

**WRITING ASSESSMENT
ADMINISTRATION MANUAL**

Grade 4

**January 2007
Office of Assessment and Accountability
Division of Curriculum and Instructional Services
West Virginia Department of Education**

TABLE OF CONTENTS

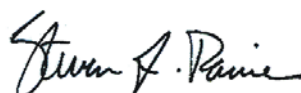
Foreword.....	i
Window for Testing	1
Contact Information	1
Overview of the West Virginia Writing Assessment.....	2
General Test Administration	3
Students with IEPs and Section 504 Plans.....	6
Students with Limited English Proficiency (LEP)	8
Directions for Transcribing.....	10
Home Instructed Students (Home Schooled).....	11
Homebound Students.....	11
Alternative Schools	11
Private/Parochial Schools.....	11
Responsible Test Administration Practices	12
Responsibilities for County Test Coordinator.....	13
Responsibilities for Principal/Building Level Coordinator	13
Instructions to the Assessment Examiner	14
Preparing Students for the Writing Assessment	17
Directions for Performing the Writing Exercise	18
Directions for Completing Identifying Information for Students Without a Pre-Slugged Answer Sheet	21
Preparation of Answer Sheets for Scoring	23
West Virginia Writing Assessment Scribe Verification Form	24
West Virginia Writing Assessment Irregularity Form	25
Appendix 1: Testing Code of Ethics	26
Appendix 2: Examiner’s/Proctor’s/Scribe’s/Secure Materials and Test Procedures Agreement	29
Appendix 3: Principal’s Secure Materials and Test Procedures Agreement	30
Appendix 4: Building Level Coordinator’s/Assistant/Building Level Coordinator’s Secure Materials and Test Procedures Agreement (Other than Principal).....	31
Appendix 5: County/School Personnel Secure Materials Agreement	32
Appendix 6: County Test Coordinator’s Secure Materials and Test Procedures Agreement	33
Appendix 7: Verification of Training for Principals, Building Level Coordinators, County/ School, RESA Personnel (Examiners/Proctors/Scribes, Other School Personnel).....	34

FOREWORD

The West Virginia Board of Education is committed to improving the writing skills of West Virginia students in preparation for meeting national educational standards and 21st Century Learning Skills. This has been an ongoing process since 1984 when the West Virginia Board of Education determined that a writing assessment would be conducted. Although the state of West Virginia already monitored student progress in language skills by using a multiple choice standardized test, it was decided to assess writing skills through a modified holistic scoring process by requiring students to complete a writing sample. The intent of this endeavor was to link classroom instruction to the assessment program and to promote excellence in writing. Over the years, data has shown improvement in the writing skills of West Virginia students.

In 2003 a team consisting of West Virginia Writing Assessment Standards Committee members, West Virginia Higher Education professionals and West Virginia Department of Education staff was formed to lead a redesign of the West Virginia Writing Assessment to align to ACT, SAT and national writing standards. As a result of this collaboration, newly designed scoring rubrics were created for grades 4, 7 and 10, providing criteria for assessing student writing performance.

The statewide Writing Assessment Program for grades 4, 7 and 10 has been a positive influence in promoting the teaching of writing skills in all West Virginia schools. This manual is provided by the West Virginia Department of Education to assist educators in understanding and administering the Writing Assessment as part of the West Virginia Measures of Academic Progress.



Dr. Steven L. Paine
State Superintendent of Schools

Window for Testing	
West Virginia Writing Assessment Grade 4 (Make-up Session -- Any student who does not take the Writing Assessment on the assigned date should attend a make-up testing session scheduled during the testing window.)	Fourth Grade February 26 – March 2, 2007
Examiners deliver completed Student Answer Sheets to Principals/Building Level Coordinators	Day of Testing
Principals/Building Level Coordinators deliver Student Answer Sheets to County Test Coordinators	March 9, 2007
Standards Committee Members report to county office to select sample papers for training of scorers	March 12 – 16, 2007
County Test Coordinators mail or deliver Student Answer Sheets to Charleston	March 23, 2007
Summer Scoring Session Grade 4 Writing Assessment Embassy Suites, Charleston	July 9 – 13, 2007

Contact Information
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Overview of the West Virginia Writing Assessment

The 2007 West Virginia Fourth Grade Writing Assessment requires students to write a composition in response to a specific topic referred to as a prompt. Each prompt is general in nature and eliminates the need to have specific content or technical knowledge in order to address the topic. For administration of the West Virginia Writing Assessment, the prompt will be delivered to students either by printed handouts or posted on the board. Beginning with the 2007 administration, the West Virginia Fourth Grade Writing Assessment will **not** be timed. After reviewing the directions, the students will be allowed time to organize their ideas and write and edit a rough draft. Following a short break, the students will have an additional amount of time to copy their final draft onto pages 3 and 4 of their answer sheets. Every student will be given the time he or she needs to complete the assessment; however, the assignment must be completed on the day it is given. An Examiner will end a test for a student who has stopped working for more than 10 minutes.

The Writing Assessment is a criterion-referenced test with the writing sample assessed by using a modified holistic scoring process. To determine a student's score, each paper will be read independently by two West Virginia teachers specifically trained to score this type of assessment. The papers will be assigned a score of 1 to 6 for the analytic traits of Organization, Development, Sentence Structure, Word Choice and Mechanics. A Summative Score and a Performance Level will be assigned. The Summative Score reflects a total of the analytic trait scores. Performance Levels include the following: Distinguished, Above Mastery, Mastery, Below Mastery and Novice. The Performance Level indicates the level at which the student can consistently perform.

After the assessment is completed, the Examiner prepares the answer sheets for mailing and returns them to the Principal/Building Level Coordinator. The answer sheets are then delivered to the County Test Coordinator who is responsible for mailing them to the West Virginia Department of Education. Detailed student, school, county and state reports will be generated and distributed by the West Virginia Department of Education.

General Test Administration

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. Even students who have not been enrolled in West Virginia during the full academic school year will be tested.

Standardized Conditions

The West Virginia Fourth Grade Writing Assessment requires standardized testing conditions. In order for the test results to support valid inferences, each Examiner will adhere to the conditions described in the 2007 Administration Manual and the *Testing Code of Ethics* (Appendix 1, p. 26). Proper administration of tests plays an integral part in the testing process and is vital to the accuracy of the test results. Consistency in test administration is crucial to this process. To facilitate student performance during the testing process, certain conditions for testing must exist. These include the following:

- Principals/Building Level Coordinators/Examiners must be trained prior to test administration and must sign the appropriate *Secure Materials and Test Procedures Agreement* indicating 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 Fourth Grade Writing Assessment.
- An Examiner must be a currently employed educator and/or 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 has signed an *Examiner's/Scribe's/Proctor's Secure Materials and Test Procedures Agreement* for the purpose of administering or assisting with the administration of an assessment included in the West Virginia Measures of Academic Progress (WV-MAP).
- Examiners must study the 2007 Administration Manual and the administration procedures/directions prior to the day of testing.
- Examiners must monitor the students during testing.
- Test administration procedures must be followed in accordance with the 2007 Administration Manual.

Testing Procedures

- The West Virginia Fourth Grade 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.
- Students and parents shall be informed of the dates and testing schedule prior to testing.
- Beginning with the 2007 administration, the West Virginia Fourth Grade Writing Assessment will **not** be timed. After reviewing the directions, the students will be allowed time to organize their ideas, write and edit a rough draft. Following a short break, the students will have an additional amount of time to copy their final draft onto pages 3 and 4 of their answer sheets. Every student will be given the time he or she needs to complete the assessment; however, the assignment must be completed on the day it is given. An Examiner will end a test for a student who has stopped working for more than 10 minutes.
- Materials used for testing including student answer sheets shall be assembled for quick distribution.
- Students shall be provided scratch paper and No. 2 pencils that will be used for prewriting, generating a rough draft and completing the final draft.
- Students shall be tested in classrooms with adequate lighting and ventilation.
- Students should be tested in groups of 30 or less.
- Seating should be comfortable. Ample space is needed for writing. Full-sized desktops are recommended.
- 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.
- A “Do Not Disturb” sign shall be posted on the door of the assessment room.
- Any specific information pertinent to the Writing Assessment test is not to be displayed in the area during test administration. For example, any teaching aid that may give students information or help on any part of the test must be removed or covered during test administration. These may include, but are not limited to, writing posters, graphic organizers, and transitional expressions.

- Teachers/examiners are not permitted to distribute graphic organizers, outline forms, or any other writing aids for the test.
- At the end of testing, Examiners must collect rough drafts and scratch paper and deliver to the Principal/Building Level Coordinator who will destroy them either by shredding or incinerating. Rough drafts and scratch paper are considered secure documents. It is not appropriate to simply throw scratch paper/rough drafts in trash containers in the testing area. Rough drafts and scratch paper must be destroyed as soon as possible.
- Copying of rough drafts or final compositions is not permissible.
- The West Virginia Fourth Grade Writing Assessment Test 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 nonscoreable 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 IEPs and Section 504 Plans

All fourth grade students with Individualized Education Programs (IEPs) or Section 504 Plans are to participate in the West Virginia Fourth Grade Writing Assessment, except for those students who meet the criteria for participation in the West Virginia Alternate Performance Task Assessment. These students are to receive all assessment accommodations as outlined in their IEPs or Section 504 Plans. For additional information, refer to *Guidelines for Participation in the West Virginia Measures of Academic Progress*. (<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 allowable accommodations for the West Virginia Fourth Grade Writing Assessment are as follows:

Presentation

- Have directions and prompt read aloud verbatim to the student as per the IEP or Section 504 Plan.
 - For a blind/partially-sighted student who does not read Contracted Braille or Nemeth Code, the 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 the prompt and directions for the student.
- Use a text-talk converter to present the 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 the directions and prompt **rephrased** by a trained Examiner in a way that does not breach security of the West Virginia Fourth Grade Writing Assessment.
- Use magnification when it is the student's typical mode of accessing written material.
- 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* (p.10).
- Use Braille or other tactile form of print when that is the student's typical mode of responding to written material.

Scheduling

Beginning with the 2007 administration, the West Virginia Fourth Grade Writing Assessment will **not** be timed. After reviewing the directions, the students will be allowed time to organize their ideas, write and edit a rough draft. Following a short break, the students will have an additional amount of time to copy their final draft onto pages 3 and 4 of their answer sheets. Every student will be given the time he or she needs to complete the assessment; however, the assignment must be completed on the day it is given. An Examiner will end a test for a student who has stopped working for more than 10 minutes.

Additional Accommodation Request

A request for a student to use an assessment accommodation that does not appear in this document must be directed to Sandra Foster, Coordinator, Office of Assessment and Accountability. This request must be emailed and received no later than Friday, February 23, 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 student's 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), and
- 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 Fourth Grade Writing Assessment. An LEP student is defined in West Virginia Board of Education Policy 2340, Measures of Academic Progress and 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* (hereinafter NCLB).

Standard Conditions with Accommodations for LEP Students

- All LEP students enrolled in fourth grade are to participate in the West Virginia Fourth Grade Writing Assessment, except for those students who meet the criteria for participation in the West Virginia Alternate Performance Task Assessment.
- 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 committee must determine appropriate accommodations and document their decisions using the *LEP Assessment Participation Document* available at <http://wvconnections.k12.wv.us/assessment.html>.

Accommodations

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

Presentation

- Have the directions and prompt 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 the 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* (p. 10).
- Use an electronic translator or bilingual dictionary to respond. Refer to *Directions for Transcribing* (p. 10).

Scheduling

Beginning with the 2007 administration, the West Virginia Fourth Grade Writing Assessment will **not** be timed. After reviewing the directions, the students will be allowed time to organize their ideas and write and edit a rough draft. Following a short break, the students will have an additional amount of time to copy their final draft onto pages 3 and 4 of their answer sheets. Every student will be given the time he or she needs to complete the assessment; however, the assignment must be completed on the day it is given. An Examiner will end a test for a student who has stopped working for more than 10 minutes.

Additional Accommodation Request

A request for a student to use an assessment accommodation that does not appear in this document must be directed to Sandra Foster, Coordinator, Office of Assessment and Accountability. This request must be emailed and received no later than Friday, February 23, 2007. The request must come from either the County Test Coordinator or the County Title III Director. The following information must be included in the request:

- student's name, school, county and student's 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), and
- 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 Title III Director will be notified of the determination.

Directions for Transcribing

Scribes are charged to record a student's response without adding, deleting, or inserting their own thinking in any manner. When a Scribe is transcribing the student's written response in a statewide test, the Scribe is to copy the exact words the student wrote. When the Scribe is recording oral or signed responses in a statewide test, the Scribe may give the student these options when recording the student's oral response:

- verbalize the punctuation/mechanics as he/she gives the answer to the Scribe,
- have the student read the written response and indicate where the punctuation would be after he/she has given the answer, or
- use a combination of the above options.

Scribe will adhere to the following:

- An Examiner must be a currently employed educator and/or 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 has signed an *Examiner's/Scribe's/Proctor's Secure Materials and Test Procedures Agreement* (Appendix 2, p. 29) for the purpose of administering or assisting with the administration of an assessment included in the West Virginia Measures of Academic Progress (WV-MAP).
- Sign the West Virginia Writing Assessment Scribe Verification Form (p. 24) at the conclusion of the transcription.
- Provide a testing 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 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 to that population due to the recording medium. An example could be the result of the physical typing on a Braille machine such as typing a 'f' as opposed to the intended 'd' due to finger misplacement.)

Home Instructed Students (Home Schooled)

Home instructed students are students not enrolled in a public school in the Local Education Agency. They are instructed by a person or persons providing home instruction. They may be enrolled in a course or courses in the public school system. The parents/guardians of home instructed students must notify the County Test Coordinator of their intent to participate in the Writing Assessment at least **two months prior to the testing window or by a date determined by the County Test Coordinator**. Home instructed students who are taking the Writing Assessment must test in the county in which they reside at a school indicated by the County Test Coordinator.

Homebound Students

If it is possible for the homebound student to come to the school for testing, he or she should attend a school on the assigned day of testing. If it is impossible for the homebound student to go to the school on this day, the county will determine how the administration of the West Virginia Fourth Grade Writing Assessment will occur. However, the following conditions must be met:

- An Examiner must be a currently employed educator and/or 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 has signed an *Examiner's/Scribe's/Proctor's Secure Materials and Test Procedures Agreement* (Appendix 2, p. 29) for the purpose of administering or assisting with the administration of an assessment included in the West Virginia Measures of Academic Progress (WV-MAP).
- The signed *Examiner's/Scribe's/Proctor's Secure Materials and Test Procedures Agreement* (Appendix 2, p.29) must be on file in the home school.
- No family member may be present during the West Virginia Fourth Grade Writing Assessment administration.
- No family member may read any of the testing materials.
- All test security procedures and schedules must be followed.

Alternative Schools

Students in alternative education programs are tested at the school site where they are receiving instruction. All test security procedures and schedules must be followed.

Private/Parochial Schools

The private and parochial school administrator(s) must notify the County Test Coordinator of their intent to participate in the Writing Assessment 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 the West Virginia Writing Assessment shall follow all testing guidelines and procedures set forth in this manual.

- An Examiner must be a currently employed educator and/or 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 has signed an *Examiner's/Scribe's/Proctor's Secure Materials and Test Procedures Agreement (WV-MAP)* (Appendix 2 p. 29) for the purpose of administering or assisting with the administration of an assessment included in the West Virginia Measures of Academic Progress (WV-MAP).
- Principals/Building Level Coordinators at private and parochial schools that administer any portion of the WV-Map are required to have a valid West Virginia teaching license as do public school Principals and Building Level Coordinators.

Responsible Test Administration Practices

Examiners have the responsibility for administering the tests to their assigned students. The following practices address some common issues related to test administration, although they are not inclusive of every situation that may be encountered. These practices are in alignment with the *Testing Code of Ethics* (Appendix 1, p. 26).

Providing Assistance to Students - It is appropriate and beneficial that all students understand the directions before taking the test. However, an Examiner is not permitted to assist students in writing their compositions, nor may an examiner change a student's composition. It is an infraction of the *Testing Code of Ethics* (Appendix 1, p. 26) to change any aspect of a student's response.

Irregularities During Testing - Although planning the test administration process contributes to smooth and successful testing, some irregularities can occur which disrupt the test situation. Record these irregularities on the Irregularity Form (p. 25) provided by the Office of Assessment and Accountability. A copy of this form should be kept at the local school and a copy should be submitted to the County Test Coordinator. These irregularities will be taken into consideration during the interpretation and analysis of the results of the test.

Invalidation Process - 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. Invalidation may occur when a testing irregularity is reported. For instance, if a student becomes ill during the test and has to leave, the test may or may not be made up. The Examiner must notify the Principal with the student's name and the nature of the problem as soon as possible. The Principal must contact the County Test Coordinator immediately.

Proctoring Functions – An Examiner must be a currently employed educator and/or 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 has signed an *Examiner's/Scribe's/Proctor's Secure Materials and Test Procedures Agreement* (Appendix 2, p. 29) for the purpose of administering or assisting with the administration of an assessment included in the West Virginia Measures of Academic Progress (WV-MAP). Proctoring requires that an Examiner quietly circulate around the room throughout the testing session. Functions related to proctoring include encouraging students to keep working and maintaining a quiet orderly testing environment. Good proctoring facilitates good test taking by the student. In the end, the quality of proctoring directly contributes to the accuracy and validity of the test results.

Responsible for County Test Coordinator

The County Test Coordinator is responsible for

- informing Principals/Building Level Coordinators of the test date and the purpose of the test,
- training Principals/Building Level Coordinators/Assistant Building Level Coordinators,
- distributing the parent letter/brochure as prepared by WVDE, Office of Assessment and Accountability,
- preparing and delivering school packets that include the 2007 Administration Manuals and student answer sheets,
- preparing and mailing answer sheets to the Office of Assessment and Accountability, Charleston, WV,
- informing the Office of Assessment and Accountability of testing irregularities, and
- participating in WVDE investigations of testing irregularities.

Responsibilities for Principal/Building Level Coordinator

The Principal/Building Level Coordinator is responsible for

- training Examiners on the administration of the 2007 West Virginia Fourth Grade Writing Assessment,
- informing students and parents of the test date and the purpose of the test,
- distributing the parent letter/brochure prepared by WVDE (available from the County Test Coordinator or from the Office of Assessment and Accountability Website: <http://writing.k12.wv.us/>),
- overseeing the signing of the *Examiner's/Scribe's/Proctor's Secure Materials and Test Procedures Agreement* (Appendix 2, p. 29),
- arranging for the assessment on the day scheduled by the County Test Coordinator,
- ensuring that students are familiar with the general procedure for the 2007 West Virginia Fourth Grade Writing Assessment,
- distributing Administration Manuals to Examiners at least one day prior to test, and
- distributing student answer sheets, pencils and scratch paper to Examiners.

To ensure that all students are able to do their best work throughout the Writing Assessment process, certain conditions are required. These conditions are required so that the most accurate information about the students' skills is obtained. Student performance will be enhanced by

- assessing students in groups of 30 or less,
- assessing students in a lab/classroom setting with adequate lighting and ventilation,
- making necessary arrangements for proper seating, and
- eliminating distractions such as ringing bells or intercom announcements.

Instructions to the Assessment Examiner

Students need to be motivated to do well in order to obtain the most accurate results possible. It is imperative that you address the assessment in a positive fashion. Your attitude and the attitudes of other staff members contribute significantly to the perceptions and subsequent performances of the students on the assessment. If you convey to the students that the assessment is important, their efforts will reflect this attitude. However, the assessment should not be given such importance that students experience high levels of anxiety. It is essential that students understand the purpose for, and implications of, the West Virginia Fourth Grade Writing Assessment before they begin writing.

Prior to the assessment session:

- Inform students and parents of the date and general process of the assessment.
- Become familiar with directions for the actual assessment administration at least one day prior to the assessment.
- Inform students that each one will need two No. 2 lead pencils for the assessment. Have extra sharpened No. 2 lead pencils with good erasers.
- Review the pre-slugged answer sheets with student WVEIS numbers and names provided for each student to be assessed in your room.
- Inform the Principal/Building Level Coordinator of the names of students who do not have pre-slugged answer sheets. Extra blank answer sheets have been provided by the WVDE. These may be hand gridded by the teacher or the students. Use only the provided 2007 Writing Assessment Answer Sheets and a No. 2 lead pencil.
- Remove or cover any writing posters, graphic organizers, transitional expressions, or any other writing aids that may be on display in the classroom or testing area.

At the beginning of the assessment session:

- Create an effective atmosphere for assessment in the classroom, free of tension and concern.
- Have all materials assembled for quick distribution.
- Make sure each student has two No. 2 lead pencils and at least three pieces of scratch paper.
- Make sure that students who do not have a pre-slugged answer sheet do not use a pen to complete any student identifying information. The scanner will not read circles marked in ink.
- Distribute at least three pieces of scratch paper for each student.
- Distribute student answer sheets when students are ready to copy their final drafts onto pages 3 and 4 of the answer sheets.
- Make sure students use a No. 2 lead pencil for their final draft.
- Read verbatim to students the instructions in the 2007 Writing Assessment Administration Manual.

During the assessment session:

- Beginning with the 2007 administration, the West Virginia Fourth Grade Writing Assessment will **not** be timed. After reviewing the directions, the students will be allowed time to organize their ideas, write and edit a rough draft. Following a short break, the students will have an additional amount of time to copy their final draft onto pages 3 and 4 of their answer sheets. Every student will be given the time he or she needs to complete the assessment; however, the assignment must be completed on the day it is given. An Examiner will end a test for a student who has stopped working for more than 10 minutes.
- Follow the instructions in the 2007 Administration Manual precisely. These directions are complete and explicit so that student results reflect genuine differences in writing skills rather than differences in understanding the nature of the task.
- Read aloud to the students the explanation of the assessment and specific directions.
- Make sure that students know what they are to do.
- Allow time for questions before giving the signal to begin.
- Monitor the assessment for irregularities and record on the *West Virginia Irregularity Form* (p. 25) any irregularities that may invalidate results for a student or group of students; after the testing session, submit the form to the Principal/Building Level Coordinator.
- Keep a copy of all rosters and test irregularities sheets for the school's record.
- Limit assistance to students, clarifying only the directions.
- **Provide dictionaries, but not thesauruses, for student use.**
- **Do not** provide students with teacher created graphic organizers, outline forms, or any other writing aids.
- Remove or cover any writing posters, graphic organizers, transitional expressions, or any other writing aids that may be on display in the classroom or testing area.
- Read to students the Writing Checklist (p. 2 of answer sheet) before beginning the assessment.

After the assessment session:

- At the end of testing, the Examiners must collect all answer sheets, prepare the answer sheets for scoring (see p. 23) and deliver the answer sheets to the Principal/Building Level Coordinator.
- The Examiners must collect all rough drafts and scratch paper and deliver to the Principal/Building Level Coordinator who will destroy them either by shredding or incinerating. Rough drafts and scratch paper are considered secure documents. It is not appropriate to simply throw scratch paper/rough drafts in trash containers in the testing area. Rough drafts and scratch paper must be destroyed as soon as possible.
- Submit names of students who need to attend makeup sessions to the Principal/Building Level Coordinator. Conduct makeup sessions as soon as possible to reduce the possibility that these students will have an opportunity to “practice” writing to the topic.
- Do not send in answer sheets for those students who were absent and unable to do the makeup session.

- Submit to the Principal/Building Level Coordinator the names of students who do not attempt to write during the session. Print “Student Refused to Take Test” on page 3 of the student’s answer sheet.
- Scan answer sheets to look for **alert** papers. These are papers that possibly indicate abuse, neglect, suicide, or violence. Report these to the Principal/Building Level Coordinator and to the School Counselor.
- Report on the *West Virginia Irregularity Form* (p. 25) any irregularities that may invalidate results for a student or group of students; submit the form to the Principal/Building Level Coordinator.
- Keep a copy of all rosters and test irregularities sheets for the school’s records.

The following irregularities on the part of the Principal/Building Level Coordinator, Examiner or another student will result in an investigation:

- **assisting a student with the content of the Writing Assessment,**
- **giving students advice or calling students’ attention to errors of grammar, punctuation, capitalization or spelling, and/or**
- **making copies of students’ rough draft or final draft.**

See *Testing Code of Ethics* (Appendix 1, p. 26).

Directions for Performing the Writing Exercise

Students need to be motivated to do well in order to obtain the most accurate results possible. It is imperative that you address the assessment in a positive fashion. Your attitude and the attitudes of other staff members contribute significantly to the perceptions and subsequent performances of the students on the assessment. If you convey to the students that the assessment is important, their efforts will reflect this attitude. However, the assessment should not be given such importance that students experience high levels of anxiety. It is essential that students understand the purpose for, and implications of, the Writing Assessment before they begin writing. **Please read the following directions verbatim to your students before beginning the assessment:**

SAY: Today you will be writing for the statewide Writing Assessment Program. You are doing this so that you, your parents and teachers can evaluate how well you write.

Pause.

SAY: You will all be writing about the same topic.

Pause.

SAY: This topic is one that you can write about without having to remember facts or other information. The topic was developed so that you can use your own ideas, words and imagination in your composition.

Pause.

SAY: Please do your best work. For the most part, how well you express yourself will determine the score you receive. The teachers who read and score your papers will only score what you write on the answer sheet, not what they think you can do or what you have done in the past.

Pause.

SAY: At the end of the session, I will collect your papers and they will be sent to Charleston. Pages 1 and 2 of your answer sheet will be separated from pages 3 and 4 so that only your writing will be given to teachers to score.

Pause.

SAY: Your paper will be read and scored by two different teachers who have been trained to evaluate this Writing Assessment. Your paper will be evaluated on Organization, Development, Sentence Structure, Word Choice and Mechanics. The possible scores for each of these analytic traits range from "N" to 6, with 6 representing the highest score. You will receive an "N" if the teachers are unable to score your paper because your composition is incoherent (cannot be understood), your composition cannot be read, or your composition does not contain enough writing to be evaluated.

Pause.

SAY: Your answer sheet will not be returned, but your parents will receive a report of your score.

Pause.

SAY: This Writing Assessment is important. It is part of the West Virginia Measures of Academic Progress, which means your score will be recorded in your permanent record folder. Please take this assessment seriously and do your best work.

Before giving the directions to students, write the prompt on the chalkboard, or give students a

printed copy of the prompt.

SAY: Now we will begin to work on the writing exercise. Listen carefully to the directions. The teachers scoring your writing will be checking for all the skills mentioned in the directions.

Pause before reading the following directions. The following are the directions that are found on the back of the answer sheet.

DIRECTIONS

Today you will be writing for the West Virginia Writing Assessment. You will first develop a rough draft on an assigned topic. (Do not put your rough draft on your answer sheet.) After a short break, you will write your final draft on pages 3 and 4 of this answer sheet.

1. Use the scratch paper to develop your rough draft. Use a pencil. The draft will be collected with your answer sheet.
2. Read your rough draft to see if it is well organized and clear. Make any changes that you think will improve it.
3. Develop a composition that addresses the topic and has a beginning, middle and end.
4. Make sure that you have used words correctly and that all of your sentences are complete.
5. Check your capitalization, punctuation and spelling.
6. You must use a No. 2 pencil on your composition.
7. You may make neat changes on your final draft.
8. A title for your composition is not required.
9. Dictionaries are available if you need to use one.

SAY: The 2007 West Virginia Fourth Grade Writing Assessment will not be timed. You will be allowed all the time you need to complete the assignment. First organize your ideas, write and edit a rough draft. Following a short break, you will have time to copy your final draft on pages 3 and 4 of your answer sheet. The assignment must be completed today. If you stop working for more than 10 minutes, I will end your test and will collect your answer sheet. Are there any questions?

Answer any questions.

Say: The prompt that is to be addressed in this Writing Assessment is written on the chalkboard. Read along with me as I read the prompt aloud.

Read the prompt aloud to the students.

SAY: Are there any questions?

Answer any questions.

SAY: Remember, write only about the assigned topic. Use the blank sheets of paper and write a rough draft. Make corrections and improvements. After a break, you will be given sufficient time to copy your work onto pages 3 and 4 of your answer sheet.

Pause.

SAY: You will be permitted to use a dictionary.

(The Examiner should indicate to the students the location of the dictionaries in the room and should monitor student use.)

SAY: Are there any questions before we begin?

Answer any questions.

Periodically, circulate around the room and check the students' progress. Provide encouragement, but do not assist students in any way with the writing. **The timing for a break is up to the Examiner.** After a break, have the students complete the Writing Assessment on their answer sheets. **Distribute the student answer sheets; remember, the answer sheets are pre-slugged with student names.**

SAY: You may now copy your rough draft onto pages 3 and 4 of your answer sheet. Only the writing on pages 3 and 4 will be scored. Use a pencil and write as neatly as possible.

Pause.

SAY: When you finish your final draft, go back and check your work. You may make neat changes to your work on your answer sheet.

Pause.

SAY: For the most part, how well you express yourself will determine the score you receive.

Pause.

SAY: Listen carefully as I read the Writing Checklist as found on page 2 of your answer sheet:

In order to get the highest score on your writing, you should check for the following:

- I have given my composition a beginning, middle and end.**
- I have developed my ideas in a logical way.**
- I have used transitional words.**
- I have addressed the topic.**
- I have included important and specific details.**
- I have used a variety of sentence types.**
- I have used describing words.**
- I have written neatly and my writing is easy to read.**
- I have corrected spelling and other kinds of errors.**

SAY: When you complete your assessment, sit quietly and check your work until I collect the materials. Remember to respect your classmates, especially those working after you have finished.

SAY: Are there any questions before we begin?

Answer any questions.

SAY: I want everyone to do well and I wish you good luck. Ready? You may begin.

Periodically, circulate around the room and check the students' progress. Provide encouragement, but do not assist students in any way with the writing.

As students finish, collect answer sheets, scratch paper and rough drafts. Return the scratch paper, rough draft copies, Administration Manual, and answer sheets to your Principal/Building Level Coordinator. Please follow the directions in the section entitled **Preparation of Answer Sheets for Scoring** (p.23).

REMINDER:

The following irregularities on the part of the Principal/Building Level Coordinator, Examiner or another student will result in an investigation:

- assisting a student with the content of the Writing Assessment,
- giving students advice or calling students' attention to errors of grammar, punctuation, capitalization or spelling, and/or
- making copies of students' rough draft or final draft.

See *Testing Code of Ethics* (Appendix 1, p. 26).

Directions for Completing Identifying Information for Students Without a Pre-Slugged Answer Sheet

If a student does not have a pre-slugged answer sheet, it is recommended that the teacher complete the necessary information prior to passing out the answer sheets. A teacher may also have the student complete these sections. Make sure to use a No. 2 pencil to complete the information. **DO NOT use a pen to complete the student identifying information.**

If the student is to complete the identifying information read aloud the following directions:

SAY: Fold your answer sheet so that page one is on top. Please do not begin working until I tell you to do so.

Pause.

SAY: We are going to complete the section of the answer sheet that includes your name, date, gender and birth date. We will work together throughout this process. USE ONLY A No. 2 PENCIL TO COMPLETE THIS SECTION.

Demonstrate turning the answer sheet and check to be sure the students are working in the proper place.

SAY: First, print your LAST name, using only a No. 2 pencil. Next, print your FIRST name. DO NOT use nicknames, initials or your middle name. Lastly, print your middle initial.

Pause.

SAY: On the next line is space for you to print today's date. Listen to me as I tell you what to put in this box.

Give today's date in numerical fashion. For instance, the month of February would be indicated by "02" followed by the day and year. (EXAMPLE: 02/26/07)

SAY: Beside the date is a place for "GENDER." Please circle "male" or "female."

Pause.

SAY: Beside the Gender box is a place for your "BIRTH DATE".

Pause.

SAY: Are there any questions?

Answer any questions.

SAY: Now, you are going to fill in the boxes for your name. First, print your last name, one letter in each box. Start with the first box on the left. DO NOT skip any boxes. If your last name is longer than 10 letters, begin with the first letter and print as many letters as will fit. If there is an apostrophe or a hyphen in your last name, leave it out. DO NOT skip any boxes between the letters of your last name.

Circulate around the room to make certain that students are working in the proper place and correctly completing the name grid.

SAY: Next, print your first name, one letter in each box under the first name area. Use only your first name. DO NOT use nicknames, abbreviations, initials or shortened versions of your first name. Print as much of your first name as will fit, beginning with the first letter of your name. DO NOT skip any boxes between the letters of your first name.

Pause.

SAY: Then, print the first letter of your middle name under the box marked MI.

Pause.

SAY: Now, under each letter that you just printed, fill in the circle that is the same as the letter printed in each box for your last name, then first name and then middle initial. Be sure to fill in only the circle that has the same letter as is in the box above. Be sure to fill in one and only one circle in each vertical column. If a box does not have a letter in it, leave the column of circles below it blank. Be sure to make heavy, black marks that completely fill in the circles that you mark.

Pause.

SAY: Now, go back and check your work. Be sure that the circles you filled in match the letters and numbers you printed in the boxes above each one. Be certain to fill in only one circle per column. Check that you have no blank boxes or columns between the letters of your last name. Also, check that you have no blank boxes or columns between the letters of your first name.

After students have completed the test, the teacher will need to complete the Section titled STUDENT NUMBER (WVEIS #). Write the Student Number (WVEIS #) in the boxes at the top of each column. Then under each number that you just wrote, fill in the circle of the number written in each box. In the following sample the student's WVEIS Number is 340001234.

STUDENT NUMBER (WVEIS #)								
3	4	0	0	0	1	2	3	4
⓪	⓪	●	●	●	⓪	⓪	⓪	⓪
①	①	①	①	①	●	①	①	①
②	②	②	②	②	②	●	②	②
●	③	③	③	③	③	③	●	③
④	●	④	④	④	④	④	④	●
⑤	⑤	⑤	⑤	⑤	⑤	⑤	⑤	⑤
⑥	⑥	⑥	⑥	⑥	⑥	⑥	⑥	⑥
⑦	⑦	⑦	⑦	⑦	⑦	⑦	⑦	⑦
⑧	⑧	⑧	⑧	⑧	⑧	⑧	⑧	⑧
⑨	⑨	⑨	⑨	⑨	⑨	⑨	⑨	⑨

Preparation of Answer Sheets for Scoring

As part of the West Virginia Writing Assessment, all answer sheets are scored in Charleston. Please be as conscientious with the preparation of the answer sheets for scoring as you have been with the administration. There are four general rules that need to be followed:

1. **Never use tape. Tape ruins answer sheets.** The use of tape creates many problems. In Charleston, answer sheets will be torn by hand on the perforated center. Taped answer sheets will not tear, thus causing many delays in the processing of forms.
2. **Do not use paper clips, Post-it Notes, or rubber bands on the answer sheets.** This slows the process by tearing the answer sheet or jamming the scanner. Paper clips, Post-it Notes, and rubber bands may prevent the scanner from properly reading an area of the answer sheet.
3. **Do not fold answer sheets.** Leave unfolded with pages 1 and 3 face up.
4. **Arrange answer sheets in numerical order.** The answer sheets will be torn apart in Charleston before they are processed. Edit reports (printouts that identify answer sheets with certain errors) are generated in numerical order by school and county. The answer sheets are then searched for and pulled by hand from all the answer sheets being processed. The numerical ordering helps in searching for and correcting the answer sheet so that further processing can occur.

By observing the following recommendations, you will help make the processing of results more efficient and effective:

- Stack the answer sheets so that pages 1 and 3 are face up. Do not fold or tear the answer sheets.
- Arrange the answer sheets in numerical order. Use the 6-digit number on page 1 for arranging the answer sheets in numerical order.
- If an answer sheet is partially torn apart at the center, leave it as it is and put it in numerical order with the other answer sheets.
- If the answer sheet is completely torn apart at the center, place both pages on top of the answer sheets.
- Do not use tape to hold it together.
- Do not staple or fasten together in any way.
- For answer sheets that are not pre-slugged, check each answer sheet to see that the student identifying information is filled out completely and accurately:
 - Check that the last and first name begin the first box in each section.
 - Check that there are no blank spaces within a name. Names should be left justified. Blanks should appear only if the last name has less than 10 letters or the first name has less than 6 letters.
 - Check that the gridded names correspond to the printed names that appear in the box above the gridded area.
 - Check that the correct circles are filled in and that only one circle is filled in within a vertical column.

West Virginia 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

Explanation _____

The following signatures are needed:

Student: _____ Date: _____

Examiner: _____ Date: _____

Scribe: _____ Date: _____

Principal: _____ Date: _____

Keep a copy for school file and submit a copy to the County Test Coordinator by March 9, 2007.

County Test Coordinator: _____ Date: _____

West Virginia Writing Assessment Irregularity Form

County Name: _____

School Name: _____

Examiner Name: _____

Date: _____

List any disruptions/irregularities that may have influenced the performance of two or more students:

Time	Describe the Irregularity	Duration of Irregularity	Corrective Actions Taken

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

Appendix 1

Testing Code of Ethics

The *Testing Code of Ethics* addresses special concerns regarding appropriate professional practices within the WV-MAP, as well as appropriate professional conduct. The *Testing Code of Ethics* supplements the practices and procedures set forth in W.Va. 126CSR14, WVBE Policy 2340, WV-MAP.

Ethical Testing Practices

Test Security

1. County school personnel shall establish and implement procedures to ensure maximum test security and limit access of secure materials to applicable county/school personnel.
2. Apart from the scheduled test administration to students, secure test materials shall be stored in a locked and secured, central location by the County Test Coordinator in accordance to the test administration guidelines of each assessment.
3. The County Test Coordinator shall be responsible for the test booklets received by the county and to maintain a record of the booklets sent to each school in accordance to the test administration guidelines of each assessment.
4. Before each test administration, materials must be distributed and stored according to instructions provided with the test. Tests must be secured at all times during test administration, including all breaks in the testing sequence. All test booklets (used and unused) and answer sheets, if applicable, must be counted, reconciled, and returned to a centrally located, locked and secured area immediately upon the completion of each daily testing session.
5. Secure test materials, in a school, must be stored in locked and secured central location(s) prior to and following each daily testing session. Secure test materials are to be stored in the building prior to and after testing in accordance to the test administration guidelines of each assessment. Testing, including makeups, must occur during the testing window. Access to test booklets and answer sheets shall be restricted to the State scheduled dates of test administration.
6. Any alleged security breach, testing administration breach, copyright infringement, loss of materials, or other deviation from acceptable security procedures shall be reported immediately to the Principal, County Test Coordinator, County Superintendent, and the Office of Student Assessment Services which will inform the proper authorities at the Office of the State Superintendent of Schools, WVDE, according to the protocol set forth in §126-14-7.7. in this policy.

7. No secure test materials, questions or student responses shall be retained, reproduced, paraphrased, or discussed in any manner.
8. Personnel responsible for the testing program shall be properly instructed and participate in the training for each assessment's appropriate test administration procedures as set forth in Appendices B-F in this policy.
9. Each County Test Coordinator shall complete each required WVDE's assessment training and sign a *WVBE County Test Coordinator's Secure Materials and Test Procedures Agreement*. The agreements shall be filed at the WVDE prior to the fifteenth of September each year.
10. Principals and Building Level Coordinators shall complete each required County Test Coordinator's assessment training and sign a *WVBE Principal's/Building Level Coordinator's Secure Materials and Test Procedures Agreement*. The agreement shall be on file with the County Test Coordinator prior to the last day of September each year.
11. Any individual who administers, handles, or has access to secure test materials at the county or school shall complete each required assessment's training as appropriate and sign either a *WVBE Examiner's/Proctor's/Scribe's Secure Materials and Test Procedures Agreement* or *WVBE County/School Personnel Secure Materials and Test Procedures Agreement* to remain on file in the appropriate office each year.
12. No one shall compromise test security or the accuracy of the test data score results by manipulating the test administration, demographic data, or the students' answers or data.
13. Student test scores or test performance shall not be disclosed to unauthorized persons as set forth in Policy 4350 and Policy 2340.

Test Administration

1. Tests shall be administered only during the testing window established by the WVBE, except when requested in writing, by the County Superintendent or County Test Coordinator and subsequently approved by the Office of Student Assessment Services, WVDE.
2. Examiners of standardized tests shall rigorously follow the appropriate administrative procedures as directed in the test's administration manual(s).
3. All Examiners shall strive to create a positive environment.
4. Students shall not have access to secure test questions or answer keys.
5. Examiners shall limit assistance to students to only those issues concerning the mechanical aspects of marking answers, clarifying directions and finding the right place on answer sheets. Examiners shall not indicate answers, point out the rationale of an item, or prompt students in any manner.

6. Students and Examiners shall be monitored to ensure that appropriate test taking procedures and test security measures are followed.
7. Specific information, as specified by the test manual, shall not be displayed in the room during test administration.
8. Only references or tools specifically designated in test manuals are provided to students.
9. Accommodations, as appropriate, for students with IEPs, Section 504 Plans, or LEP Assessment Participation Forms shall be provided as established in their respective plans.

Test Notification

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

Test Preparation Practices

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

Appendix 2

State of West Virginia
County of _____

West Virginia Board of Education
West Virginia Measures of Academic Progress

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

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

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

I therefore pledge:

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

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

Signature: _____

Print Name: _____

Position: _____

School: _____ Date: _____

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

Appendix 3

State of West Virginia
County of _____

West Virginia Board of Education
West Virginia Measures of Academic Progress

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

Principal's Secure Materials and Test Procedures Agreement

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

I therefore pledge:

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

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

Signature: _____

Print Name: _____

School: _____ Date: _____

If this form is not on file, it will be considered a breach of security by the County and State.

This agreement is valid for one year from the signatory date.

Appendix 4

State of West Virginia
County of _____

West Virginia Board of Education
West Virginia Measures of Academic Progress

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

Building Level Coordinator's/Assistant Building Level Coordinator's Secure Materials and Test Procedures Agreement (Other than Principal)

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

I therefore pledge:

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

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

Signature: _____

Print Name: _____

School: _____ Date: _____

If this form is not on file, it will be considered a breach of security by the County and State.

This agreement is valid for one year from the signatory date.

Appendix 5

State of West Virginia
Education

West Virginia Board of

County of _____
Progress

West Virginia Measures of Academic

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

County/School Personnel Secure Materials Agreement

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

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

I therefore pledge:

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

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

Signature: _____

Print Name: _____

Position: _____

School/Department: _____ Date: _____

If this form is not on file, it will be considered a breach of security by the County and State.

This agreement is valid for one year from the signatory date.

Appendix 6

State of West Virginia

West Virginia Board of Education

County of _____

West Virginia Measures of Academic Progress

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

County Test Coordinator's Secure Materials and Test Procedures Agreement

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

I therefore pledge:

1. I will not retain, copy, reproduce, paraphrase, distribute, or discuss secure test materials and/or test items or student responses.
2. I will implement procedures to ensure maximum test security. Access to secure materials will be restricted to the test administration period designated by the State mandated testing window.
3. I am responsible for the distribution of secure testing materials, including counting, reconciling, and returning all test booklets (used and unused) according to the instructions provided with the test, before and after each test administration. A record of the number of booklets and other identifying characteristics sent to and returned from each school shall be kept.
4. I am responsible for the test booklets shipped to and returned from the schools and will ensure that test materials are securely stored in the buildings according to the instructions provided with the test and that all testing must occur during the testing window.
5. I will immediately report any loss of materials, cheating, security breach, testing administration breach, copyright infringement, or other deviation from acceptable security procedures to the County Superintendent and to the Office of Student Assessment Services.
6. I will properly instruct the Principals and Building Level Coordinators in appropriate test security and test administration procedures, including the *Testing Code of Ethics*.
7. I will collect and retain the signed *Principal's Secure Materials and Test Procedures Agreement* and *Building Level Coordinator's Secure Materials and Test Procedures Agreement*, if applicable, for each school in the county by the last day of September.
8. I will not release test administration materials to a school without the signed *Principal's Secure Materials and Test Procedures Agreement* and verification of training of all other applicable school personnel.
9. I will not disclose individual student test scores or test performance data to unauthorized persons as set forth in Policy 4350 and Policy 2340.
10. I will not violate test security or the accuracy of the test data score results by manipulating the test administration, demographic data, or the students' answers or data.
11. I will not give students access to test questions or answer keys.
12. I understand that if a breach of test security or copyright infringement occurs as a direct result of my actions, my license may be suspended or revoked, or I may be suspended, terminated, or have other action taken.

Please print your name, sign, and return the *County Test Coordinator's Secure Materials and Test Procedures Agreement* to the Office of Student Assessment Services prior to the fifteenth day of September.

Signature: _____

Print Name: _____

Date: _____

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



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