accommodation(s)

Upon completion of the review of the request, the county test coordinator and county Title III coordinator will be notified of the determination of the review committee.

## Directions for Transcribing *APTA*

### General Directions for Transcribing

- Serve as both examiner and scribe.
- An examiner as defined by WV-MAP. As a West Virginia educator employed by the county, RESA or state who has signed an *Examiner's/Proctor's/Scribe's Secure Materials and Test Procedures Agreement* and who has been trained as an examiner (Appendix 2, pg. 22).
- Demonstrate proficiency in signing, if serving as both the interpreter and examiner.
- Mark the student's demonstrated response in the student test booklet. Record the Assistive Technology device used by the student, if applicable.
- Write the oral or signed student response for the constructed response items in the test booklet.
- Copy the student's response to constructed response items as indicated by the student.
- Do not change punctuation, capitalization and spelling errors.
- Remain silent while the student is selecting or signing a response and do not indicate correct or incorrect responses.
- If the student response is unintelligible, write "unintelligible" on the examiner's page in the space provided.
- Scribes have the option to proofread student responses with another scribe before recording student responses in the test booklet.
- Complete and sign the *APTA Scribe Verification* (Appendix 6, pg. 27) at the conclusion of the transcription and submit it to the building level coordinator.
- If a braille test booklet is used, copy the student's responses from the selected response items to a regular-sized booklet.

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

- The examiner must be proficient in braille or
- The examiner must work with a scribe proficient in braille to check the student's responses for accuracy.

### Transcribing Braille

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

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

## **HOMEBOUND STUDENTS**

If it is possible for the homebound student to come to the school for testing, he/she should do so. If it is impossible for the homebound student to attend school during the testing window, the CTC will determine if and how the administration of the *APTA* 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 test must sign a *Examiner's/Proctor's/Scribe's Secure Materials and Test Procedures Agreement* (Appendix 2, pg. 22) which must be on file in the home school.
- The security of test materials must be maintained. In order to prevent a breach of test security, individuals present at the homebound location may not participate, observe or be involved in *APTA* administration.
- All test security procedures and schedules must be followed.

## **MEDICALLY FRAGILE STUDENTS**

Special participation rate exemptions for medically, physically or mentally fragile students are based on a student's physical or mental condition and may be available for a student suffering from terminal illnesses or injuries or receiving short-term medical treatment for either a physical or psychiatric condition. Requests for exemptions on these grounds must be placed on a *Participation Rate Request for Exemption of a Medically Fragile Student* (Appendix 7, pg. 28) and accompanied by a signed statement from the student's treating physician.

## **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.

## PROCEDURES FOR EXAMINERS

### Scheduling

1. Determine the testing schedule that provides optimum testing conditions for individual students.
2. Complete an entire section of the test in the same day, unless there is a medical or behavioral crisis. If a medical or behavioral crisis precludes the completion of a section, the testing may resume with the unfinished items on a subsequent day. This information is to be documented on the *APTA Testing Disruptions/Irregularity Sheet* (Appendix 3, pg. 23).

### Materials/Preparation

3. *Manipulatives List* (Appendix 8, pp 29-30) and *Item Presentation Protocol Chart (IPPC)* (Appendix 9, pp 31-32) will be sent with test materials for use during administration.
4. Provide an adequate workspace for the test booklet and any other test materials and/or manipulatives.
5. Ensure that the required demographic information page is completed in the test booklet.
6. Gather manipulatives needed for testing that are not provided by the Office of Assessment and Accountability, *Manipulatives List* (Appendix 8, pp 29-30).
7. Have a piece of heavy paper to cover items on the student page when the student page is used to answer multiple items.

### Test Administration

8. The examiner must complete the information on the front cover of the booklet, including the nine digit WVEIS number, and the biogrid information on the inside cover of the test booklet.
9. The student and/or the examiner or scribe will record answers in the test booklet.
10. The examiner may choose from the scripts provided in the test booklet; however, scripts must be read verbatim.
11. The student will be provided with four opportunities to respond to each item (*Item Presentation Protocol Chart* (Appendix 9, pp 31-32).
12. The examiner may redirect the student (e.g. tap on the top of the book to refocus the student's attention).
13. It is recommended that praise be given only at the end of a section.
14. The examiner may **not** provide feedback on correct/incorrect responses, including verbal responses, body language or facial expressions.
15. An **Independent Prompt** is defined as giving the student the verbal script to facilitate a response to the test item without any prompting from the examiner.
16. A **Partial Physical Prompt** is defined as tactile cues that facilitate a response but do not guide the student to the correct answer.
17. A **Full-Physical Prompt** is defined as hand-over-hand (or hand-under-hand), where both the examiner and student choose the answer.
18. At each grade level, there are reading comprehension items. The examiner uses the same procedure as outlined on the *IPPC* for prompting the student to respond. Refer to page 32 for specific *Item Presentation Protocol Chart* prompting directions for reading comprehension questions.
19. When breaks are provided, close the test booklet and secure all test materials.

### **Coordination**

20. Testing irregularities must be recorded for a student on the *APTA Test Disruptions/Irregularity Sheet* (Appendix 3, pg. 23).
21. Collect test booklet at the end of each testing session and return it promptly to the principal/building level coordinator.
22. In the case of test booklet contamination by student bodily fluids, the CTC should be contacted immediately. The student's responses will be transferred to a new booklet by the examiner or scribe. The damaged booklet will be returned to the CTC for destruction. The CTC will document this on the *APTA Security Checklist* (Appendix 10, pg. 33).

## COUNTY TEST COORDINATOR RESPONSIBILITIES

### Prior to Testing

1. Assure that the *County Test Coordinator's Secure Materials and Test Procedures Agreement* (Appendix 11, pg. 34) has been signed and submitted.
2. Train principal/building level coordinator on *APTA* procedures.
3. Have on file the signed *Principal's Secure Materials and Test Procedures Agreement* (Appendix 12, pg. 35) for principal/building level coordinator having access to *APTA*.
4. Instruct principals to have on file the signed *Examiner's/Proctor's/Scribe's Secure Materials and Test Procedures Agreement* (Appendix 2, pg. 22) for any person having access to *APTA*.
5. If a paraprofessional will be administering the test, the *APTA Administration for Paraprofessionals Approval* (Appendix 13, pg. 36) must be on file with the CTC.
6. For exemptions from testing for medically fragile students, complete *Participation Rate Request for Exemption of a Medically Fragile Student* (Appendix 7, pg. 28) and submit the completed form to the Office of Education Performance Audits.
7. Prior to *APTA* administration, distribute the WVS.326 Testing Option Report to the building principal.
8. Instruct the principal/building level coordinator that all test materials must be kept secure. Test materials may not be stored in the examiner's room. Test materials must be returned to the principal/building level coordinator and placed in a locked and secured central location immediately after testing.
9. Verify that the contents of each box match the packing slips.
10. Maintain an inventory of materials.
11. Secure test materials until distribution to schools.
12. Make arrangements for materials to be distributed to the schools no sooner than one week prior to the testing window.

### Returning the Test Materials

1. Collect all test materials distributed to the schools, including all unused, partially completed, and damaged booklets. Destroyed booklets must be identified on the *APTA Security Checklist* and a letter must be sent from the county to the Office of Assessment and Accountability explaining the circumstances surrounding the destroyed booklet.
2. Collect *APTA Security Checklist(s)* (Appendix 10, pg. 33).
3. Place *APTA Security Checklist(s)* on top of booklets in box No. 1.
4. Band **used** booklets in groups of eight (use extra *WESTEST* bands or adding machine tape) by grade level and place in box, lowest grade on top.
5. Band **unused** booklets together in groups of eight (use extra *WESTEST* bands or adding machine tape) by grade level and place at bottom of box. If multiple boxes are needed, mark "box 1 of \_\_\_" on outside of box.
6. Keep a tracking record of shipment and send by **May 23, 2008**, to Beth Judy, coordinator, at the following address:

Building 6, Room 722  
1900 Kanawha Blvd, East  
Charleston, WV 25305

## **PRINCIPAL/BUILDING LEVEL COORDINATOR RESPONSIBILITIES**

### **Prior to Testing**

1. Use the examiner's manual as a step-by-step test administration guide. One examiner's manual and one *IPPC* should be received by every teacher administering *APTA*. If there is not a sufficient number of manuals and charts, contact the county test coordinator for more copies.
2. Check to be sure each examiner has appropriate manipulatives.
3. Inform parents of the testing window dates and the purpose of *APTA*. A *Letter to Parents* and a parent brochure has been provided by the West Virginia Department of Education.
4. Verify that *Examiner's/Proctor's/Scribe's Secure Materials and Test Procedures Agreement* are on file at the school (Appendix 2, pg. 22).
5. Verify that the necessary number of test booklets and test procedure manuals have been ordered and delivered to the school.

### **During the Testing Window**

6. Store test materials in a locked and secure central location(s).
7. Distribute student test materials on the days that testing is scheduled.
8. Collect and store test materials immediately following test sessions.
9. Verify that *APTA Security Checklist* (Appendix 10, pg. 33) is available and used appropriately to document distribution and return of test booklets to the designated secure location.
10. Complete WVS.326 Testing Option Report to verify testing accommodations.
11. List all alternate assessment students on the *APTA Security Checklist* (Appendix 10, pg. 33) and document reasons for untested students.
12. Report any suspected testing violations to the CTC immediately.
13. Periodically monitor the testing sessions.

### **Return of Test Materials**

14. Return student test booklets, *APTA Security Checklist(s)* (Appendix 10, pg. 33); any scribe forms and any *APTA Testing Disruptions/Irregularity Forms* (Appendix 3, pg. 23) to the CTC with testing materials.
15. Keep a copy of the *APTA Security Checklist* (Appendix 10, pg. 33) for your files.

## EXAMINER TRAINING

1. Instruct examiners to read and follow all standardized testing procedures as outlined in the examiner's manual.
2. Train examiners in the proper return of testing materials.
3. Review the appendix section of this manual with examiners.
4. Train examiners in the proper completion of forms.
5. Review West Virginia Board of Education Policy 2340: *West Virginia Measures of Academic Progress* with the examiners. The policy includes the following:
  - All test security procedures
  - Reporting procedures for any violation of test security
  - The *Testing Code of Ethics*
  - Possible consequences of test or data security violations
6. Have examiners sign an *Examiner's/Proctor's/Scribe's Secure Materials and Test Procedures Agreement* (Appendix 2, pg. 22) after the training session and prior to testing and keep the signed forms on file at the school.
7. Have examiners clear desks/work areas of all booklets, papers and other materials.
8. Instruct examiners that test booklets may not be removed from the room by any educator, parent or student.
9. Instruct examiners not to read, study, copy or disclose the contents of *APTA*.
10. Instruct examiners to distribute, follow and enforce all test security procedures and report any violation of test security to the principal/building level coordinator or to the CTC, who reports to the West Virginia Department of Education, Office of Assessment and Accountability, at 304-558-2546.
11. Instruct examiners to write the student's full name, WVEIS number, county and school in the space provided on the front of the test booklet.

## GLOSSARY OF TERMS

**Accommodations:** Adaptations and/or supports identified in the IEP and used routinely by the student to perform a task. These include Assistive Technology and other augmentative communication, braille, signed interpretation, pictures, cues and reading to the student.

**Assistance:** Guides student to make an answer choice as part of the test direction and the student completes the task with partial or full physical prompt. (See **Prompts**)

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

**Bodily Fluids:** Vomit, blood, excessive saliva or mucus.

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

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

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

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

**Medically Fragile:** A medically fragile student is a student who is suffering from a terminal illness, injuries, medical or mental emergency or is receiving extraordinary short-term medical treatment for either a physical or psychiatric condition and for whom a participation rate exemption may be requested through an appeals process with the Office of Education Performance Audits.

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

**Prompts:** Systematic assistance provided to a student in order to elicit a response. The steps include: independent, partial physical and full physical prompt.

- **Independent:** Student chooses answer with no prompting from examiner.
- **Partial physical:** The examiner provides tactile cues, but does not guide the student to the answer.
- **Full physical:** The examiner physically guides the student hand over hand; the student and the examiner choose the answer.

**Unintelligible:** Response cannot be understood by the examiner.

**Wait Time:** Time provided by the examiner to give the student an opportunity to answer (access) the test item.

## Appendix 1

# 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 professional conduct. The *Testing Code of Ethics* supplements the practices and procedures set forth by W.Va. 126CSR14, 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 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 received by the county and to maintain a record of the booklets sent to each school in accordance to the test administration guidelines of each assessment.
4. Before each test administration, materials must be distributed and stored according to instructions provided with the test. Tests must be secured at all times during test administration, including all breaks in the testing sequence. All test booklets (used and unused) and answer sheets, if applicable, must be counted, reconciled, and returned to a centrally located, locked and secured area immediately upon the completion of each daily testing session.
5. Secure test materials in a school must be stored in locked and secured central location(s) prior to and following each daily testing session. Secure test materials are to be stored in the building prior to and after testing in accordance to the test administration guidelines of each assessment. Testing, including make-ups, must occur during the testing window. Access to test booklets and answer sheets shall be restricted to the State scheduled dates of test administration.
6. Any alleged cheating, security breach, testing administration breach, copyright infringement, loss of materials, or other deviation from acceptable security procedures shall be reported immediately to the Principal, County Test Coordinator, County Superintendent, and the Office of Student Assessment Services which will inform the proper authorities at the Office of the State Superintendent of Schools, West Virginia Department of Education, according to the protocol set forth in §126-14-7.7. in this policy.
7. No secure test materials, questions or student responses shall be retained, reproduced, paraphrased, or discussed in any manner.

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 West Virginia Department of Education's assessment training and sign a *West Virginia Board of Education County Test Coordinator's Secure Materials and Test Procedures Agreement*. The agreements shall be filed at the West Virginia Department of Education 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 *West Virginia Board of Education 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 as appropriate and sign either a *West Virginia Board of Education Examiner's/Proctor's/Scribe's Secure Materials and Test Procedures Agreement* or *West Virginia Board of Education County/School Personnel Secure Materials and Test Procedures 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 Office of Student Assessment Services, WVDE.

2. Examiners of standardized tests shall rigorously follow the appropriate administrative procedures as directed in the test's administration manual(s).

3. All Examiners shall strive to create a positive testing environment.

4. Students shall not have access to 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 of the test and uses of the test results; and
  - c) encouraged to follow test preparation procedures.

### **Test Preparation Practices**

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

## Appendix 2

State of West Virginia

West Virginia Board of Education

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

West Virginia Measures of Academic Progress

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

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

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

I therefore pledge:

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

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

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

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

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

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

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

**Appendix 3**

**APTA TESTING  
DISRUPTIONS/IRREGULARITY SHEET**

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

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

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

**Check the appropriate boxes below. Both the content area and the grade must be checked.**

Student Name:	Grade	Disruption/Frequency
Content Area <input type="radio"/> Mathematics <input type="radio"/> Reading/Language Arts <input type="radio"/> Science	<input type="radio"/> Grade 3 <input type="radio"/> Grade 4 <input type="radio"/> Grade 5 <input type="radio"/> Grade 6 <input type="radio"/> Grade 7 <input type="radio"/> Grade 8 <input type="radio"/> Grade 10 <input type="radio"/> Grade 11	<input type="radio"/> Fire drill <input type="radio"/> Weather interruption <input type="radio"/> Classroom disruption <input type="radio"/> Other _____

Identify below any testing disruption/irregularity that may affect the student's test performance.

Student Name:	Grade	Disruption/Frequency
Content Area <input type="radio"/> Mathematics <input type="radio"/> Reading/Language Arts <input type="radio"/> Science	<input type="radio"/> Grade 3 <input type="radio"/> Grade 4 <input type="radio"/> Grade 5 <input type="radio"/> Grade 6 <input type="radio"/> Grade 7 <input type="radio"/> Grade 8 <input type="radio"/> Grade 10 <input type="radio"/> Grade 11	<input type="radio"/> Seizure <input type="radio"/> Fell asleep <input type="radio"/> Physically ill <input type="radio"/> Behavioral issue <input type="radio"/> Refusing to continue <input type="radio"/> Other _____

## Appendix 4

### *Assistive Technology Teacher Verification Form*

I, \_\_\_\_\_, verify that the student's work completed through the use of the Assistive Technology device and noted in the test booklet represents the accurate response of the student as indicated through the prompt type.

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

\_\_\_\_\_  
Teacher Signature

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

\_\_\_\_\_  
Date

\_\_\_\_\_  
Test Booklet Number

## Appendix 5

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

Two weeks before *WESTEST* or *APTA* administration, the CTC and/or special education director will request the principal/designee to run the WVS.326 report labeled *Print Special Education Student Testing Options*.<sup>\*</sup> This report lists eligible students with their accommodations, as entered into the WVEIS Special Education Testing Record. The special education director will work with appropriate school staff to verify these are the correct accommodations as per the individual student IEP. The special education director will distribute the WVS.326 *Print Special Education Student Testing Options* report to the school principals. Principals will use the WVS.326 *Print Special Education Student Testing Options* report to assign examiners for *WESTEST* or *APTA*, as well as document that student accommodations were provided during *WESTEST* or *APTA* administration.

**\*The WVS.326 *Print Special Education Student Testing Options* report has different titles in different counties. WVDE uses the title WVS.326 *Print Special Education Student Testing Options*.**

- 1) The WVS.326 *Print Special Education Student Testing Options* report
  - a. Two copies of the accommodations report will be needed per teacher. One will be used in the administration of *APTA* reading/language arts test and the other will be used with *APTA* mathematics test.  
**Note:** The WVS.326 *Print Special Education Student Testing Options* report allows the user to print a listing of students by type:
    - Regular testing
    - Assessment with accommodations
    - Alternate assessment
    - All of the aboveThis listing may be sorted alphabetically by student, by student within grade level or by teacher identification.
  - b. The copies will be given to the assigned examiner(s) administering *APTA* the week before testing.
  - c. Principal/building level coordinator will monitor the test administration to ensure examiner(s) are providing agreed upon accommodations as per the IEP.
- 2) Before *APTA* administration, the assigned examiner(s) will **review** the WVS.326 *Print Special Education Student Testing Options* report for each student's testing accommodation(s).
- 3) Special education law requires the IEP to be implemented; therefore, examiner(s) must provide accommodations as defined within the IEP. Any intent to change the accommodation(s) by the school, teacher or student must be addressed through the IEP process **prior** to the testing window.

**Note:** The only acceptable reasons to violate the IEP is if the student 1) refused to accept the accommodation(s) or 2) finished the test before extra time was provided, specifically accommodation codes T03 and T04 on the IEP. Assigned examiner(s) must inform the principal who informs the special education director of all incidents of students not receiving accommodations defined in the students' IEPs. All incidents require written documentation in the student file. Additionally, the CTC must be notified.

**Notice:** The Office of Assessment and Accountability will invalidate test and/or retest student(s) because the school staff did not provide the appropriate accommodations.

- 4) After *APTA* administration, the assigned examiner(s) complete the printed WVS.326 *Print Special Education Student Testing Options* report as follows:
  - a. Underline the name of assigned student.
  - b. Circle the accommodation(s) that **were provided** to each of the students.
  - c. Asterisk the accommodation(s) that **were not provided** to each student and provide explanation as to why the student did not receive the accommodation(s) listed on the WVS.326 *Print Special Education Student Testing Options* report.
  - d. Sign with legible signature and date the test administration at the bottom of the report.
  - e. Return the WVS.326 *Print Special Education Student Testing Options* report(s) to the school principal.
  
- 5) The school principal will make copies of the original WVS.326 *Print Special Education Student Testing Options* report for the school and send the signed and dated reports to the county test coordinator and county special education director no later than June 2, 2008. Copies of these reports are to be maintained for accountability purposes, specifically,
  - a. Office of Education Performance Audits (OEPA) monitoring process and
  - b. Office of Federal Programs and Accountability (OFPA), West Virginia Continuous Improvement and Focused Monitoring Process (CIFM)

\*The United States Department of Education requires documented monitoring of the *APTA* accommodations for *NCLB* accountability in mathematics and reading/language arts and science for students with disabilities.

**Appendix 6**

***APTA SCRIBE VERIFICATION***

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

Student West Virginia Education Information System Identification Number: \_\_\_\_\_

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

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

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

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

\_\_\_\_\_ IEP-Scribe

\_\_\_\_\_ Short term medical condition

\_\_\_\_\_ Destroyed Booklet (Test Booklet Number \_\_\_\_\_)

The following signatures are required:

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

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

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

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

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

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

Keep a copy for school file and submit a copy to the county test coordinator.

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

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

**Appendix 7**

***Participation Rate Request for Exemption of a Medically Fragile Student***

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

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

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

WVEIS Identification Number: \_\_\_\_\_

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

Subject Area Exemption Request

- Math
- Reading/Language Arts
- Science
- All

Reason for Request: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Attach Physician's Verification

\_\_\_\_\_  
County Superintendent Signature

\_\_\_\_\_  
Date

**OEPA USE ONLY**

Approved, Date \_\_\_\_\_

Not Approved, Date \_\_\_\_\_

\_\_\_\_\_  
Kenna R. Seal

\_\_\_\_\_  
Date

**This form is available on OEPA Web site at <http://oepa.state.wv.us>**

## Appendix 8

### Manipulatives List

Manipulatives are organized by content areas and grade levels. FLASH CARDS are used in Mathematics grade 7 and WORD CARDS are used in reading/language arts grades 7, 8 and 10. These are provided with testing materials.

**NOTE:** Have a piece of heavy paper to cover items on the student page when the student page has multiple items.

#### Grade 3 Math

---

Item # 4 .....	Blocks
Item # 5 .....	3 squares of different sizes (A - Middle sz. B-Large sz., C-Small sz.)
Item # 6 .....	3 squares of different sizes
Item # 7 .....	Penny, nickel, dime, quarter
Item # 8 .....	Penny, nickel, dime, quarter
Item # 10 .....	5 squares
Item # 21 .....	Counters
Item # 22 .....	Dimes, dollar bill
Item # 29-31 .....	Three counters
Item # 34 .....	Ruler

#### Grade 4 Math

---

Item # 11-12 .....	Counters (minimum of 5)
Item # 13 .....	Counters (minimum of 7)
Item # 20 .....	Nickel and dime
Item # 27 .....	Penny, nickel, dime, quarter
Item # 30 .....	Counters (minimum of 10)
Item # 31 .....	Counters (minimum of 5)

#### Grade 5 Math

---

Item # 6 .....	Counters (minimum of 5)
Item # 19 .....	4 dimes, 2 nickels, 2 quarters
Item # 34 .....	Counters (minimum of 3)
Item # 35 .....	2 small boxes, 4 cubes, 4 counters

#### Grade 6 Math

---

Item # 21 .....	Ruler
-----------------	-------

#### Grade 7 Math

---

Item # 9 .....	Ruler
Item # 28 .....	Flashcards of fractions: $\frac{1}{2}$ ; $\frac{1}{3}$ ; $\frac{1}{4}$ (Provided with test item materials)
Item # 29 .....	Flashcards: same as above

#### Grade 8 Math

---

Item #7 .....	2 Coins
Item # 8 .....	Calculator
Item # 12 .....	Dice
Item # 21 .....	Calculator

Grade 8 Math (Continued)

---

- Item # 29 ..... 2 nickels, 5 dimes, 2 quarters
- Item # 34 ..... Calculator
- Item # 37 ..... Calculator
- Item # 38 ..... Ruler

Grade 10 Math

---

- Item # 2 ..... 2 squares, 1 is  $\frac{1}{4}$  size of the other
- Item # 9-10 ..... 1 dollar bill, 3 quarters, 2 dimes, 2 nickels
- Item # 13 ..... Flat square, cube

Grade 3 R/LA

---

NONE

Grade 4 R/LA

---

- Item # 2 ..... Cup and block – block fits into cup
- Item # 9-10 ..... Word stamps
- Item # 12 ..... Word stamps, number cards
- Item # 15 ..... Word stamps
- Item # 16 ..... Letter pictures, name stamps, letter stamps
- Item # 21 ..... Letter stamp, letter cards

Grade 5 R/LA

---

NONE

Grade 6 R/LA

---

NONE

Grade 7 R/LA

---

- Item # 2 ..... Word stamps
- Item # 5 ..... Circle shape, square shape
- Item # 26 ..... Stamp
- Item # 27 ..... Pencil
- Item # 32-34 ..... Word cards (provided with test item materials)

Grade 8 R/LA

---

- Item # 10 ..... Word cards (provided with test item materials)
- Item # 23 ..... Word cards (provided with test item materials)
- Item # 29 ..... Word cards (provided with test item materials)

Grade 10 R/LA

---

- Item # 4 ..... Penny, nickel, quarter
- Item # 5 ..... Word cards (provided with test item materials)
- Item # 7 ..... Letter cards, name stamp
- Item # 21 ..... Pencil
- Item # 27 ..... Word Cards (provided with test item materials)

Appendix 9

*Item Presentation Protocol Chart*

**Step One – Directive – Independent Prompt**

Follow script on examiner’s page, using script that corresponds with student’s usual mode of expressive communication (*Writing/Marking, Pointing, Eye Gaze, Signing*). If the student responds to directive...  
 If the student does **not** respond to directive...

**Response Item 1**

- 12 Noon (example response)
- 1 o'clock (example response)
- Other

Document information and go to the next question.

<b>Prompt Type</b>	<b>Full</b>	<b>Partial</b>	<b>Independent</b>		
			X		
<b>Response Type</b>	<b>Write/Mark</b>	<b>Point</b>	<b>Eye Gaze</b>	<b>Sign</b>	<b>Verbal</b>
		X			

**Step Two – Directive – Independent Prompt**

Give directive again, using second script. (*Examiner may choose to use the same script or choose alternate script*). If student responds to directive. \_\_\_\_\_  
 If the student does **not** respond to directive...

**Response Item 1:**

- 12 Noon (example response)
- 1 o'clock (example response)
- Other

Document information and go to next question.

<b>Prompt Type</b>	<b>Full</b>	<b>Partial</b>	<b>Independent</b>		
			X		
<b>Response Type</b>	<b>Write/Mark</b>	<b>Point</b>	<b>Eye Gaze</b>	<b>Sign</b>	<b>Verbal</b>
	X				

**Step Three – Partial Prompt**

Ask question again, using **partial physical** prompt (*verbal, gestural, physical prompting to begin response, but student makes choice*) to elicit response. If the student responds to directive...  
 If the student does **not** respond to directive...

**Response Item 1:**

- 12 Noon (example response)
- 1 o'clock (example response)
- Other

Document information and go to next question.

<b>Prompt Type</b>	<b>Full</b>	<b>Partial</b>	<b>Independent</b>		
		X			
<b>Response Type</b>	<b>Write/Mark</b>	<b>Point</b>	<b>Eye Gaze</b>	<b>Sign</b>	<b>Verbal</b>
		X			

**Step Four – Full Prompt**

Ask question again using **full physical** prompt (*hand over hand with both student and Examiner making the choice*) to elicit response. Record the student response. \_\_\_\_\_

**Response Item 1:**

- 12 Noon (example response)
- 1 o'clock (example response)
- Other
- No Response

Document information and go to next question.

<b>Prompt Type</b>	<b>Full</b>	<b>Partial</b>	<b>Independent</b>		
	X				
<b>Response Type</b>	<b>Write/Mark</b>	<b>Point</b>	<b>Eye Gaze</b>	<b>Sign</b>	<b>Verbal</b>
		X			

**NOTE:**

**\*If, at any step, the student responds incorrectly to the question place a √ beside the response and go on to the next item.**

*Item Presentation Protocol Chart*

**Reading Comprehension Items:**

For reading comprehension items, **do not read** the sentence or the story for the student for the first three steps. The student **must** have the opportunity to read the item independently before full physical prompting is given. **Reading comprehension items are indicated** on the **examiner's page**. Follow this procedure:

**Step One:** Direct the student to the script/pictures on the student page. Follow the script from the examiner's page. For reading comprehension, these will say, "Read this story" or "Read this sentence." Give the student time to read the story or sentence, either orally or silently.

Follow the rest of script as directed.

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**Step Two:** If the student does not respond, read the script again. (Examiner may use the same script or the alternate script.) Again, give the student time to read orally or silently and respond.

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**Step Three:** If student still does not respond, point to the student page, say the student's name, nudge the elbow or tap the back of the student's head to elicit a response and give the script again. This will be considered a partial physical response. Give the student time to respond.

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**Step Four:** If the student still does not respond, give full prompting by reading the sentence/story to the student and choosing the answer (hand-over-hand) with the student to elicit a response.

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Examiner documents information for these items just the same as for all other items.



## Appendix 11

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 therefore pledge:

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

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

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

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

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

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

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

## Appendix 12

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

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

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

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

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

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

**Appendix 13**

***APTA Administration by Paraprofessional Form***

The teacher of record shall be the examiner. If extenuating circumstances exist that prohibit the teacher of record from being the examiner, a trained and approved paraprofessional may administer the test. The teacher of record shall complete and submit this form to the county test coordinator and special education director for their approval prior to test administration.

This paraprofessional shall also be trained in the administration of *APTA* and sign an *Examiner's/Proctor's/Scribe's Secure Materials and Test Procedures Agreement*.

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

Student West Virginia Education Information System Identification Number: \_\_\_\_\_

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

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

**Explanation of Extenuating Circumstances** (completed by the teacher of record):

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Teacher of Record: \_\_\_\_\_ Date: \_\_\_\_\_

**Approval:**

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

Special Education Director: \_\_\_\_\_ Date: \_\_\_\_\_

## Appendix 14

State of West Virginia

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

West Virginia Board of Education

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

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

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

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

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

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