



Examiner's Manual

GRADE 10
Mathematics
Reading/Language Arts
Science

West Virginia
Educational Standards Test
(*WESTEST*)
2008



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2007-2008**

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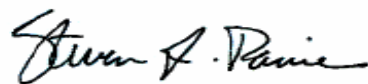
Foreword

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

The West Virginia Department of Education requires schools and school systems be held accountable for meeting all of 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 Reading/Language Arts and Mathematics by the end of the 2013-2014 school year, as defined in West Virginia Board of Education Policy 2320, A Process for Improving Education: Performance Based Accreditation System.

Currently, the West Virginia Measures of Academic Progress operates under West Virginia Board of Education Policy 2340. In order to facilitate meeting the state's AYP goals, the program tests Mathematics, Reading/Language Arts, Social Studies and Science. It also provides the relevant information necessary for the planning and improvement of educational programs at the school, county and state levels.

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



Dr. Steven L. Paine
State Superintendent of Schools

Contact Information

For Test Examiner

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

For Principal/Building Level Coordinator

For Questions About...	Contact
Testing Policies/Accommodations	County Test Coordinator
Test Security	County Test Coordinator
Returning Test Materials	County Test Coordinator

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

Calendar of Test Administration

Activity	
Testing Window	May 12-16
Testing Make-up Week	May 19-23

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

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Overview of the West Virginia Educational Standards Tests

The first operational administration of the West Virginia Educational Standards Test (WESTEST) in Mathematics, Reading/Language Arts, Social Studies and Science was conducted in the spring of 2004. These tests are aligned to West Virginia's Content Standards and Objectives and Performance Descriptors. Each test question was reviewed by West Virginia educators, teachers, staff members of the West Virginia Department of Education and ethnically diverse groups of West Virginia citizens. Each question was 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.

As per West Virginia Code §18-5-45(1), the state board may not schedule the primary statewide assessment program prior to the fifteenth day of May of the instructional year unless the state board determines that the nature of the test mandates an earlier testing date. WESTEST must be administered during the first week of the testing window. The second week is to be used for make-up testing. Any exceptions to this schedule must be approved by the West Virginia Department of Education, Office of Assessment and Accountability.

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 Performance Task Assessment (APTA).

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

Standardized Conditions Required

Administration

- 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.
- Test 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 Agreements* indicating proper training has been received.
- As per West Virginia Board of Education Policy 2340, "No secure test materials, questions or student responses shall be retained, reproduced, paraphrased or discussed in any manner." *Any manner* includes written, mechanical, electronic and oral reproduction and discussion of the contents of the test.
- Test administration procedures must be followed in accordance with the test manual.
- 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 and parents shall be informed of the dates and testing schedule prior to testing.

Setting

- 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 record answers in test booklets.
- Highlighters, markers, colored pencils and pens are not to be used in the testing process.

Timing

- All sessions of a content area test are to be completed on the same day.
- Any student 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 shall not result in an opportunity for the student to study information on a test already started.

Presentation

- Instructions in the Examiner's Manual shall be followed precisely.
- Instructions in shaded areas and preceded by "**SAY**" shall be read verbatim.
- Calculators may be used on all sessions of the Mathematics and Science tests *EXCEPT* Session 1, Part 1, of the Mathematics test. (See page 18 for restrictions.)
- On the Reading/Language Arts test, only the directions may be read aloud or signed.

Testing Procedures

Administration

- Trained Examiners shall study administration procedures and directions prior to the day of testing.
- Information relevant to the test shall not be discussed by administrators, teachers or students.

Setting

- Test booklets, pencils and scratch paper are to be distributed to students.
- Students shall be seated to deter interaction with each other during testing.
- Distractions such as bells, intercoms or telephones should be eliminated during testing sessions, so as not to interrupt sessions.
- Students and Examiners shall turn off any cellular phones, watches with alarms or pagers during the testing period.
- Information related to the contents of the WESTEST shall not be displayed in the room during testing.
- A “DO NOT DISTURB” sign shall be placed on the door of the testing room.
- Students shall not be tested after strenuous physical exercise.
- Video monitors shall not be used for test administration.

Timing

- Students who typically take longer to complete tests may be grouped together.
- WESTEST is not a timed test. However, there is a suggested schedule provided in this manual (see page 7 of this manual).
- Sufficient time for students’ questions shall be provided prior to beginning the test.
- Breaks shall be provided and adhered to as indicated on the schedule (see page 7 of this manual).
- Students should be instructed not to discuss the test during scheduled breaks and upon completion of testing.
- When breaks are given, test booklets must be closed and all test materials must be secure.

Presentation

- Ensure that the student prints his/her name on the line provided on the front cover.
- The student should print the Examiner’s name on the booklet at the beginning of each day of testing.
- Testing shall be monitored and irregularities shall be recorded for a student or the group on the testing irregularity sheet provided.
- 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.

Response

- Test booklets must be collected immediately at the end of each day's testing session.
- Scratch paper is considered secure material and must be collected and shredded by the Principal/Building Level Coordinator at the end of the testing session.
- The "Check-Out" column on the Security Checklist is initialed when the test booklets are checked out. The "Check-In" column on the Security Checklist is initialed 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

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

Response

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

Setting

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

Suggested Schedule for Test Week

It is recommended that only one content area test be administered each 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 started.**

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. Students must be monitored during breaks. Test booklets must be kept secure during breaks.

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>Wednesday</i> Mathematics	<i>Thursday</i> Reading/Language Arts	<i>Friday</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 30 minutes
	10 Minute Break	
	Session 3 25 minutes	
Approximate Total Times		
86 minutes	115 minutes	75 minutes

Make-up Sessions

Any student who does not take all the content area tests should attend a make-up testing session for the missed content tests. 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(s) 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 three 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 for 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. All test security procedures must be followed before, during and after each testing session.

Students with IEPs and Section 504 Plans

An IEP Team or Section 504 Committee may request from the Office of Assessment and Accountability 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 Performance Task Assessment (APTA).
- It is recommended that students with an IEP or a Section 504 Plan be assessed following the same testing schedule as their regular education peers in their enrolled grades. 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 *West Virginia Guidelines for Participation in State Assessments*. (Refer to <http://osa.k12.wv.us>.)
- A Documentation Procedure for IEP Accommodations on WESTEST is provided in Appendix 8 of this manual (see page 47).

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, the 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 to **state the same message** in a new or different way and 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 Assessment and Accountability, Attention: Sandra Starr, 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 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. A limited English proficient student is defined in *West Virginia Board of Education Policy 2340, Measures of Academic Progress* and *Policy 2417, Programs for Study for Limited English Proficient Students*. A limited English proficient student in the state of West Virginia is classified according to the federal government definition as described in Public Law 107-110, the *No Child Left Behind Act of 2001* hereinafter (NCLB).

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 Performance Task Assessment (APTA).
- It is recommended that LEP students be assessed following the same testing 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's background characteristics, the committee must determine appropriate accommodations and document their decisions using the *LEP Assessment Participation Document* (<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 present directions, stimulus material, questions, and/or answer choice verbatim for the Mathematics and Science tests **only**.

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 Assessment and Accountability, Attention: Sandra Starr, no later than Friday, April 18, 2008. 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

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

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

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

Any person who transcribes must

- Be a trained Examiner as defined by West Virginia Board of Education Policy 2340. An Examiner is 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 who has been trained and signed a *West Virginia Board of Education Examiner's/Proctor's/Scribe's Secure Materials and Test Procedures Agreement*.
- 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/Building Level Coordinator upon completion.

Directions for Transcribing

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

Transcribing Braille

- Demonstrate proficiency in Braille.
- Work with another Scribe who knows Braille to proofread the student's responses for accuracy.
- Fill in the Braille circle on the Bio-Grid on the inside front cover of the regular-sized booklet.
- Corrections of exclusively Braille errors will be at the discretion of the Scribe. Braille errors are those errors that occur specifically to that population due to recording medium. An example could be the result of the physical typing on a Braille machine such as typing an 'f' as opposed to the intended 'd' due to finger misplacement.

Scribing Oral and Signed Responses

- The Scribe
 - will remain silent while the student is dictating or signing and does not indicate correct or incorrect responses.

- may ask student to repeat a word or phrase for understanding.
- will not complete a student's incomplete response.
- The Scribe will
 - have the student verbalize the punctuation/mechanics as he/she gives the answer to the Scribe (option #1)
 - have the student read the written response and indicate where the punctuation would be after they have given the answer (option #2); or
 - use a combination of options #1 and #2.
- The Scribe will
 - indicate in the regular-sized test booklet any unintelligible student responses to constructed response items that remain unclear even after asking the student to repeat the response.
 - not communicate verbally or nonverbally whether the response is correct or incorrect.
 - indicate that he/she was unable to understand the student's oral or signed response on the test booklet.
 - record the interpreter's response.
 - demonstrate proficiency in signing if serving as both the interpreter and Scribe.
 - test in a location where other examinees are not able to hear or see other students' responses.

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 County Test Coordinator 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. All educators and non public school students participating in the assessments of the West Virginia Measures of Academic Progress shall be required to follow all testing guidelines and procedures set forth (see West Virginia Board of Education Policy 2340, §4.11).

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 meet the criteria defined in the *West Virginia Board of Education Policy 2340, West Virginia Measures of Academic Progress* and be trained in proper test administration procedures prior to testing.
- The Examiner administering the tests must sign a *West Virginia Board of Education Examiner's/Proctor's/Scribe's Secure Materials and Test Procedures Agreement*, 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 private/parochial 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.
- Send parent brochure and letter from State Superintendent of Schools before testing date.
- 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.
- Textbooks, classroom materials and homework **cannot** be used by students during the testing period.
- Suggest the following activities to minimize class disturbance if students finish early: silent reading, journal writing and puzzles.
- 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.
2. Obtain a class packet from the Principal/Building Level Coordinator. The class packet contains bundles of secure test booklets which must be checked out and recorded on the Security Checklist. Also included is a "DO NOT DISTURB" sign for the door, at least two sharpened No. 2 lead pencils for each student with good erasers, paper to be used for scratch paper (graph paper may be used) and a testing irregularity sheet.
3. Check to see that each test booklet has a precoded student label on the cover. If there is no precoded label and the Bio-Grid on the inside cover is blank, contact the Principal/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. Suggest that students bring a quiet individual activity in case they complete the test early. Some students may forget to bring activities, so have some available.
6. 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.
7. Any kind of graphing calculator may be used except one with a typewriter-style keypad (known as QWERTY) or one that includes a computer algebra system (CAS). Handheld minicomputers, personal digital assistants, or laptop computers may not be used. All types of memory, including standard memory, ROM, and flash ROM, **must be cleared** to factory default both **before** and **after** testing. In addition, any programs or applications must be removed prior to testing.
8. Make sure that students do **not** remove/tear out the reference sheets in the back of their test booklets. These include, "*Mathematics Formula Sheet*," "*Periodic Table of the Elements, Units, Definitions and Abbreviations Sheet*" and the "*Science Reference Sheet*."

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, it is recommended that the test be ended. **Please note that each content test must be completed on the day it is started.**

4. Circulate around the room monitoring 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. All irregularities that could lead to invalidation of the test(s) must be reported to the Principal/Building Level Coordinator as soon as possible within the day of testing.
6. Damaged test booklets need to be reported to the Principal/Building Level Coordinator immediately. Do not destroy or dispose of the damaged test booklet.
7. 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.
8. Ensure that any student who has completed a session has closed the test booklet, engaged in silent activities and does not re-open the test booklet until told to do so.
9. Make sure test booklets are secure during the breaks.
10. At the end of each daily testing session, check in all test booklets on the Security Checklist.
11. Invalidation of student booklets is the responsibility of the Principal/Building Level Coordinator. Any invalidation marked in the invalid box (labeled “Administrators Use Only-Invalid”) must be bubbled in by the Principal/Building Level Coordinator.

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 the Principal/Building Level Coordinator will collect test booklets not being used shortly after the test administration begins.
2. Sort the test booklets in numerical order by security 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(s) immediately after the testing has ended each day in the manner required by the Principal/Building Level Coordinator.
4. Return the completed WESTEST Testing Irregularity Sheet(s) to the Principal/Building Level Coordinator if an irregularity has occurred.
5. Return the secure scratch paper to the Principal/Building Level Coordinator for shredding.
6. Examiners will go to the box labeled “Administrators Use Only-Invalid” (on the Bio-Grid page inside the test booklet cover) to verify that no invalid circle has been filled in unnecessarily. Any incorrect invalidation of the test booklet must be reported to the Principal/Building Level Coordinator. **Only the Principal/Building Level Coordinator may invalidate content area(s).**

Script for Administering Grade 10 Tests

Mathematics

Day 1: Session 1, Mathematics

Distribute the student test booklets, calculators and scratch paper to each student. (Calculators are not required and are not necessary for taking the test.) Make sure that every student gets his/her own test booklet. Students shall not use calculators in Session 1, Part 1. Mathematics formula sheet is provided in the back of the test booklet for student use for both sessions. The formula sheet may not be removed (see page 18 of this manual).

	<p>Check to make sure that your name is on the pre-printed label on the cover of the test booklet.</p>
SAY	<p>If the information on the label is incorrect, please raise your hand.</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>

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.

	<p>Today's Mathematics test has two sessions. A Mathematics Formula Sheet is available for use during the test. The formula sheet is located in the back of the test booklet. Do <u>not</u> remove/tear out this page. You are allowed to access this sheet at any time during the Mathematics test. The first session has two parts.</p>
SAY	<p>Mark your answers in the test booklet by filling in the circle beside each 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> <p>Are there any questions?</p>

Answer students' questions.

SAY	<p>This test is not timed.</p> <p>Now open your test booklet to page 1. 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 36, 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.

SAY	<p>Is everybody finished with the sample questions?</p> <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. Are there any questions?</p>
------------	---

Do not explain how to get the answers. You may answer questions about the directions only.

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.

SAY	<p>Read the directions and questions carefully. The first part of the test is very short.</p> <p>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. When you come to the word STOP, you have finished the session.</p> <p>After you have checked your answers to the questions, close your test booklet. Please sit quietly and work on some activity while others are completing the questions. Are there any questions?</p>
------------	--

Pause to answer questions. 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. When you are confident that everyone understands how to take the test, continue with the directions.

SAY	Turn to page 2. 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. When you come to the word STOP, you have finished the session. 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, continue with the directions.

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 calculator 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, continue with the directions.

	<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>
SAY	<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>Please sit quietly and work on some activity while others are completing the questions. Are there any questions?</p>

Pause to answer questions. 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. When you are confident that everyone understands how to take the test, continue with the directions.

SAY	<p>Open your test booklet to page 4. 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, continue with the directions.

SAY	<p>This is the end of Session 1. We are now going to take a break. You are not allowed to discuss the test or its contents during the break.</p>
------------	---

Have students put their scratch paper and graph paper inside their test booklet and calculator 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 a formula sheet is available for their use during the test. The formula sheet may not be removed (see page 18 of this manual).

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> <p>Are there any questions?</p>
------------	--

Answer any questions.

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>Please sit quietly and work on some activity while others are completing the questions.</p> <p>Are there any questions?</p>
------------	---

Pause to answer questions. The approximate time for this part of the 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. When you are confident that everyone understands how to take the test, continue with the directions.

SAY	<p>Open your test booklet to page 14. The top of the page should say Session 2. Find the gray line on the side of the page. Keep all written work inside this gray line.</p>
------------	---

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

SAY	<p>Are there any questions?</p>
------------	--

Answer any questions.

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

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, continue with the directions.

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>If the information on the label is incorrect, please raise your hand.</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.

SAY	<p>The 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> <p>Are there any questions?</p>
------------	--

Answer students' questions.

SAY	<p>This test is not timed.</p> <p>Open your test booklet to the Reading/Language Arts test on page 29. 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 37, Appendix 1 of this manual.

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

Give students time to answer the samples.

SAY	Is everybody finished with the sample questions?
------------	---

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> <p>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.</p> <p>Are there any questions?</p>
------------	---

Do not explain how to get the answers. You may answer questions about the directions only.

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>Please sit quietly and work on some activity while others are completing the questions.</p> <p>Are there any questions?</p>
------------	---

Pause to answer questions. 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. When you are confident that everyone understands how to take the test, continue with the directions.

SAY	<p>Turn to page 30. The top of the page should say Session 1. When you come to the word STOP, you have finished Session 1. You may begin.</p>
------------	---

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, continue with the directions.

SAY	<p>This is the end of Session 1. We are now going to take a break. You are not allowed to discuss the test or its contents during the break.</p>
------------	--

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>Please sit quietly and work on some activity while others are completing the questions. Are there any questions?</p>
------------	--

Pause to answer questions. 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. When you are confident that everyone understands how to take the test, continue with the directions.

SAY	<p>Open your test booklet to page 42. The top of the page above the reading passage should say Session 2. When you come to the word STOP, you have finished 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, continue with the directions.

SAY	<p>This is the end of Session 2. We will now take a break. You are not allowed to discuss the test or its contents during the 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> <p>Are there any questions?</p>
------------	--

Answer any questions.

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>Please sit quietly and work on some activity while others are completing the questions.</p> <p>Are there any questions?</p>
------------	---

Pause to answer questions. 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. When you are confident that everyone understands how to take the test, continue with the directions.

SAY	<p>Open your test booklet to page 58. 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>
------------	---

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

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

Answer any questions.

SAY	When you come to the word STOP, you have finished Session 3. You may begin.
------------	--

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, continue with the directions.

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. The reference sheets may not be removed (see page 18 of this manual).*

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>If the information on the label is incorrect, please raise your hand.</p> <p>On the Teacher Name line, write my name above the SC. This line now has all the names of the Examiners of the tests you have taken.</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.

SAY	<p>The Science test has two sessions. Science reference sheets are available for both sessions. The reference sheets can be found in the back of the test booklet and may be accessed at any time during the Science test. Do <u>not</u> remove/tear out this page.</p> <p>Mark your answers in the test booklet by filling in the circle beside each answer you choose.</p> <p>If you make a mistake, erase the mistake completely.</p> <p>Are there any questions?</p>
------------	--

Answer students' questions.

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 38, 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.

SAY	<p>Is everybody finished with the sample question?</p> <p>The correct answer for Sample A is “by reducing water loss.” You should have filled in the circle with the letter C inside. Does anyone have any questions?</p>
------------	---

Do not explain how to get the answer. You may answer questions about the directions only.

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>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>Please sit quietly and work on some activity while others are completing the questions. Are there any questions?</p>
------------	---

Pause to answer questions. 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. When you are confident that everyone understands how to take the test, continue with the directions.

SAY	<p>Turn to page 74. The top of the page should say Session 1. When you come to the word STOP, you have finished Session 1. 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, continue with the directions.

SAY	<p>This is the end of Session 1. We will now take a break. You are not allowed to discuss the test or its contents during the break.</p>
------------	---

Follow security procedures during the break.

10 minute break

Session 2: Science

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. The reference sheets may not be removed (see page 18 of this manual).

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. Are there any questions?</p>
------------	---

Answer any questions.

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>Please sit quietly and work on some other activity. Are there any questions?</p>
------------	---

Pause to answer questions. 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. When you are confident that everyone understands how to take the test, continue with the directions.

SAY	<p>Open your test booklet to page 84. The top of the page should say Session 2.</p> <p>Find the gray line on the side of the page. Keep all written work inside this gray line.</p>
------------	---

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

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

Answer any questions.

SAY	When you come to the word STOP, you have finished Session 2. You may begin.
------------	--

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, continue with the directions.

SAY	This is the end of the Science test. Please 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

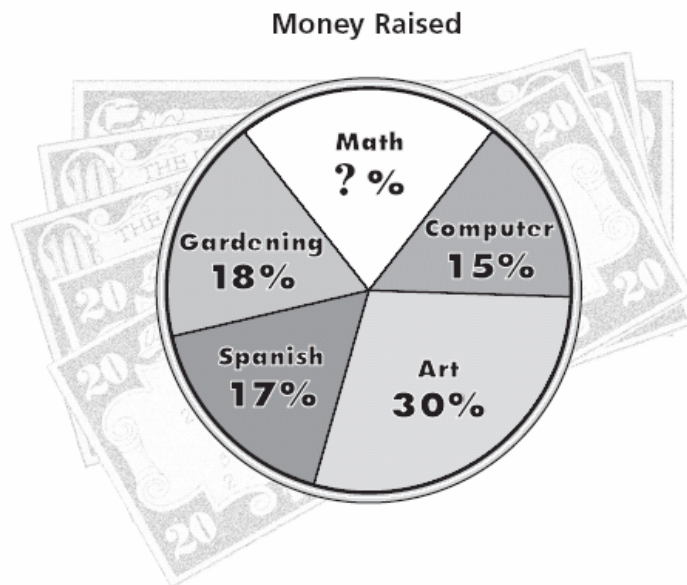
$$^{-}6 - 8 =$$

- (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 ●

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 West Virginia Board of Education, except when requested, in writing, by the County Superintendent or County Test Coordinator and subsequently approved by the Office of Student Assessment Services, West Virginia Department of Education.
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.

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.”

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.*

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.”

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 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.*

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.*

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.”

County/School Personnel Secure Materials Agreement

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

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

I therefore pledge:

1. I will not 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.*

DOCUMENTATION PROCEDURE FOR IEP ACCOMMODATIONS ON WESTEST*

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

1. The WVS.326 program report is called Print Special Education Student Testing Options Report.
 - a. Two copies of the accommodations listing will be needed per Examiner. One will be used in the administration of the Reading/Language Arts* assessment, the other will be used with the Mathematics* assessment.
 - b. The copies would be given to the assigned Examiner(s) administering the WESTEST to the students listed.
 - c. The Principal/Building Level Coordinator will monitor the test administration to ensure Examiner(s) are providing agreed upon accommodations as per the IEP.
2. Before WESTEST administration, the assigned Examiner(s) will **review** each child's listed testing accommodation(s).
3. Special education law requires the IEP to be implemented: therefore, Examiner(s) must provide accommodations as defined on 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.
4. After WESTEST administration, the assigned Examiner(s) will mark the listing as follows:
 - a. **Underline** the name(s) of his/her assigned student(s).
 - b. **Circle** the accommodation(s) that were provided to each of the student(s).
 - c. **Asterisk** the accommodation(s) that were not provided to each student and provide an explanation as to why the student did not receive the accommodation(s) listed on the WVS.326.

NOTE: The only acceptable reasons to violate the IEP are if the student 1) refused to accept the accommodation(s) or 2) finished the test before extra time was provided, specifically 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 accommodation(s) defined in a student's IEP. All incidents require written documentation in the student file.

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

- d. **Sign** with legible signature and date of test administration at the bottom of the report.
- e. **Return** the Print Special Education Student Testing Options Report(s) to the school Principal/Building Level Coordinator.

5. The Principal/Building Level Coordinator will make copies of all WVS.326 reports for the school and return the originals of the signed and dated reports to the County Test Coordinator and County Special Education Director no later than June 2, 2008. Copies of these listings are to be kept for
 - a. Office of Educational Performance Audits (OEPA) monitoring process and
 - b. West Virginia Continuous and Focused Monitoring Process.
6. The County Special Education Director must examine the WVS.326 *Testing Options Report(s)* and immediately investigate any incident in which the student was not provided the assessment accommodation(s) listed on the IEP as per the WVS.326 report(s). The action taken by the county must include a report of the 1) findings, 2) conclusions, and 3) corrective action taken as a result of the investigation. The County Superintendent must be informed of the incident and results of the County Special Education Director's investigation must be submitted in writing within 30 days to the following person:

Executive Director
Office of Assessment and Accountability
1900 Kanawha Boulevard, East
Building 6, Room 330
Charleston, WV 25305

7. West Virginia Department of Education is required to provide the state's procedure for assuring the accommodation(s) on the IEP is/are the one(s) provided on the assessment(s) for the Federal Programs Consolidated Monitoring Requirements (EDGAR 34 C.F.R. 76.770) and the Peer Review requirements (Standards and Assessment Peer Review Guidance, 2004).

Notice: In accordance with both special education monitoring and state special education complaint procedures, district noncompliance with federal statutory requirements results in corrective actions and technical assistance, if appropriate. Continued uncorrected noncompliance at the district/school can result in state imposed enforcement which may include a variety of sanctions, including the withholding or redirection of federal and/or state funds.

***The federal government only requires documented monitoring of the WESTEST accommodations in Mathematics and Reading/Language Arts for students with disabilities; therefore, WVDE will not require the documented monitoring of accommodations in other content areas or those exclusive to Section 504 Plans or Limited English Proficient (LEP) Assessment Participation Forms.**

See the County Director of Special Education to obtain the Assessment Participation Form.

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 _____. In case of "unintelligible student responses," please list the content area and test item number(s) that are considered unintelligible.

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 of damaged booklet: _____

The following signatures are needed:

Examiner: _____ Date: _____

Scribe: _____ Date: _____

Principal: _____ Date: _____

Keep a copy for school file and submit a copy to the County Test Coordinator by June 2, 2008.

County Test Coordinator: _____ Date: _____

WESTEST Testing Irregularity Sheet

County Name: _____

School Name: _____

Examiner Name: _____

Date: _____

Check the appropriate boxes below. Both the Subject and Grade *must* be checked.

Subject	Grade								
<input type="checkbox"/> Mathematics <input type="checkbox"/> Reading/Language Arts <input type="checkbox"/> Social Studies <input type="checkbox"/> Science	<table style="width: 100%; border: none;"> <tr> <td style="width: 25%;"><input type="checkbox"/> Grade 3</td> <td style="width: 25%;"><input type="checkbox"/> Grade 5</td> <td style="width: 25%;"><input type="checkbox"/> Grade 7</td> <td style="width: 25%;"><input type="checkbox"/> Grade 10</td> </tr> <tr> <td><input type="checkbox"/> Grade 4</td> <td><input type="checkbox"/> Grade 6</td> <td><input type="checkbox"/> Grade 8</td> <td></td> </tr> </table>	<input type="checkbox"/> Grade 3	<input type="checkbox"/> Grade 5	<input type="checkbox"/> Grade 7	<input type="checkbox"/> Grade 10	<input type="checkbox"/> Grade 4	<input type="checkbox"/> Grade 6	<input type="checkbox"/> Grade 8	
<input type="checkbox"/> Grade 3	<input type="checkbox"/> Grade 5	<input type="checkbox"/> Grade 7	<input type="checkbox"/> Grade 10						
<input type="checkbox"/> Grade 4	<input type="checkbox"/> Grade 6	<input type="checkbox"/> Grade 8							

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

Time	Describe the Irregularity	Duration of Irregularity	Corrective Actions Taken

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



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