

## FOREWORD

West Virginia uses multiple state assessments to measure student achievement and inform program improvement. The *Individuals with Disabilities Education Improvement Act of 2004 (IDEA 2004)* requires participation of students with disabilities in statewide assessments to be consistent with the *No Child Left Behind Act of 2001 (NCLB)*.

States are directed by *NCLB* to issue guidelines for appropriate participation of students with disabilities and students with limited English proficiency in those assessments. These guidelines are also used for students tested by the general statewide assessment.

*NCLB* requires that states do the following:

- adopt challenging academic content and student achievement standards that apply to all schools and all children in the state;
- align assessment to the state standards;
- assess all students;
- provide reasonable adaptations and accommodations for students with disabilities and students with limited English proficiency;
- measure the progress of all students, including students with disabilities, relative to the “state” standards for the grade “in which the student is enrolled”; and
- develop one or more “alternate” assessments to assess grade-level expectations for those students with disabilities who, based on the findings of their *Individualized Education Program (IEP)* teams, cannot participate in all or part of the state’s assessments, even with accommodations.

The West Virginia Department of Education has crafted this document titled *West Virginia Guidelines for Participation in State Assessments* to assist teachers and schools to work within the framework of federal law and policy. Additional copies of this document may be accessed on the Office of Assessment and Accountability website at <http://osa.k12.wv.us> or by calling (304) 558-2546 and on the Office of Special Programs, Extended and Early Learning website at <http://wvde.state.wv.us/ose> or by calling (304) 558-2696.

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State Superintendent of Schools

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## Introduction

The West Virginia Department of Education (WVDE) has a well-established commitment to utilizing statewide assessment data for school improvement. West Virginia Board of Education Policy 2340: *West Virginia Measures of Academic Progress* (hereinafter called *WV-MAP*), requires participation in statewide assessments for all students, including students with disabilities and students with limited English proficiency. Assessment within *WV-MAP* provides individual student data to assist educators with making appropriate instructional decisions and provides the school, the local education agency (LEA) and the state information regarding program effectiveness.

The *No Child Left Behind Act of 2001* requires assessment and accountability for all students to ensure that schools make adequate yearly progress (AYP) toward attaining reading and mathematics proficiency for all students by 2014. In order to make AYP, schools must annually meet specific goals for increasing the percentage of students who attain proficiency, for students as a whole and by subgroups, including the students with disabilities and students with limited English proficiency subgroups. *NCLB* requires accommodations as appropriate, both for students with disabilities and students with limited English proficiency.

In addition to guidelines for students with disabilities, this document addresses other special circumstances for student participation in *WV-MAP*. Accommodations for students with limited English proficiency as defined in *NCLB* and West Virginia Board of Education Policy 2417: *Programs of Study for Limited English Proficient Students* are provided. Procedures for medically fragile students, homebound students, home-instructed students, alternative school students and private/parochial students are included. Unless students are identified as students with disabilities under *IDEA 2004* or Section 504, or as students with limited English proficiency, the guidelines for accommodations would not apply.

The *Individuals with Disabilities Education Improvement Act of 2004 (IDEA 2004)* and West Virginia Board of Education Policy 2419: *Regulations for the Education of Exceptional Students* set high expectations for students with disabilities by requiring that they have access to and opportunity to make progress in the general education curriculum and by requiring that they be included in state assessment programs, with appropriate accommodations if necessary. Both *NCLB* and *IDEA 2004* require assessment on grade-level content standards for all students, including the West Virginia Alternate Performance Task Assessment (*APTA*) for students with the most significant cognitive disabilities who are unable to participate in the general assessment, even with accommodations.

The United States Department of Education, Office for Civil Rights (2000) has emphasized that exclusion from assessment undermines the value of assessment and also violates Section 504 of the *Rehabilitation Act of 1973*, which prohibits exclusion from participation in, denial of benefits to, or discrimination against, individuals with disabilities on the basis of their disability in federally assisted programs or activities. *IDEA 2004* addresses nondiscrimination in assessment for students with disabilities and assures that standards are measured, not the student's disability. For *IDEA 2004* and Section 504,

individualized determinations of assessment participation and acceptable accommodations are to be addressed by the Individualized Education Program (IEP) Team or Section 504 Committee, as defined in this document.

## **West Virginia Measures of Academic Progress**

*WV-MAP* requires the WVDE to 1) provide an operational framework to administer an effective and efficient statewide assessment program; 2) protect the integrity of the test data; and 3) support the use of assessment data to improve instruction. *WV-MAP* consists of multiple assessments. The purposes of the assessments vary, and the participation of all students is determined by grade level as per the federal law.

The administration manual for **each assessment** within *WV-MAP* outlines the testing conditions for students participating in that particular assessment. The standard conditions described in the administration materials are to be followed unless the Individualized Education Program (IEP) Team, Section 504 Committee or Limited English Proficiency (LEP) Committee decides a student needs accommodations to the testing conditions.

These *West Virginia Guidelines for Participation in State Assessments* focus on the *West Virginia Educational Standards Test (WESTEST)*, the *West Virginia Alternate Performance Task Assessment (APTA)* and the *West Virginia Writing Assessment* for Grades 4, 7 and 10. *WESTEST* and *APTA* are used by the WVDE to determine AYP. *West Virginia Writing Assessment* scores are not included in AYP calculations.

***ACT EXPLORE, ACT PLAN and National Assessment of Educational Progress (NAEP)*** also are considered to be *WV-MAP* assessments, but are not used to determine AYP. Administration guidelines for accommodations for these assessments are specified by the test developer and are not included in this document.

***West Virginia Educational Standards Test (WESTEST)*** is a customized test consisting of selected and constructed response items used to measure a student's level of achievement of the Content Standards and Objectives (CSOs) for West Virginia schools in Reading/Language Arts, Mathematics, and Science for grades 3-8 and 10 and Social Studies for grades 3-8.

***West Virginia Alternate Performance Task Assessment (APTA)*** is an assessment specifically designed for a small number of students with the most significant cognitive disabilities in grades 3-8 and 10 whose performance cannot be adequately assessed through general assessment instruments, even with accommodations.

***West Virginia Writing Assessment*** is an assessment that evaluates composition skills related to organization, development, word usage, sentence structure and mechanics in grades 4, 7 and 10.

## Need for Assessment Guidelines

To appropriately assess all students, the WVDE must ensure that assessments are valid, reliable and consistent with assessment standards, particularly when assessments are used for accountability. When using assessment to identify schools needing improvement over a period of time, assessment administration and content must be consistent, and scores must be comparable over time. The challenge is to maintain a fair assessment that simultaneously meets the technical quality requirements of statewide assessment and accountability and avoids discrimination against students with disabilities and limited English proficiency. In this context, guidelines for appropriate assessment of all students, including those with disabilities and limited English proficiency, are essential.

*IDEA 2004* requires state guidelines for provision of appropriate accommodations for students with disabilities in statewide assessments and for participation in the alternate assessment, when necessary and determined by the IEP Team. According to the January 12, 2001, joint memorandum issued by the United States Department of Education, Office of Elementary and Secondary Education, which administers *NCLB*, and the Office of Special Education and Rehabilitative Services, which administers *IDEA 2004*, the IEP Team **must** base decisions regarding accommodations on a full understanding of the consequences for reporting and accountability. Guidelines for assisting IEP Teams in making informed decisions serve the following:

- Define appropriate accommodations and how they are to be administered for all West Virginia assessments, including the *NCLB* accountability assessments;
- Prohibit accommodations that change what the test measures and assure accommodations are **not** written into the IEP or Section 504 Plan;
  - *WESTEST* Reading/Language Arts items are not to be read aloud; the only part of the *WESTEST* Reading/Language Arts Test that may be read or signed is the directions;
  - calculators may not be used on the computation section of *WESTEST* Mathematics Test; calculators may be used on other sections of *WESTEST* Mathematics Test;
- Define criteria for participation in the *APTA*; and
- Describe how decisions are documented in the IEP or Section 504 Plan.

Research, state policy and even litigation have addressed the effects of accommodations on learning results and assessment results for students with disabilities and students with limited English proficiency. Students who receive accommodations in classroom instruction should receive the same accommodations in statewide assessment, if appropriate.

## Acceptable Ways to Participate in West Virginia State Assessments

All students participate in *WV-MAP* at the grade level in which they are enrolled. Students with disabilities may need accommodations to participate appropriately. Two groups of students with disabilities must be considered 1) students with disabilities as defined by *IDEA 2004*, and more specifically, those meeting the eligibility criteria in West Virginia Board of Education Policy 2419: *Regulations for the Education of Exceptional Students*, whose IEPs must address assessment participation, and 2) students who are not eligible under Policy 2419 and do not have an IEP, but who meet the definition of disability under Section 504, as determined through local education agency written procedures implementing 34 Code of Federal Regulations (CFR) §104. For purposes of *NCLB* reporting and accountability, only eligible students with disabilities under Policy 2419 and *IDEA 2004* are included in the students with disabilities disaggregated subgroup. Both groups may receive acceptable accommodations (as defined in this document) as determined appropriate by the respective IEP Team or Section 504 Committee.

Students with disabilities participate in all components of *WV-MAP* **under standard conditions or with accommodations** unless they meet the criteria for participation in *APTA*. *WESTEST*, *APTA* and the *West Virginia Writing Assessment* have been designed to allow a variety of test administration options in presentation, response, setting or timing/scheduling within Standard Conditions for All Students.

Accommodations in presentation, response, setting or timing/scheduling specific to students with disabilities are allowed within the category of **Accommodations for Students with an IEP or Section 504 Plan**. The allowable options and accommodations are defined in this document and the test administration manuals.

Modifications, that is, changes in the administration of an assessment that change what is intended to be measured by the assessment or the meaning of the resulting scores **are not allowed** for *WESTEST*, *APTA* or *West Virginia Writing Assessment*. Modifications **not allowed** include off-level testing for assessments, reading aloud the *WESTEST* Reading/Language Arts Test and using a calculator on the section of the *WESTEST* Mathematics Test that does not permit the use of a calculator.

Acceptable ways to participate in *WV-MAP* are as follows:

- **Standard Conditions For All Students** - Standard conditions refer to the prescribed procedures followed during the administration of a specific assessment.
- **With Accommodations** - Testing accommodations are changes 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.

## **Role of the Individualized Education Program (IEP) Team or Section 504 Committee**

For eligible students with disabilities under West Virginia Board of Education Policy 2419: *Regulations for the Education of Exceptional Students*, the student's IEP Team determines how the student participates in *WV-MAP*, including whether the student will take *WESTEST* or meets the criteria for participation in *APTA*. If the student takes *WESTEST* or *APTA*, and other tests in Policy 2340, the IEP Team determines and documents on the IEP any allowable accommodations as defined in this document. These accommodations for appropriate assessment are to be reviewed at least annually and prior to the test. The IEP information, including testing conditions and accommodations, is documented in the student's West Virginia Education Information System (WVEIS) Special Education Student Information Record. (Appendix 5, pg. 56)

For students with disabilities as defined under Section 504, **who do not have an IEP**, the Section 504 Committee determines any needed accommodations to *WV-MAP*. The Section 504 Plan is developed by a knowledgeable group of persons qualified to evaluate and determine whether the student meets the definition of a student with a disability under Section 504 and to plan for the educational needs of the student. LEAs are required to have written procedures for developing Section 504 Plans. If the student is determined to need accommodations in assessment, the student's needs and a description of the accommodations and other services to be provided to meet those needs are documented in the individual's Section 504 Plan. The student's WVEIS Basic Student Record is tagged as Section 504 and the Section 504 Testing Accommodations record is completed.

Whether the decision is made by the IEP Team or a Section 504 Committee, the parent, and the **student** if appropriate, must be involved in and informed of decisions regarding assessment participation. The implications of the decisions must be carefully explained to the parent and the student.

The **IEP** must specify how the student will participate in all the applicable assessments:

- Standard conditions; or
- With accommodations - specific and acceptable accommodations (as defined in this document) must be listed and the test/subtest to which each applies; or
- Student meets criteria for *APTA*.

For students with disabilities **under Section 504** who do not have IEPs, any changes in testing conditions must be specified as appropriate:

- Standard conditions - will be assumed if not specifically addressed in the Section 504 Plan; or

- With accommodations - specific and acceptable accommodations (as defined in this document) must be listed and the test/subtest to which each applies.

When the student participates in *WESTEST*, the student will also participate in the other components of *WV-MAP*, (*ACT EXPLORE*, *ACT PLAN*, *West Virginia Writing Assessment* for grades 4, 7 and 10 and *NAEP* as determined by enrollment grade). If different accommodations are needed for tests other than *WESTEST*, they must be specified on the IEP or Section 504 Plan and be acceptable accommodations. Testing conditions and accommodations used for *WESTEST*, if any, must be documented in the student's WVEIS Special Education Student Information Record or Section 504 Testing Accommodations Record, as applicable. Accommodations for *WESTEST* and *APTA* must be provided and documented during test administration to verify appropriate assessment accommodations were implemented (Appendix 6, pgs. 58-59 and Appendix 7, pgs. 60-61).

### **Making Assessment Decisions**

The following guidelines for making assessment decisions for students with IEPs and Section 504 Plans are provided:

#### **Students with an IEP or Section 504 Plan:**

- Ensure that decisions regarding the student's participation in *WV-MAP* are based upon instruction, as well as educational performance data, and are consistent with the IEP or Section 504 Plan.
- Ensure that parents, students, teachers and administrators are aware of the impact of test participation decisions on accountability and reporting. *APTA* results will be included in accountability with the results of all students. Disaggregated results for students with disabilities will be reported by school, county and state for *APTA* and *WESTEST* as required by *IDEA 2004* and *NCLB*, to the extent possible in consideration of maintaining confidentiality of individual student results. In all forms of participation, individual student results will be available to parents and teachers.
- Determine if accommodations are needed and whether the accommodation is on the list included in this document or in the test administration manual. For an assessment accommodation that is not found on the list of allowable accommodations, the County Test Coordinator or County Special Education Director may submit a request for approval to the Office of Assessment and Accountability following the procedures outlined in this document. Failure to use only allowable and/or approved accommodations will result in an invalid test score for the student.

To determine accommodations:

1. Review the present levels of academic achievement, functional performance and IEP services or Section 504 Plan to determine if **the student is receiving instruction:**
  - primarily in the general curriculum, based on the Content Standards and Objectives for West Virginia Schools (CSOs); the student should participate in *WESTEST* and other *WV-MAP* components, using the acceptable accommodations (as per this document) if appropriate, or
  - primarily in the skills aligned to the West Virginia Alternate Academic Achievement Standards, linked to the West Virginia CSOs and meets the criteria for participation in *APTA*; the student should participate in *APTA*.
2. Review the supplementary aids and services and program modifications provided in the IEP or in the Section 504 Plan for classroom instruction and assessment and the allowable accommodations.
  - **Does the IEP/Section 504 Plan provide for accommodations in classroom instruction and assessments?** To be considered, an accommodation must be one the student uses in classroom instruction or assessment and must be acceptable as per this document.
  - **Would using this accommodation in the components of *WV-MAP* result in getting the best measure of what the student knows and can do on the skill being tested?** Not every accommodation used in instruction is appropriate or helpful in assessment. Consider whether accommodations used to assist a student in learning are also needed to show what he or she has learned. Accommodations should address the barriers to accessing the test resulting from the student's disability to ensure that the skill, rather than the disability itself, is being measured. Factors such as the effectiveness of the accommodation, difficulties encountered when utilizing the accommodation and available research on the use of the accommodation need to be evaluated and considered.
  - **Will the student actually use the accommodation when testing occurs?** When possible, the student should be involved in the decision. An accommodation is more likely to be effective if the student understands how to use it and is willing to do so. Implementation of the accommodation must be documented at test time. Refer to *Monitoring Protocol: Assessment Accommodations*, pgs. 10-13.

### **For students with an IEP:**

Document the assessment decisions on the IEP, including:

- whether the student will take the general assessment (*WESTEST*) or participate in the alternate assessment (*APTA*),

- for *WESTEST*, *APTA* and other components of *WV-MAP*, list the specific and acceptable assessment accommodations (as defined in this document), if any, and the test/subtest to which they apply, and
- document *WESTEST* or *APTA* conditions and accommodations in the student's WVEIS Special Education Student Information Record.

**For students with a Section 504 Plan:**

- Document for *WESTEST* and other components of *WV-MAP* the specific and acceptable accommodations (as defined in this document), if any, and the test/subtest to which they apply and enter the information in the student's *WVEIS Basic Student Information Section 504 Testing Accommodations Record*.

**For students with a disability who are Limited English Proficient:**

- Students who are both disabled and LEP are considered for accommodations available to both groups. Determination is made by a team meeting the membership requirements of either the IEP Team or Section 504 Committee, as applicable, and the LEP Committee.

**Special Assessment Circumstances**

**Medically Fragile Students**

Special participation rate exemptions for medically, physically or mentally fragile students are based on a student's physical or mental condition and may be available for students suffering from terminal illness or injuries or receiving extraordinary short-term medical treatment for either a physical or psychiatric condition. A signed statement from the student's treating physician must accompany requests for exemptions based on these grounds. For additional information contact the Office of Education Performance Audits (OEPA) (<http://oeпа.state.wv.us/resources.htm>).

**Instructions for Homebound Students**

If it is possible for the homebound student to come to the school for testing, she/he should follow the school's testing schedule. If it is impossible for the homebound student to go to the school, the county will determine how the administration of the assessment will occur. However, the testing must meet the following conditions:

- The examiner administering the test must be trained in proper test administration prior to testing.
- The examiner administering the test must sign an *Examiner's/Proctor's/Scribe's Secure Materials and Test Procedures Agreement* (Appendix 1, pg. 52), which must be on file in the home school.
- No family member may be in the testing area during the administration of the test.
- 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.

## **Instructions for Students Not Enrolled in West Virginia Public Schools**

### **Home-Instructed Students (Home-Schooled)**

Home-instructed students are students not enrolled in a public school in the Local Education Agency (LEA), but are instructed by a person or persons providing home instruction. These students may be enrolled in a course or courses in the public school system. Home-instructed students must test in the county in which they reside at a school indicated by the County Test Coordinator.

- The parents/guardians of home-instructed students must notify the test coordinator of the county of their intent to participate in state assessments at least *two months* prior to testing.
- The examiner administering the test must sign an *Examiner's/Proctor's/Scribe's Secure Materials and Test Procedures Agreement* (Appendix 1, pg. 52), which must be on file in the home school.
- No family member may be in the testing area during the administration of the test.
- No family member may read any of the testing materials.
- All test security procedures and schedules must be followed.

### **Private/Parochial Schools**

The private and parochial school administrator(s) must notify the test coordinator of the county of their intent to participate in the state assessments at least *two months* prior to the testing window or by a date determined by the County Test Coordinator. All educators and non-public school students participating in state assessments shall follow all testing guidelines and procedures.

## **Monitoring Procedure: Assessment Accommodations**

### **As Required by Federal Programs Consolidated Monitoring Requirements (EDGAR 34 C.F.R. 76.770) and Peer Review Requirements (Standards and Assessment Peer Review Guidance, 2004)**

#### **Purpose:**

The West Virginia Department of Education (WVDE) has established a recommended procedure to ensure that 1) all eligible students with disabilities (SWDs) are provided the assessment accommodations documented on the student's Individualized Education Program (IEP), and 2) required documentation is available for monitoring/accountability purposes.

#### **Background:**

The Individualized Education Program (IEP) is required to be implemented by federal law and state policy. Students are to be given agreed upon modifications and accommodations in the instructional process as well as agreed upon accommodations in the state required assessment process in accordance with the students' IEPs (Individuals with Disabilities Education Improvement Act of 2004 (IDEA) Section 614(d) (1)(A)(i)(VI)(aa) or 300.320(a)(b)(i). Additionally, states are required to provide documentation for the Federal Programs Consolidated Monitoring Requirements (EDGAR 34 C.F.R. 76.770) and Peer Review requirements (Standards and Assessment Peer Review Guidance, 2004) that ensures students receive the accommodations as per the student's IEP.

#### **Rationale:**

Special education law and policy require that an Individualized Education Program (IEP) must be developed and implemented to meet the individual needs of each eligible student with a disability (SWD). An IEP is a written plan, developed by a team as defined in West Virginia Board of Education Policy 2419: *Regulations for the Education of Exceptional Students* describing the specially designed instruction and appropriate accommodations, if any, needed for an eligible exceptional student to master the content standards and objectives and/or be prepared for the workplace. The IEP includes instructional goals and objectives, when appropriate, and services. In addition, both regular and special education federal laws and state policies delineate the requirements pertaining to the development and implementation of IEP assessment accommodations for eligible SWDs. Specifically, these requirements include ESEA requirements as amended by the No Child Left Behind Act of 2001 (PL 107-110); West Virginia Board of Education Policy 2510: *Assuring the Quality of Education; Regulations for Educational Programs; WV-MAP* and the Individuals with Disabilities Education Act of 2004 (IDEA-PL108-446); and West Virginia Board of Education Policy 2419: *Regulations for the Education of Exceptional Students*.

Federal requirements call for each state to establish procedures to ensure the assessment accommodation(s) defined on each student's IEP is/are the accommodation(s) actually implemented and received by the student during the administration of the assessment(s). The West Virginia Established Procedures for Accommodation Monitoring are as follows:

### **Established Procedure for Accommodations Monitoring**

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

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

- 1) The WVS.326 *Print Special Education Student Testing Options* report
  - a. Two copies of the accommodations report will be needed per teacher. One will be used in the administration of *WESTEST* and *APTA* Reading/Language Arts Test and the other will be used with *WESTEST* and *APTA* Mathematics Test.  
**Note:** The WVS.326 *Print Special Education Student Testing Options* report allows the user to print a listing of students by type:
    - Regular Testing
    - Assessment with accommodations
    - Alternate Assessment
    - All of the aboveThis listing may be sorted alphabetically by student, by student within grade level, or by teacher identification.
  - b. The copies will be given to the assigned examiner(s) administering *WESTEST* or *APTA* the week before testing.
  - c. Principal/Building Level Coordinator will monitor the test administration to ensure examiner(s) are providing agreed upon accommodations as per the IEP.
- 2) Before *WESTEST* or *APTA* administration, the assigned examiner(s) will **review** the WVS.326 *Print Special Education Student Testing Options* report for each student's testing accommodation(s).
- 3) Special education law requires the IEP to be implemented; therefore, examiner(s) must provide accommodations as defined 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.

**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 accommodation codes T03 and T04 on the IEP. Assigned examiner(s) must inform the principal who informs the Special Education Director of all incidents of students not receiving accommodation(s) defined in the student's IEP. All incidents require written documentation in the student file. Additionally, the County Test Coordinator must be notified.

- 4) After *WESTEST* or *APTA* administration, the assigned examiner(s) complete the printed *WVS.326 Print Special Education Student Testing Options* report as follows:
  - a. Underline the name of assigned student(s);
  - b. Circle the accommodation(s) that were provided to each of the students;
  - c. Asterisk the accommodation(s) that were not provided to each student and provide explanation as to why the student did not receive the accommodation(s) listed on the *WVS.326 Print Special Education Student Testing Options* report.
  - d. Sign with legible signature and date the test administration at the bottom of the report.
  - e. Return the *WVS.326 Print Special Education Student Testing Options* report(s) to the school principal.
  
- 5) The school principal will make copies of the original *WVS.326 Print Special Education Student Testing Options* report for the school and send the signed and dated reports to the County Test Coordinator and County Special Education Director no later than June 1, 2007. Copies of these reports are to be maintained for accountability purposes, specifically,
  - a. Office of Education Performance Audits (OEPA) monitoring process,
  - b. Office of Assessment and Accountability (OAA), West Virginia Continuous Improvement and Focused Monitoring Process (CIFM)
  
- 6) The County Special Education Director/Principal/Building Level Coordinator must examine the *WVS.326 Print Special Education Student 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 Print Special Education Student Testing Options* 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 Special Education Director's investigation must be submitted in writing within 30 days of the incident to the following person:

Jan Stanley, Assistant Director  
Office of Assessment and Accountability  
1900 Kanawha Blvd. E  
Bldg. 6, Room 330  
Charleston, WV 25305

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

- 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.

***WEST VIRGINIA EDUCATIONAL  
STANDARDS TEST***

***(WESTEST)***

***PARTICIPATION GUIDELINES***

## **WESTEST Participation Guidelines**

### **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 in 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*. 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. Examiners shall be trained prior to test administration and shall sign a *West Virginia Board of Education Examiner's/Proctor's/Scribe's Secure Materials and Test Procedures Agreement* (Appendix 1, pg. 52) indicating proper training has been received.
- As per *WV-MAP* "No secure test booklets, 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 record answers in test booklets.
- Highlighters, markers 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 may 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.
- On the Reading/Language Arts Test, only the directions may be read aloud or signed.
- Calculators may be used on all sessions of the Mathematics and Science tests *EXCEPT* Session 1, Part 1, of the Mathematics Test.

**NOTE: Student may use personal rulers, protractors or calculators, if these tools do not display formulas, hints, or information that could be used to answer questions.** 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.

## 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.
- 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. Refer to page 7 of the *WESTEST* Examiner's Manual.
- Students should be instructed not to discuss the test during scheduled breaks and upon completion of testing.
- When breaks are given, test booklets should be closed and all test materials should 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.

### **Response**

- Test booklets should 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

## **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 *WESTEST* in the grade level at which they are enrolled, except for those students who meet the criteria for participation in *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 grade. Students with an IEP or Section 504 Plan should be tested in the same content area on the same day as their peers unless other scheduled arrangements have been approved by the County Test Coordinator.
- The student is to receive all assessment accommodations as outlined in the IEP or Section 504 Plan. Refer to *West Virginia Guidelines for Participation in State Assessments* (<http://osa.k12.wv.us>).

## **Accommodations**

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

### **Presentation**

- Present directions, stimulus material, questions and/or answer choices through sign language for the Mathematics, Science and Social Studies 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, Science and Social Studies 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, Science and Social Studies 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*, pgs. 23-24.
- 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*, pgs. 23-24.

### **Response**

- Student records responses in large print test booklet. Transcribe student responses to a regular-sized test booklet. Refer to *Directions for Transcribing*, pgs. 23-24.
- Indicate responses to a Scribe for selected-response items. Refer to *Directions for Transcribing*, pgs. 23-24.
- Indicate responses to a Scribe for constructed-response items, when the student is physically unable to respond otherwise. Refer to *Directions for Transcribing*, pgs. 23-24.
- 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*, pgs. 23-24.

- 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*, pgs. 23-24.
- Use an abacus on all parts of the Mathematics Test for students who are blind.
- 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, Science and Social Studies 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 20, 2007. The request must come from either the County Test Coordinator or the County Special Education Director. The following information must be included in the request:

- student's name, school, county and WVEIS number
- specific requested accommodation(s)
- rationale for request (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 *WESTEST* in the grade level at which they are enrolled. An LEP student is defined in *WV-MAP* and West Virginia Board of Education Policy 2417: *Programs of Study for Limited English Proficient Students*. An LEP student in the state of West Virginia is classified according to the federal government definition as described in Public Law 107-110, the *No Child Left Behind Act of 2001*.

### Standard Conditions with Accommodations for LEP Students

- All LEP students are to participate in all components of *WESTEST* in the grade level at which they are enrolled, except for those students who meet the criteria for participation in *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, Science and Social Studies 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, Science and Social Studies 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 who **states the same message** in a new or different way and does not breach security of the test items or give away an answer.

### **Response**

- Indicate responses to a Scribe for selected-response items. Refer to *Directions for Transcribing*, pgs. 23-24.
- Indicate responses to a Scribe when the student is physically unable to respond otherwise for constructed-response items. Refer to *Directions for Transcribing*, pgs. 23-24.
- Use a computer, typewriter, or other device to respond. Transcribe student responses to a regular-sized test booklet. Refer to *Directions for Transcribing*, pgs. 23-24.
- Use an electronic translator or bilingual dictionary to present directions, stimulus material, questions, and/or answer choices verbatim for the Mathematics, Science and Social Studies 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 20, 2007. 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, county and WVEIS number
- specific requested accommodation(s)
- rationale for request
- verification that student receives the accommodation(s) on a regular basis during classroom instruction and classroom assessment and is familiar with the accommodation(s)
- 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:

- student tested in a large print *WESTEST* booklet
- student tested in a braille *WESTEST* booklet
- 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 *WV-MAP*. 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 who has signed a *West Virginia Board of Education Examiner's/Proctor's/Scribe's Secure Materials and Test Procedures Agreement* (Appendix 1, pg. 52).
- Sign the *WESTEST Scribe Verification Form* at the conclusion of the transcription.
- List the names of the students whose work was transcribed, students' enrollment grades and the parts of *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.
  - ask student to repeat a word or phrase for understanding, if necessary.
  - not complete a student's incomplete response.
- The scribe will
  - have the student verbalize the punctuation/mechanics as she/he gives the answer to the Scribe.
  - have the student read the written response and indicate where the punctuation would be after they have given the answer; 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 she/he 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.

***WEST VIRGINIA ALTERNATE  
PERFORMANCE TASK ASSESSMENT***

***(APTA)***

***PARTICIPATION GUIDELINES***

## ***West Virginia Alternate Performance Task Assessment (APTA) Participation Guidelines***

This component of *WV-MAP* is designed for a small number of students with significant cognitive disabilities who cannot participate in the general assessments, even with extensive accommodations. A student must meet specific criteria to be determined eligible for the *West Virginia Alternate Performance Task Assessment (APTA)* by the IEP Team.

West Virginia Board of Education Policy 2510: *Assuring the Quality of Education: Regulations for Education Programs* provides a definition of a delivery system for an assessment and accountability system for a thorough and efficient education for West Virginia public school students.

West Virginia Board of Education Policy 2520: *Instructional Goals and Objectives for West Virginia* defines the Alternate Academic Achievement Standards for grades 3-8 and 10 in Reading/Language Arts and in Mathematics for students with the most significant cognitive disabilities and includes existing content standards, extended standards and performance descriptors as required by West Virginia Board of Education Policy 2510: *Assuring the Quality of Education: Regulations for Education Programs*.

### **Eligibility Criteria**

**In the decision-making process for participation in *WV-MAP*, students in grades 3-8 and 10 with significant cognitive disabilities whose performance cannot be adequately assessed through *West Virginia Educational Standards Test (WESTEST)*, even with accommodations, may be considered for *APTA*. The eligibility requirements for *APTA* are as follows:**

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

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

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

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

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

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

**APTA requires standardized testing conditions.** In order for the test results to support valid inferences, each test examiner will adhere to the conditions described in the Examiner's Manual and the *Testing Code of Ethics*. All test administrators should have a signed West Virginia Board of Education *Examiner's/Proctor's/Scribe's Secure Materials and Test Procedures Agreement* (Appendix 1, pg. 52) on file with the school administrator. 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.

### **Standard Conditions Required for Examiners**

- *APTA* must be administered during the testing window.
- An Examiner must be a currently employed educator, an approved employee of the state, county, or RESA or an educator of a private or parochial school with a valid West Virginia teaching license. Examiners shall be trained prior to test administration and shall sign a *West Virginia Board of Education Examiner's/Proctor's/Scribe's Secure Materials and Test Procedures Agreement* (Appendix 1, pg. 52) indicating proper training has been received.
- The teacher of record should be the examiner. If extenuating circumstances require an aide to administer the test, a request must be submitted for approval to Beth Judy, Office of Assessment and Accountability no later than April 30, 2007.
- Examiners must be trained prior to test administration and shall sign an *Examiner's/Proctor's/Scribe's Secure Materials and Test Procedures Agreement* (Appendix 1, pg. 52) indicating that proper training has been received.
- Content information relevant to the test shall not be discussed during the testing window.

- Examiners must study administration procedures, directions and manipulatives (Appendix 5, pg. 56-57) prior to the first day of testing.
- Instructions in this manual must be followed precisely.
- The examiner will coordinate with the Principal/Building Level Coordinator to eliminate distractions during testing.
- The examiner assigned to administer the test should not change during the administration unless there are extenuating circumstances, such as an extended absence of the examiner.
- Examiners must ensure that all assistive technology devices are programmed prior to the administration of *APTA*.

### **Standard Conditions for All Students Taking *APTA***

- Students shall be tested at the grade level in which they are enrolled.
- Students shall be tested in classrooms with adequate lighting and ventilation.
- Students shall have adequate workspace for the test booklet, test materials, and/or manipulatives.
- Students, and/or examiners, will record answers in test booklets.
- Students are to be provided with four (4) opportunities to respond on each performance task. (Students will be given two opportunities to respond independently, one opportunity to respond with partial physical prompting and one opportunity to respond with full physical prompting.)
- Examiners choose appropriate scripts from the test booklets to be read verbatim or to be signed.
- Examiners may redirect the student to refocus the student's attention (e.g., tap on the top of the book).
- Examiners may not provide feedback on correct/incorrect responses.
- An electronic translator or sign-dictionary may be used to present directions, stimulus material, questions, and/or answer choices for all items on the Mathematics Test and the Reading/Language Arts Test, with the exception of the Reading **comprehension** items.
- All items on the Mathematics Test and all Reading/Language Arts items, with the exception of the Reading **comprehension** items, may be read aloud verbatim or signed to the student.
- Reading **comprehension** items will be administered according to the prompting hierarchies as follows:
  - ⇒ Independent Level Prompt: Student understands or reads the question and chooses the answer.
  - ⇒ Partial Level Prompt: Examiner redirects the student to focus on words or pictures and the student chooses the answer.
  - ⇒ Full Level Prompt: Examiner reads/signs the item and the student and the examiner choose the answer.
- Examiners may contact the County Test Coordinator for access to information needed for programming communication or assistive technology devices prior to administering *APTA*. The examiner should also ensure that the device is programmed

prior to administering the test. **All items must be deleted from the programmed device at the end of the testing session.**

- Calculators, abacus or arithmetic tables may be used on the Mathematics Test.
- Students requiring extra time must be provided the time needed. Allow students to be given the time needed within the confines of the test day. If either a medical or behavioral crisis precludes the student from completing the section within the school day, the student, once the crisis has passed, may complete the unfinished items on another day within the testing window. This information is to be documented on the *APTA Testing Disruptions/Irregularity Sheet* (Appendix 9, pg. 63).
- Students must be tested in an environment with minimum distractions from noise and other students.
- Students must have adaptive furniture, if needed.
- A “Do Not Disturb” sign should be placed on the door of the testing room.
- Cellular phones and pagers must be turned off during the testing period.

### **Assistive Technology**

- Assistive Technology routinely used for classroom instruction may be used for administration of *APTA*.
- Replication of the student page is allowable **except** for the following restrictions:
  - Copied images(s)/page(s) must be the same color and size of images presented in the test booklet or formatted to the size requirements of the communication device. (For example, if you use a Vanguard communication device, pictures are to be formatted to the cell size.)
- Layout on the device must be the same as represented on the student page.
- No additional information, including labeling (numbers/letters/words), is allowed.
- Pictures shall remain black and white and not enhanced in color.
- **All replicated materials must be returned with the student’s test booklet.**
- All information programmed into the Assistive Technology device for test administration must be deleted.
- The *Assistive Technology Verification Form* must be returned with the student test booklet (Appendix 8, pg. 62).
- Test booklet may be obtained prior to administration of *APTA* for the programming of assistive technology devices.

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

### **Presentation**

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

## Response

- use of graph paper to align work.
- use of template (i.e., typoscope) to maintain place for responding.
- underline or circle key words or phrases in directions, text or stems. 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 examiner to record responses (points, states verbally, uses communication or assistive technology devices to respond, mark/writes, etc.). Student responses must be transferred to test booklet. Refer to *Directions for Transcribing APTA*, pgs. 33-34.
- 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 adaptive furniture.
- Provide special lighting and/or acoustics.

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

- All students with an IEP are to participate in all components of *WESTEST* in the grade level in which they are enrolled, except for those who meet the criteria for participation in *APTA*.
- **It is recommended that examiners determine the testing schedule that provides optimum testing conditions for each individual student.**
- *IDEA 2004* and *NCLB* require implementation of all testing accommodations per the IEP. For accountability purposes, districts are required to document implementation of the accommodations for *APTA* Mathematics and Reading/Language Arts tests using the *Accommodations Procedures for IEP Accommodations on APTA* (Appendix 7, pgs. 60-61).

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 *APTA* are as follows:

## Presentation

- Use braille or other tactile form of print when that is the student's typical mode of accessing written material. Student responses must be transcribed to a regular-sized test booklet. Refer to *Directions for Transcribing APTA*, pgs. 33-34.
- Use a secure electronic braille note taker for directions and test stimulus materials.

- Have directions **rephrased** by a trained examiner that **states the same message** in a new or different way and does not breach security of the test items or give away an answer.
- Use tactile graphics.

### **Response**

- Indicate responses to a scribe, when the student is physically unable to respond otherwise. Refer to *Directions for Transcribing APTA*, pgs. 33-34.
- Use braille or other tactile form of print when that is the student's typical mode of responding to written material. Transcribe student responses to a regular-sized test booklet. Refer to *Directions for Transcribing APTA*, pgs. 33-34.
- Provide physical support for a student by an aide if this support is provided routinely and if the aide has been trained as an examiner.

### **Scheduling**

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

### **Additional Accommodation/s Request**

An IEP Team or Section 504 Committee may request from the Office of Assessment and Accountability permission to use other accommodations. A request for a student to use an assessment accommodation that does not appear in this document must be received by the Office of Assessment and Accountability to the attention of Beth Judy, Coordinator, no later than Friday, April 20, 2007. The request must come from either the County Test Coordinator or the County Special Education Director. The following information must be included in the request:

- student's name, school, county and WVEIS number
- specific requested accommodation(s)
- rationale for request
- verification that the student receives the accommodation(s) on a regular basis during classroom instruction and classroom assessment and is familiar with the accommodation(s)
- impact on student's *APTA* results if the student is not permitted to use the requested accommodation(s)

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

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

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

### **Standard Conditions for LEP Students**

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

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

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 *APTA* are as follows:

#### **Presentation**

- An electronic translator or bilingual dictionary may be used to present directions, stimulus material, questions and/or answer choices verbatim for the Mathematics Test and Reading/Language Arts Test, with the exception of the Reading **comprehension** items, which may be read aloud verbatim to the student. Reading **comprehension** items will be administered according to the prompting hierarchies as follows:
  - Independent Level Prompt: Student reads the question and chooses the answer.
  - Partial Level Prompt: Examiner redirects the student to focus on words or pictures and the student chooses the answer.
  - Full Level Prompt: Examiner reads/signs the item and the student and the examiner choose the answer.
- Have directions *rephrased* by a trained examiner who **states the same message** in a new or different way and does not breach security of the test items or give away an answer.

## **Response**

- Indicate responses to a scribe when the student is physically unable to respond otherwise for constructed-response items. Refer to *Directions for Transcribing APTA* pgs. 33-34.
- Use an electronic translator or bilingual dictionary to respond. Refer to *Directions for Transcribing APTA*, pgs. 33-34.

## **Scheduling**

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

## **Additional Accommodation/s Request**

The LEP Committee may request from the Office of Assessment and Accountability permission to use other accommodations. A request for a student to use an assessment accommodation that does not appear in this document must be received by the Office of Assessment and Accountability to the attention of Beth Judy, Coordinator, no later than Friday, April 20, 2007. The request must come from either the County Test Coordinator or the Title III Coordinator. The following information must be included in the request:

- student's name, school, county and WVEIS number
- specific requested accommodation(s)
- rationale for request
- verification that the student receives the accommodation(s) on a regular basis during classroom instruction and classroom assessment and is familiar with the accommodation(s)
- impact on student's *APTA* results if the student is not permitted to use the requested accommodation(s)

Upon completion of the review of the request, the County Test Coordinator and County Title III Coordinator will be notified of the determination of the Review Committee.

## **Directions for Transcribing *APTA***

### **Examiner Requirements**

- Serve as both examiner and scribe.
- Be an examiner as defined by *WV-MAP*. An examiner is a West Virginia educator employed by the county, RESA, or state who has signed an *Examiner's/Proctor's/Scribe's Secure Materials and Test Procedures Agreement* and who has been trained as an examiner (Appendix 1, pg. 52).
- Demonstrate proficiency in signing, if serving as both the interpreter and examiner.
- Mark the student's demonstrated response in the student test booklet. Record the assistive technology device used by the student, if applicable.
- Write the oral or signed student response for the constructed response items in the test booklet.
- Copy the student's response to constructed response items as indicated by the student.

- Do not change punctuation, capitalization and spelling errors.
- Remain silent while the student is selecting or signing a response and do not indicate correct or incorrect responses.
- If the student response is illegible or unintelligible, write “illegible” or “unintelligible” on the examiner’s page in the space provided.
- If a braille test booklet is used, copy the student’s responses from the selected response items to a regular-sized booklet.

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

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

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

***WEST VIRGINIA  
FOURTH GRADE  
WRITING ASSESSMENT***

***PARTICIPATION GUIDELINES***

## ***Fourth Grade Writing Assessment Participation Guidelines***

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

All students enrolled in fourth grade shall participate in the *West Virginia Writing Assessment*, except for those students who meet the criteria for participation in the *West Virginia Alternate Performance Task Assessment (APTA)*. Even students who have not been enrolled in West Virginia during the full academic school year shall be tested.

To ensure that all students are able to do their best work throughout the *West Virginia Writing Assessment* process, certain conditions are required. These conditions are strongly recommended so that the most accurate information about the students' skills is obtained. By following these procedures, student performance will be enhanced. The *West Virginia Writing Assessment* 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 Administration Manual and the *Testing Code of Ethics*. Proper administration of tests plays an integral part in the testing process. To facilitate student performance during the testing process, certain conditions for testing must exist.

### **Standard Conditions for Examiners of Fourth Grade Writing Assessment**

- Principals/Building Level Coordinators/Test Examiners must be trained prior to test administration and must sign a *Examiner's/Proctor's/Scribe's Secure Materials and Test Procedures Agreement* (Appendix 1, pg. 52) indicating that proper training for test administration and test/data security has been received.
- Only designated staff members who have been properly trained in the administration of the test may administer the *West Virginia Writing Assessment*.
- Test examiners must be a West Virginia educator employed by the county, RESA or state.
- Test examiners must study administration procedures and directions prior to the day of testing.
- Test examiners must monitor the students during testing.
- Test administration procedures must be followed in accordance with the Administration Manual.

### **Testing Procedures**

- The *West Virginia Writing Assessment* shall be administered on the day scheduled by the County Test Coordinator. Since this is a one-item assessment and all students in the county are administered the same item, the assessment must be administered by all county schools on the same day.
- The *West Virginia Writing Assessment* will **not** be timed. After receiving directions, the students will be allowed time to organize their ideas, write and edit a rough draft. Following a break, the students will have an additional amount of time to copy their final draft onto pages three and four of their answer sheets. The assignment must be completed on the day it is given. The examiner will end the assessment when a student has stopped working for ten minutes or more.

- Students shall be tested in classrooms with adequate lighting and ventilation. Refer to pgs. 15 & 28.
- Students should be tested in groups of 30 or fewer.
- Seating should be comfortable. Ample space is needed for writing. Full-sized desktops are recommended.
- Magnification may be used when it is the student's typical mode of accessing written material.
- Students shall be seated to deter interaction with each other.
- The atmosphere in the testing room shall be positive.
- Distractions such as ringing bells or intercom announcements should be eliminated during the assessment.
- Writing posters, graphic organizers, transitional expressions, etc., on display in the classroom/testing area shall be covered or removed during test administration.
- Teachers/Examiners are not permitted to distribute graphic organizers, outline forms or any other writing aid for the test.
- Examiners must collect rough drafts. Rough drafts are considered secure documents. At the end of testing these must be collected by the test examiner and delivered to the Principal/Building Level Coordinator who will destroy them either by shredding or incinerating. It is not appropriate to simply throw scratch paper/rough drafts in trash containers in the testing area. Rough drafts are to be destroyed as soon as possible.
- Copying of rough drafts or final compositions is not permissible.
- The *West Virginia Writing Assessment* prompt is not to be shared by either students or teachers.
- Invalidation of a student's assessment may occur when a testing irregularity is reported. The decision to invalidate a student's assessment will be determined by the County Test Coordinator in conjunction with the Office of Assessment and Accountability, West Virginia Department of Education.
- Conditions for nonscorable compositions include the following:
  - Student has refused to take the test
  - Composition contains an insufficient amount of writing
  - Composition is incoherent
  - Composition is illegible
- Examiners shall allow sufficient time for students' questions prior to beginning the test.
- Make-up testing is to be scheduled during the testing window.

### **Students with an IEP or Section 504 Plan Taking 4<sup>th</sup> Grade Writing Assessment**

All fourth grade students with IEPs or Section 504 Plans are to participate in the *West Virginia Writing Assessment*, except for those students who meet the criteria for participation in *APTA*. These students are to receive all assessment accommodations as outlined in their IEPs or Section 504 Plans.

## **Accommodations for Students with an IEP or Section 504 Plan Taking Fourth Grade Writing Assessment**

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

### **Presentation**

- Have directions and prompt read aloud verbatim to the student as per the IEP or 504 Plans.
  - For a blind/partially-sighted student who does not read Contracted Braille or Nemeth Code, directions and prompt will be read aloud verbatim to the student.
- Present directions and prompt through sign language for the student.
- Use an electronic translator or sign-dictionary to present prompt and directions.
- Use a text-talk converter to present directions and prompt 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.
- Use a secure electronic braille note taker for directions, prompt and student's response.
- Have directions and prompt rephrased by a trained examiner in a way that does not breach security of the *West Virginia Writing Assessment*.
- 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.
- If a blind or partially sighted student uses screen enlarging or screen reading software in order to access the computer, this software should be opened BEFORE accessing the testing program.

### **Response**

- Indicate response to a scribe when the student is physically unable to respond otherwise. Refer to *Directions for Transcribing Fourth Grade Writing Assessment*, pgs. 40-41.
- Use braille or other tactile form of print when that is the student's typical mode of responding to written material.

### **Scheduling**

The assessment must be completed within the scheduled time frame unless other accommodations are approved.

### **Additional Accommodation/s Request**

A request for a student to use an assessment accommodation that does not appear in this document must be directed to the Office of Assessment and Accountability. This request must be emailed to Sandra Foster and received no later than one month prior to testing.

The request must come from either the County Test Coordinator or the County Special Education Director. The following information must be included in the request:

- student's name, school, county and WVEIS number
- specific requested accommodation(s)
- rationale for request
- verification that the student receives the accommodation(s) on a regular basis during classroom instruction and classroom assessment and is familiar with the accommodation(s)
- impact on student's Writing Assessment results if the student is not permitted to use the requested accommodation(s)

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

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

All limited English proficient (LEP) students enrolled in fourth grade shall participate in the *West Virginia Writing Assessment*. An LEP student is defined in *WV-MAP* and West Virginia Board of Education Policy 2417: *Programs of Study for Limited English Proficient Students*. An LEP student in the State of West Virginia is classified according to the federal government definition as described in the *No Child Left Behind Act of 2001 (NCLB)*.

### **Standard Conditions for LEP Students Taking 4<sup>th</sup> Grade Writing Assessment**

- All LEP students enrolled in fourth grade are to participate in the *West Virginia Writing Assessment*, except for those students who meet the criteria for participation in the *APTA*.
- All LEP students must be assessed following the same schedule as their regular education peers. LEP students must be tested on the same day as their peers unless other accommodations as stated below have been approved.
- The student is to receive all assessment accommodations as outlined in the *LEP Assessment Participation Document*. After examining the student's background characteristics, the LEP Committee must determine appropriate accommodations and document their decisions using the *LEP Assessment Participation Document* available at <http://wvconnections.k12.wv.us/assessment.html>.

### **Accommodations for LEP Students**

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

### **Presentation**

- Have prompt and directions read aloud verbatim for the student as per the *LEP Assessment Participation Document*. <http://wvconnections.k12.wv.us/assessment.html>.
- Use an electronic translator or bilingual dictionary if needed to present prompt and directions to the student.

### **Response**

- Indicate responses to a scribe when the student is physically unable to respond otherwise. Refer to *Directions for Transcribing Fourth Grade Writing Assessment*, pgs. 40-41.
- Use an electronic translator or bilingual dictionary to respond. Refer to *Directions for Transcribing Fourth Grade Writing Assessment*, pgs. 40-41.

### **Scheduling**

- The assessment must be completed on the same day that it is started and follow the same schedule as regular education students.

### **Additional Accommodation/s Request**

A request for a student to use an assessment accommodation that does not appear in this document must be directed to the Office of Assessment and Accountability. This request must be emailed to Sandra Foster and received no later than one month prior to testing. The request must come from either the County Test Coordinator or the County Title III Coordinator. The following information must be included in the request:

- student's name, school, county and WVEIS number
- specific requested accommodation(s)
- rationale for request
- verification that 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 Writing Assessment results if the student is not permitted requested accommodation(s)

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

### **Directions for Transcribing the Fourth Grade Writing Assessment**

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

- Be an examiner as defined by *WV-MAP*. An examiner is a West Virginia educator employed by the school/county/RESA/state who has signed an *Examiner's/Proctor's/Scribe's Secure Materials and Test Procedures Agreement* (Appendix 1, pg. 52).
- Be trained to be an examiner.

- Sign the *West Virginia Writing Assessment Scribe Verification Form* at the conclusion of the transcription (Appendix 3, pg. 54).
- Provide a location where other examinees are not able to hear or see other students' responses.
- List the names and enrollment grades of the students whose compositions were transcribed. The form is to be sent to the Principal/Building Level Coordinator upon completion.
- Remain silent while the student is dictating or signing the response.
- Ask student to repeat a word or phrase for understanding.
- If transcribing from braille, the scribe must demonstrate proficiency in braille. If transcribing from sign language, the scribe must demonstrate proficiency as an interpreter and scribe.

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

***WEST VIRGINIA  
ONLINE WRITING ASSESSMENT***

***PARTICIPATION  
GUIDELINES***

## ***West Virginia Online Writing Assessment Participation Guidelines***

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

All students enrolled in grades 7 and 10 shall participate in the *West Virginia Online Writing Assessment* except for those students who meet the criteria for participation in the *West Virginia Alternate Performance Task Assessment (APTA)*. Even students who have not been enrolled in West Virginia schools during the full academic school year shall be tested. Students shall be tested at the grade level in which they are enrolled.

In order to access the Internet, students must have on file an *Acceptable Use of the Internet Form*, signed by a parent or legal guardian, as directed by West Virginia Board of Education Policy 2460: *Safety and Acceptable Use of the Internet by Students and Educators*.<sup>\*</sup> For directions concerning the testing of students who do not have this form on file, administrators need to contact the County Test Coordinator who in turn will contact the Office of Assessment and Accountability.

<sup>\*</sup>West Virginia Board of Education Policy 2460: *Safety and Acceptable Use of the Internet by Students and Educators*. (<http://wvde.state.wv.us/policies/p2460.html>)

The *West Virginia Online Writing Assessment* 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 Administration Manual and the *Testing Code of Ethics*. Proper administration of tests plays an integral part in the testing process and is vital to the accuracy of the test results. Consistency in test administration is crucial to this process. To facilitate student performance during the testing process, certain conditions for testing must exist.

### **Standard Conditions for All Students Taking Online Writing Assessment**

- Principals/Building Level Coordinators/Test Examiners must be trained prior to test administration and must sign an *Examiner's/Proctor's/Scribe's Secure Materials and Test Procedures Agreement* (Appendix 1, pg. 52) indicating that proper training for test administration and test/data security has been received.
- Only designated staff members who have been trained in proper administration of the test may administer the *West Virginia Online Writing Assessment*.
- Test examiners must be a West Virginia educator employed by the county, RESA or state.
- Test examiners must study administration procedures and directions prior to the day of testing.
- Test examiners must monitor the students during testing.
- Test administration procedures must be followed in accordance with the Administration Manual.
- Students and parents shall be informed of the dates and testing schedule prior to testing.
- Students shall be tested at the grade level in which they are enrolled.

- **The West Virginia Online Writing Assessment is not timed.** Every student must be given the time she/he needs to complete the *West Virginia Online Writing Assessment* within the confines of the testing session. However, it is recommended that an examiner end a test for a student who has stopped working for more than 10 minutes. At that time the examiner will instruct the student to submit the essay. Please note that the test must be completed on the day it is given.
- Students who typically take longer to complete tests may be grouped together so they are more comfortable taking the time they need to complete the test.

## **Accommodations for Students with an IEP or Section 504 Plan Taking Online Writing Assessment**

The allowable accommodations for the *West Virginia Online Writing Assessment* are as follows:

### **Presentation**

- Have directions and prompt read aloud verbatim to the student as per the IEP or 504 Plan.
  - For a blind/partially-sighted student who does not read Contracted Braille or Nemeth Code, directions and prompt will be read aloud verbatim to the student.
- Adjust screen resolution to enlarge text for visually impaired students.
- Use a magnifying screen cover when it is the student's typical mode of accessing written material.
- Present directions and prompt through sign language for the student.
- Use an electronic translator or sign-dictionary to present prompt and directions.
- Use a text-talk converter to present directions and prompt 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 response must be word processed with the student's username and password to the testing website. Refer to *Directions for Transcribing Online Writing Assessment*, pg. 47.
- Use a secure electronic braille note taker for directions, prompt and student's response.
- Have directions and prompt rephrased by a trained examiner in a way that does not breach security of the *West Virginia Online Writing Assessment*.
- Provide physical support for a student by an aide if this support is provided routinely and if the aide has been trained as an examiner.

### **Response**

- Indicate response to a scribe when the student is physically unable to respond otherwise. Refer to *Directions for Transcribing the Online Writing Assessment*, pg. 47.
- Use braille or other tactile form of print when that is the student's typical mode of responding to written material. Student response must be word processed to the testing website using the student's username and password. Refer to *Directions for Transcribing the Online Writing Assessment*, pg. 47.

## **Scheduling**

The assessment must be completed on the same day that it is started. Every student must be given the time he or she needs within the confines of the testing session. However, it is recommended that an examiner end a test for a student who has stopped working for more than 10 minutes. At that time the examiner will instruct the student to submit the essay. Please note that the test must be completed on the day it is given.

## **Additional Accommodation/s Request**

A request for a student to use an assessment accommodation that does not appear in this document must be directed to the Office of Assessment and Accountability. This request must be emailed to Sandra Foster and received no later than one month prior to testing. The request must come from either the County Test Coordinator or the County Special Education Director. The following information must be included in the request:

- student's name, school, county and WVEIS number
- specific requested accommodation(s)
- rationale for request
- verification that 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 Online Writing Assessment results if the student is not permitted to use the requested accommodation(s)

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

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

All limited English proficient (LEP) students participate in the *West Virginia Online Writing Assessment* at the grade level in which they are enrolled. An LEP student is defined in WV-MAP and West Virginia Board of Education Policy 2417: *Programs of Study for Limited English Proficient Students*. An LEP student in the State of West Virginia is classified according to the federal government definition as described in the *No Child Left Behind Act of 2001 (NCLB)*.

## **Standard Conditions for LEP Students Taking Online Writing Assessment**

- All LEP students are to participate in the *West Virginia Online Writing Assessment* at the grade level in which they are enrolled, except for those students who meet the criteria for participation in the *APTA*.
- All LEP students must be assessed in their enrolled grade following the same schedule as their regular education peers. LEP students must be tested on the same day as their peers unless other accommodations as stated below have been approved.
- 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* available at <http://wvconnections.k12.wv.us/assessment.html>.

## **Accommodations for LEP Students Taking Online Writing Assessment**

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

### **Presentation**

- Have prompt and directions read aloud verbatim for the student as per the *LEP Assessment Participation Document*. <http://wvconnections.k12.wv.us/assessment.html>
- Use an electronic translator or bilingual dictionary if needed to present prompt and directions to the student.

### **Response**

- Indicate responses to a scribe when the student is physically unable to respond. Refer to *Directions for Transcribing the West Virginia Online Writing Assessment*, pg. 47.
- Use an electronic translator or bilingual dictionary to respond. Refer to *Directions for Transcribing the West Virginia Online Writing Assessment* pg. 47.

### **Scheduling**

- The assessment must be completed on the same day that it is started. Every student must be given the time she/he needs within the confines of the testing session. However, it is recommended that an examiner end a test for a student who has stopped working for more than 10 minutes. At that time the examiner will instruct the student to submit the essay. Please note that the test must be completed on the day it is given.

## **Additional Accommodation/s Request**

A request for a student to use an assessment accommodation that does not appear in this document must be directed to the Office of Assessment and Accountability. This request must be emailed to Sandra Foster and received no later than one month prior to the assessment. The request must come from either the County Test Coordinator or the County Title III Coordinator. The following information must be included in the request:

- student's name, school, county and WVEIS number
- specific requested accommodation(s)
- rationale for request
- verification that 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 Online Writing Assessment results if the student is not permitted to use the requested accommodation(s)

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

## Directions for Transcribing the Online Writing Assessment

### Scribe will adhere to the following:

- Be an examiner as defined by *WV-MAP*. An examiner is a West Virginia educator employed by the school, county, RESA or state who has signed an *Examiner's/Proctor's/Scribe's Secure Materials and Test Procedures Agreement* (Appendix 1, pg. 52).
- Be trained to be an examiner.
- Sign the *West Virginia Online Writing Assessment Scribe Verification Form* at the conclusion of the transcription. (Appendix 4, pg. 55)
- Provide a location where other examinees are not able to hear or see other students' responses.
- List the names and enrollment grades of the students whose essays were transcribed. The form is to be sent to the principal upon completion.
- Word-process the response specifically as given by the student.
- Remain silent while the student is dictating, signing, word processing or writing the response.
- Ask the student to repeat a word or phrase for understanding.
- Proofread student essay with another scribe before word processing student responses, if necessary.
- Record punctuation, capitalization and spelling precisely as provided by the student.
- Not complete a student's incomplete essay.
- Not discuss the student's essay with the student or any other person.

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

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

## Glossary

**ACT EXPLORE:** A norm-referenced test that generates English, mathematics, reading and science scores for West Virginia 8th graders. In addition, information is collected about students' educational and career plans, interests, high school course work plans and self-identified needs for assistance.

**ACT PLAN:** A norm-referenced test that generates English, mathematics, reading and science scores for West Virginia 10th graders. In addition, information is collected about students' educational and career plans, interests, high school course work plans and self-identified needs for assistance.

**Accommodations:** 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. For students with IEPs, adaptations and/or supports identified in the IEP and used routinely by the student to perform a task are accommodations. These may include braille, signed interpretation, pictures, cues, reading to the student, assistive technology and other augmentative communication.

**Alternative Education Program:** An alternative education program is a temporary authorized departure from the regular school program designed to provide educational and social development for students whose behavior places them at risk of not succeeding in the traditional school structures and in adult life without positive interventions.

**Assistance:** The examiner guides the student to the answer choices as part of the test directions, and the student completes the task with verbal, gesture, or partial physical prompt. (See **Prompts**)

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

**Communication Device:** A tool/device that a person uses to express communication to someone else. May be as simple as a picture/photo system or as involved as a computerized device.

**Criterion Referenced Test (CRT):** A CRT is an assessment that measures a student's achievement of West Virginia's content standards and objectives rather than comparing a student's performance to the performances of other similar test takers.

**Examiner:** A West Virginia educator employed by the county/RESA/state who has signed an *Examiner's/Proctor's/Scribe's Secure Materials and Test Procedures Agreement* (Appendix 1, pg. 52) for the purpose of administering or assisting with the administration of the *WESTEST*, *APTA*, *Writing Assessment*, *ACT EXPLORE*, *ACT PLAN* and/or *NAEP*.

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

**Home-Instructed (home schooled) Students:** Home-instructed students are those students defined under W.Va. Code §18-8-1, Exemption C, who are not enrolled in a public school within the Local Education Agency and who are instructed by a person or persons providing home instruction. Home instructed students may be enrolled in a course(s) in the public school system.

**Homebound Students:** Homebound students are those students enrolled in a public school who, due to injury or for any other reason as certified in writing by a licensed physician or other licensed health care provider, are temporarily confined to home or hospital for a period that has lasted or will last more than three consecutive weeks and who meets the eligibility criteria in W.Va. 126CSR42, West Virginia Board of Education Policy 2510: *Assuring the Quality of Education Regulations for Education Programs* for home/hospital instruction.

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

**Individualized Education Program (IEP):** An IEP is a written plan, developed by a team, which may include both regular and special educators, parents, related service personnel and the student, describing the specially designed instruction needed for an eligible exceptional student to master the content standards and objectives and/or be prepared for the workplace.

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

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

**Limited English Proficient Student (LEP):** An LEP student in the State of West Virginia is classified according to the federal government definition as described in Public Law 107-110, the *No Child Left Behind Act of 2001 (NCLB)*. An LEP student is classified as one who is aged 3 through 21; who is enrolled or preparing to enroll in an elementary school or secondary school; and who was not born in the United States or whose native language is a language other than English; OR who is a Native American or Alaska Native, or a native resident of outlying areas; or who comes from an environment where a language other than English has

had a significant impact on the individual's level of English language proficiency; or who is migratory, whose native language is a language other than English, and who comes from an environment where a language other than English is dominant; and whose difficulties speaking, reading, writing, or understanding the English language may be sufficient to deny the individual:

- a. the ability to meet the state's proficiency level of achievement on state assessments;
- b. the ability to achieve successfully in classrooms where the language of instruction is English; or
- c. the opportunity to participate fully in society.

**Local Education Agency (LEA):** The LEA is defined as the county school district or as an educational service agency.

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

**National Assessment of Educational Progress (NAEP):** *NAEP* is a national assessment of a representative sampling of America's students. *NAEP* measures what America's students know and can do in various subject areas. Assessments have been conducted periodically in reading, mathematics, science, writing, U.S. history, civics, geography and the arts. Under *NCLB*, *NAEP* reading and mathematics assessments are required to be administered to 4th and 8th graders beginning in 2003 and will be given every two years thereafter.

**Non-Public School Student:** A non-public school student is a student who is not enrolled in an elementary or secondary school established and maintained at public expense through the total basic foundation program/state aid formula outlined in W.Va. Code §18-9A-3 and §18-9A-12.

**Public School Student:** A public school student is a student enrolled in an elementary or secondary school established and maintained at public expense through the total basic foundation program/state aid formula outlined in W.Va. Code §18-9A-3 and §18-9A-12.

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

**Prompts (APTA):** Systematic assistance provided to a student in order to elicit a response. The steps include: independence, verbal, gesture, partial physical and full physical prompt.

- **Full physical:** The examiner physically guides the student hand-under-hand; the student and the examiner choose the answer.
- **Partial physical:** The examiner provides tactile cues, but does not guide the student to the answer.

**Prompt (*Writing Assessment*):** An oral, signed or written prompt that requires a student to respond to a specific type of writing, i.e., expository, persuasive, narrative or descriptive by organizing and developing ideas into paragraphs and compositions.

**Section 504 Plan:** A Section 504 Plan is a written plan describing the accommodation and/or modification to be provided to a student determined by LEA procedures to have a disability as defined by Public Law 93-112, Section 504 of The Rehabilitation Act of 1973.

**Standard Conditions:** Refers to the prescribed procedures followed during the administration of a specific assessment.

**State Education Agency (SEA):** An SEA is the sole state educational agency for all public schools. The West Virginia Department of Education is the *SEA* for West Virginia.

**Testing Window:** Refers to specific calendar dates during which each component of *WV-MAP* shall be administered in accordance with WV Code and West Virginia Board of Education Policy.

**Unintelligible Response:** Signed, spoken or written responses that cannot be understood by the examiner.

***West Virginia Alternate Performance Task Assessment (APTA):*** *APTA* is an assessment specifically designed for a small number of students with significant cognitive disabilities whose performance cannot be adequately assessed through the general assessment instrument, West Virginia Educational Standards Test (*WESTEST*), even with accommodations.

***West Virginia Educational Standards Test (WESTEST).*** *WESTEST* is a customized test consisting of selected and constructed response items used to measure a student's level of achievement of the Content Standards and Objectives (CSOs) for West Virginia Schools in Reading/Language Arts, Mathematics, and Science for grades 3-8 and Reading/Language Arts, Mathematics, Social Studies and Science for grade 10.

***West Virginia Measures of Academic Progress:*** *WV-MAP* is the comprehensive assessment system that measures student performance. These measures include *WESTEST*, *APTA*, *Writing Assessment*, *ACT EXPLORE*, *ACT PLAN* and *NAEP*.

***West Virginia Writing Assessment:*** The *West Virginia Writing Assessment* is an assessment that evaluates composition skills related to organization, development, word usage, sentence structure and mechanics in grades 4, 7 and 10.

**Appendix 1**

**WEST VIRGINIA BOARD OF EDUCATION**  
***Examiner's/Proctor's/Scribe's Secure Materials and Test Procedures***  
***Agreement***

1. The examiner acknowledges that all assessments within *WV-MAP* are secure tests.
2. Training about W.Va. 126CSR14, *WV-MAP*, including the *Testing Code of Ethics* has been provided.
3. Instruction in the possible consequences of violations of test and data security has been provided.
4. W.Va. 126CSR14, *WV-MAP*, including the *Testing Code of Ethics* has been reviewed.

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

\_\_\_\_\_  
Examiner/Proctor/Scribe

\_\_\_\_\_  
School

\_\_\_\_\_  
Date

**Appendix 2**

***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: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

The following signatures are required:

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

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

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

***Keep a copy for school file and submit a copy to the County Test Coordinator***

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

**Appendix 3**

***West Virginia Fourth Grade  
Writing Assessment Scribe Verification Form***

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

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

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

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

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

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

- IEP/504 – Scribe
- LEP – Scribe
- Short Term Medical Condition

The following signatures are required:

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

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

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

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

***Keep a copy for school file and submit a copy to the County Test Coordinator.***

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

**Appendix 4**

***West Virginia Online Writing Assessment Scribe Verification Form***

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

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

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

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

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

This is to verify that the student's essay has been accurately scribed to the West Virginia Online Writing Assessment CTB/McGraw-Hill testing website under the following username and password:

\_\_\_\_\_

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

- IEP/504 – Scribe
- LEP – Scribe
- Short Term Medical Condition
- Student did not have Internet access

The following signatures are required:

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

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

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

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

***Keep a copy for school file and submit a copy to the County Test Coordinator.***

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

**Appendix 5**

**INDIVIDUALIZED EDUCATION PROGRAM  
ACCOMMODATIONS CHECKLIST**

**Student's Full Name**

**County School**

**Date**

**PART VIII: CONSIDERATION OF FACTORS FOR IEP DEVELOPMENT, Part B**

➤ **State/District Achievement Testing:**

The student will participate in the *WV-MAP* through:

- |  |                              |                             |
|--|------------------------------|-----------------------------|
| 1) Standard Conditions                     | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| 2) With Accommodations                     | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| 3) Alternate Assessment ( <i>WV APTA</i> ) | <input type="checkbox"/> Yes | <input type="checkbox"/> No |

If yes, justify. \_\_\_\_\_

**\* Allowable accommodations for WV APTA indicated below with an asterisk (\*).**

**Standard Conditions with Accommodations**

**WVEIS  
Code**

**Presentation**

- P02 Have test read aloud verbatim (except *WESTEST R/LA*)
- P03\* Use braille or other tactile form of print
- P06 Have test presented through sign language (except *WESTEST R/LA*)
- P13 Have test presented through text-talk converter (VI)
- P15 Have directions only read aloud (acceptable for *WESTEST R/LA*)
- P16 Have directions presented through sign language (acceptable for *WESTEST R/LA*)
- P17\* Use secure electronic braille note taker (for directions & test stimulus materials)
- P18\* Have directions rephrased by trained examiner
- P19 Use large print edition (when it is typical access)
- P20\* Use tactile graphics (*WV APTA* only)
- P24 Use electronic translator or sign-dictionary to present test (except *WESTEST R/LA*)
- P25 Use electronic translator or sign-dictionary to present directions only (acceptable for *WESTEST R/LA*)

**Response**

- R02 Indicate responses to a scribe (selected-response items)
- R03\* Use braille or other tactile form of print (when it is typical response mode)
- R04\* Indicate responses to a scribe, specify all elements to be scored (constructed-response items)
- R05 Use an abacus (acceptable for the blind on all parts of *WESTEST* math)
- R11 Use computer, typewriter or other assistive technology device to respond
- R13\* Provide physical support (if routine) by aide who is trained examiner
- R16 Mark responses on large-print test booklet
- R17 Use an electronic translator or sign-dictionary to respond

**Timing**

- T03\* Take more breaks (no studying)
- T04 Use extra time for any timed test (*WESTEST* not timed)
- T07 Flexible scheduling, extra time within the same day (no studying)

**Writing Assessment Only**

- P21 Use screen enlarging or screen reading software to access the computer (VI; 4<sup>th</sup> grade only)
- P22 Adjust screen resolution to enlarge text (VI; online only)
- P23 Use a magnifying screen cover (when it is the typical access; online only)

## Appendix 6

### ***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 within the IEP. Any intent to change the accommodation(s) by the school, teacher or student must be addressed through the IEP process prior to the testing window.
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 was/were provided to each student.
  - c. **Asterisk** the accommodation(s) that was/were not provided to each student.
  - d. And provided 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 tests and/or retest student(s) when the school staff did not provide the appropriate accommodations.**

- e. **Sign** with legible signature and date of test administration at the bottom of the report.
  - f. **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 1, 2007. Copies of these listings are to be kept for
- a. Office of Educational Performance Audits (OEPA) monitoring process, and
  - b. West Virginia Continuous Improvement and Focused Monitoring Process (CIFM).
6. The County Special Education Director must examine the *WVS.326 Testing Option 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:
- Jan Barth, Executive Director  
Office of Assessment and Accountability  
1900 Kanawha Blvd. E  
Bldg. 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*.

## Appendix 7

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

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

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

- 1) The WVS.326 *Print Special Education Student Testing Options* report
  - a. Two copies of the accommodations report will be needed per teacher. One will be used in the administration of *APTA* Reading/Language Arts test and the other will be used with *APTA* Mathematics test.

**Note:** The WVS.326 *Print Special Education Student Testing Options* report allows the user to print a listing of students by type:

- Regular testing
- Assessment with accommodations
- Alternate assessment
- All of the above

This listing may be sorted alphabetically by student, by student within grade level, or by teacher identification.

- b. The copies will be given to the assigned examiner(s) administering *APTA* the week before testing.
  - c. Principal/Building Level Coordinator will monitor the test administration to ensure examiner(s) are providing agreed upon accommodations as per the IEP.
- 2) Before *APTA* administration, the assigned examiner(s) will **review** the WVS.326 *Print Special Education Student Testing Options* report for each student's testing accommodation(s).
- 3) Special education law requires the IEP to be implemented; therefore, examiner(s) must provide accommodations as defined within the IEP. Any intent to change the accommodation(s) by the school, teacher or student must be addressed through the IEP process prior to the testing window.

**Note:** The only acceptable reasons to violate the IEP is if the student 1) refused to accept the accommodation(s), or 2) finished the test before extra time was provided, specifically

accommodation codes T03 and T04 on the IEP. Assigned examiner(s) must inform the principal who informs the Special Education Director of all incidents of students not receiving accommodations defined in the students' IEPs. All incidents require written documentation in the student file. Additionally, the County Test Coordinator must be notified.

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

- 4) After *APTA* administration, the assigned examiner(s) complete the printed WVS.326 *Print Special Education Student Testing Options* report as follows:
  - a. Underline the name of assigned student;
  - b. Circle the accommodation(s) that were provided to each of the students;
  - c. Asterisk the accommodation(s) that were not provided to each student and provide explanation as to why the student did not receive the accommodation(s) listed on the WVS.326 *Print Special Education Student Testing Options* report.
  - d. Sign with legible signature and date the test administration at the bottom of the report.
  - e. Return the WVS.326 *Print Special Education Student Testing Options* report(s) to the school Principal.
  
- 5) The school principal will make copies of the original WVS.326 *Print Special Education Student Testing Options* report for the school and send the signed and dated reports to the County Test Coordinator and County Special Education Director no later than June 1, 2007. Copies of these reports are to be maintained for accountability purposes, specifically,
  - a. Office of Education Performance Audits (OEPA) monitoring process, and
  - b. Office of Federal Programs and Accountability (OFPA), West Virginia Continuous Improvement and Focused Monitoring Process (CIFM)

\*The United States Department of Education requires documented monitoring of the *APTA* accommodations for *NCLB* accountability in Mathematics and Reading/Language Arts for students with disabilities.

## Appendix 8

### *Assistive Technology Teacher Verification Form*

I, \_\_\_\_\_, verify that the student's work completed through the use of the assistive device and noted in the test booklet represents the accurate response of the student as indicated through the Prompt Type.

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

---

Teacher Signature

---

Print Name

---

Date

---

Test Booklet Number

**Appendix 9**

**APTA TESTING  
DISRUPTIONS/IRREGULARITY SHEET**

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

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

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

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

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

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

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

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