



West Virginia
Department of Education

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

Examiner's Manual

**Grades 3-8 & 10
Mathematics
Reading/Language Arts**

FOREWORD

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

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

The West Virginia Alternate Performance Task Assessment measures the performance of students with severe disabilities who cannot participate in the West Virginia Educational Standards Test (*WESTEST*). The West Virginia Alternate Performance Task Assessment (*APTA*) is aligned to the alternate academic achievement standards and developed around the *WESTEST* blueprint. It is administered to students in grades 3-8 and 10 in the content areas of reading/language arts and mathematics. The results of this assessment are used to assist instruction and to meet accountability requirements of NCLB.

This test administration manual was written by the Office of Student Assessment Services, with assistance from County Test Coordinators and County Special Education Directors, to accompany the West Virginia Alternate Performance Task Assessment (*APTA*). The West Virginia Department of Education acknowledges and expresses its gratitude to these county administrators for their valuable assistance in designing this manual and to CTB/McGraw-Hill for their assistance in the development of the test items and all associated materials.

Dr. Steven L. Paine
State Superintendent of Schools

Table of Contents

Foreword.....	i
Contact Information.....	1
Calendar of Testing Activities.....	1
Overview of Alternate Performance Task Assessment.....	2
Eligibility Criteria for <i>APTA</i>	3
General Test Administration.....	4
Testing Conditions for All Students.....	4
Standardized Conditions Required.....	4
Examiner Requirements.....	4
Standards Conditions for All Students Taking <i>APTA</i>	4
Assistive Technology.....	6
Presentation.....	6
Response.....	6
Setting.....	7
Accommodations for Students with an IEP.....	7
Presentation.....	7
Response.....	7
Scheduling.....	7
Accommodation(s) Request.....	8
Students with Limited English Proficiency (LEP) Taking <i>APTA</i>	8
Standard Conditions for LEP Students.....	8
Accommodations for LEP Students Taking <i>APTA</i>	9
Presentation.....	9
Response.....	9
Scheduling.....	9
Additional Accommodation(s) Request.....	10
Directions for Transcribing.....	11
Scribe Requirements.....	11
General Directions for Transcribing.....	11
Transcribing Braille.....	11
Homebound Students.....	12
Medically Fragile Students.....	12
Alternative Schools.....	12
Private/Parochial Schools.....	12
Procedures for Examiners.....	13
Scheduling.....	13
Materials/Preparation.....	13
Test Administration.....	13
Coordination.....	14
County Test Coordinator’s Responsibilities.....	15
Prior to Testing.....	15
Returning the Test Materials.....	15
Principal/Building Level Coordinator Responsibilities.....	16

Examiner Training	17
Glossary of Terms.....	18
Appendix 1: <i>WV Alternate Performance Task Assessment Eligibility Criteria</i>	20
Appendix 2: <i>Testing Code of Ethics</i>	20
Appendix 3: <i>Documentation Procedure for IEP Accommodations for APTA</i>	24
Appendix 4: <i>Item Presentation Protocol Chart</i>	25
Appendix 5: <i>Manipulatives List</i>	27
Appendix 6: <i>Forms</i>	29
Form 1: <i>Test Procedures Agreement for County Test Coordinator</i>	30
Form 2: <i>Test Procedures Agreement for Principal</i>	31
Form 3: <i>Test Procedures Agreement for Examiner</i>	32
Form 4: <i>APTA Administration by Paraprofessional Approval</i>	33
Form 5: <i>Participation Rate Request for Exemption of a Medically Fragile Student</i>	34
Form 6: <i>APTA Security Checklist</i>	35
Form 7: <i>APTA Testing Disruptions/Irregularities Sheet</i>	36
Form 8: <i>APTA Scribe Verification</i>	37
Form 9: <i>Assistive Technology Teacher Verification Form</i>	38

CONTACT INFORMATION

For Principal/Building Level Coordinator

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

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

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

Calendar of Testing Activities

Activity	
Test Materials Distributed to County Test Coordinator*	April 20, 2006
TESTING WINDOW	May 1– May 12, 2006
Secure Test Materials Returned to County Test Coordinator	TBD by CTC
Test Materials Received by OSAS	May 29, 2006

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

Overview of Alternate Performance Task Assessment

The West Virginia *Alternate Performance Task Assessment (APTA)* is designed for a small number of students with significant cognitive disabilities who cannot participate in the general assessments, even with accommodations. The decision-making process for participation in *APTA* is stipulated in West Virginia Board of Education Policy 2340: *West Virginia Measures of Academic Progress*. (<http://osa.k12.wv.us>) *APTA* is given to all students in grades 3-8 and 10 who qualify under the eligibility criteria established in *West Virginia Guidelines for Participation in State Assessments*. (Appendix 1)

APTA test items were developed by West Virginia educators and reviewed by staff of the West Virginia Department of Education Office of Student Assessment Services (OSAS), the Office of Special Education and CTB/McGraw-Hill, Inc., the test publisher. Each question was examined for bias, content, difficulty, and alignment with the *West Virginia Extended Academic Content Standards and Performance Descriptors* as described in West Virginia Board of Education Policy 2520.16: *Alternate Academic Achievement Standards for West Virginia Schools*.

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

Test item presentation and student response accommodations must be documented in the Individualized Education Plan (IEP). Accommodations not listed in IEP, Part VIII: Part B, must be submitted in writing by either the County Testing Coordinator (CTC) or the County Special Education Director and approved by the West Virginia Department of Education Office of Student Assessment Services.

APTA is to be handled as a secure test and must be administered following the professional practices stated in the *West Virginia Measures of Academic Progress* and the *Testing Code of Ethics*. (Appendix 2)

Eligibility Criteria For *APTA*

A student must meet specific criteria to be determined eligible for the West Virginia Alternate Performance Task Assessment (*APTA*) by the IEP Team. In the decision-making process for participation in the West Virginia Measures of Academic Progress, students in grades 3-8 and 10 with significant cognitive disabilities whose performance cannot be adequately assessed through WESTEST even with accommodations may be considered for *APTA*. The eligibility requirements for *APTA* are as follows:

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

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

- It has been determined by the IEP team that the student is unable to complete the state and county standard graduation requirements necessary to earn a regular diploma, even with extended learning opportunities and significant instructional modifications, thus is working toward a modified diploma. *Please note, not all students earning a modified diploma must take *APTA*; however, students working toward a regular diploma do not meet criteria for *APTA*. For additional information, see Policy 2510, 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 the *APTA*.

General Test Administration

Testing Conditions for All Students

All public school students enrolled in grades 3-8 and 10 are to be assessed by the *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 *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*. (Appendix 2) All test administrators should have a signed West Virginia Board of Education *Test Procedures Agreement for Examiners* (Appendix 6, Form 3) 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:

Standardized Conditions Required

Examiner Requirements

- *APTA* must be administered during the testing window.
- Examiner is a West Virginia educator employed by the county, RESA or state who has signed a *Test Procedures Agreement for Examiners*. (Appendix 6, Form 3)
- The teacher of record should be the examiner. If extenuating circumstances require an aide to administer the test, an *APTA Administration by Paraprofessional Approval* (Appendix 6, Form 4) must be submitted to and approved by the County Test Coordinator (CTC) and Special Education Director prior to administration.
- Examiners must be trained prior to test administration and shall sign a *Test Procedures Agreement for Examiners* (Appendix 6, Form 3) 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) 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.
- Examiners must ensure that all assistive devices are programmed prior to administration.

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, examiners, and/or scribes will record answers in test booklets.
- Students are to be provided with four (4) opportunities to respond on each performance task. (See *Item Presentation Protocol Chart*, Appendix 4)
- Examiners choose appropriate scripts from the test booklets to be read verbatim or 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:
 - ⇒ Full Level Prompt: Examiner reads/signs the item and the student and the teacher choose the answer, using hand-under-hand.
 - ⇒ Partial Level Prompt: Examiner redirects the student to focus on words or pictures and the student chooses the answer.
 - ⇒ Independent Level Prompt: Student reads the question and chooses the answer independently.
- 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 all sessions of 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 6, Form 7)
- 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* (Appendix 6, Form 9) must be returned with the student test booklet.
- Examiners may obtain test booklets prior to administration of *APTA* to program 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.* (See page 11)
- 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 the *WESTEST* in the grade level in which they are enrolled, except for those who meet the criteria for participation in the *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 process outlined. (Appendix 3)

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 *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*.
- 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*.
- 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*.
- 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.

Accommodation(s) Request

An IEP Team or Section 504 Committee may submit a request to the Office of Student Assessment Services 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 Student Assessment Services. Submit the request to Beth Judy, Coordinator, no later than Friday, April 21, 2006. The request must come from either the County Test Coordinator or the County Special Education Director. The following information must be included in the request:

- Student's name, school and county
- Specific requested accommodation(s)
- Rationale per 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 *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 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 West Virginia Educational Standards Test (*WESTEST*) or, if they also have an IEP and meet participation criteria, in the Alternate Performance Task Assessment (*APTA*) in the grade level in which they are enrolled. An LEP student is defined in West Virginia Board of Education Policy 2340: *West Virginia Measures of Academic Progress* and Policy 2417: *Programs for Study for Limited English Proficient Students*. An LEP student in the state of West Virginia is classified according to the federal government definition as described in 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. Reading **comprehension** items will be administered according to the prompting hierarchies as follows:

- Full Level Item: Examiner reads the item and the student and the teacher choose the answer, using hand-over-hand.
- Partial Level Item: Examiner directs the student to focus on words or pictures and the student chooses the answer.
- Independent Level Item: Student chooses the answer independently.
- 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 for constructed-response items. Refer to *Directions for Transcribing*.
- Use an electronic translator or bilingual dictionary to respond. Refer to *Directions for Transcribing*.

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.
- 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 6, Form 7)

Additional Accommodation(s) Request

The LEP Committee may request from the Office of Student Assessment Services 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 Student Assessment Services. Submit these requests to Beth Judy, Coordinator, no later than Friday, April 21, 2006. 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 and county
- Specific requested accommodation(s)
- Rationale for request
- Verification that student receives the accommodation(s) on a regular basis during classroom instruction and classroom assessment and is familiar with the accommodation(s)
- Impact on student's *WESTEST* results if the student is not permitted to use the requested accommodation(s)

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

Directions for Transcribing

Scribe Requirements

- Be an examiner as defined by West Virginia Board of Education Policy 2340. An examiner is a West Virginia educator employed by the county, RESA, or state who has signed a *Test Procedures Agreement for Examiner*. (Appendix 6, Form 3)
- Be trained as an examiner.
- Demonstrate proficiency in signing, if serving as both the interpreter and scribe.

General Directions for Transcribing

- Mark the student's demonstrated response in the student test booklet.
- 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.
- 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.
- Scribes have the option to proofread student responses with another scribe before recording student responses in the test booklet.
- Complete and sign the *APTA Scribe Verification* (Appendix 6, Form 8) at the conclusion of the transcription and submit it to the Building Level Coordinator.

Transcribing Braille

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

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

HOMEBOUND STUDENTS

If it is possible for the homebound student to come to the school for testing, he/she should do so. If it is impossible for the homebound student to attend school during the testing window, the CTC will determine if and how the administration of the *APTA* will occur. However, the following conditions must be met:

- The examiner administering the test must be trained in proper test administration procedures prior to testing.
- The examiner administering the test must sign a *Test Procedures Agreement for Examiner* (Appendix 6, Form 3), which must be on file in the home school.
- The security of test materials must be maintained. In order to prevent a breach of test security, individuals present at the homebound location may not participate, observe or be involved in *APTA* administration.
- All test security procedures and schedules must be followed.

MEDICALLY FRAGILE STUDENTS

Special participation rate exemptions for medically, physically, or mentally fragile students are based on a student's physical or mental condition and may be available for a student suffering from terminal illnesses or injuries or receiving short-term medical treatment for either a physical or psychiatric condition. Requests for exemptions on these grounds must be accompanied by a signed statement for the student's treating physician. (Appendix 6, Form 5)

ALTERNATIVE SCHOOLS

Students in alternative education programs are tested at the school site where they are receiving instruction. All test security procedures and schedules must be followed. Student test booklets are to be returned to the student's home school for processing and returned to the County Test Coordinator.

PRIVATE/PAROCHIAL SCHOOLS

The private and parochial school Examiner(s) must notify the County Test Coordinator of the school's intent to participate ***at least two months prior to the testing window or by a date determined by the County Test Coordinator.*** The County Test Coordinator will receive all testing materials and release the testing materials to the school official after receiving the signed security agreement forms from the school official. All educators and non-public school students participating in the *APTA* shall follow all testing guidelines and procedures set forth in this manual.

PROCEDURES FOR EXAMINERS

Scheduling

1. Determine the testing schedule that provides optimum testing conditions for individual students.
2. Complete an entire section of the test in the same day, unless there is a medical or behavioral crisis. If a medical or behavioral crisis precludes the completion of a section, the testing may resume with the unfinished items on a subsequent day. This information is to be documented on the Disruptions/Irregularity Sheet. (Appendix 6, Form 7)

Materials/Preparation

3. *Manipulative* page (page 27) and *Item Presentation Protocol Chart* (Appendix 4) will be sent with test materials for use during administration.
4. Provide an adequate workspace for the test booklet and any other test materials and/or manipulatives.
5. Ensure that the required demographic information is completed on the label in the test booklet.
6. Gather manipulatives needed for testing that are not provided by OSAS. (Appendix 5)
7. Have a piece of heavy paper to cover items on the student page when the student page is used to answer multiple items.

Test Administration

8. The examiner must complete the information on the front cover of the booklet, including the 9 digit WVEIS number, and the biogrid information on the inside cover of the test booklet.
9. The student, and/or the examiner, or scribe will record answers in the test booklet.
10. The examiner may choose from the scripts provided in the test booklet; however, scripts must be read verbatim.
11. The student will be provided with four (4) opportunities to respond to each item. (*Item Presentation Protocol Chart (IPPC)*, Appendix 4)
12. The examiner may redirect the student (e.g. tap on the top of the book to refocus the student's attention).
13. It is recommended that praise be given only at the end of a section.
14. The examiner may **not** provide feedback on correct/incorrect responses, including verbal responses, body language, or facial expressions.
15. A **Full-Physical Prompt** is defined as hand-over-hand (or hand-under-hand), where both the examiner and student choose the answer.
16. A **Partial Physical Prompt** is defined as tactile cues that facilitate a response but do **not** guide the student to the correct answer.
17. An **Independent Prompt** is defined as giving the student the verbal script to facilitate a response to the test item without any prompting from the examiner.

18. At each grade level, there are reading comprehension items. The examiner uses the same procedure as outlined on the *IPPC* for prompting the student to respond. Refer to page 26 for specific *Item Presentation Protocol Chart* prompting directions for reading comprehension questions.
19. When breaks are provided, close the test booklet and secure all test materials.

Coordination

20. Testing irregularities must be recorded for a student on the *APTA Test Disruptions/Irregularity Sheet*. (Appendix 6, Form 7)
21. Collect test booklet at the end of each testing session and return it promptly to the Principal/Building Level Coordinator.
22. In the case of test booklet contamination by student bodily fluids, the CTC should be contacted immediately. The student's responses will be transferred to a new booklet by the examiner or scribe. The damaged booklet will be returned to the CTC for destruction. The CTC will document this on the *APTA Security Checklist*. (Appendix 6, Form 6)

COUNTY TEST COORDINATOR'S RESPONSIBILITIES

Prior to Testing

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

Returning the Test Materials

1. Collect all test materials distributed to the schools, including all unused, partially completed, and damaged booklets. Destroyed booklets must be identified on the *APTA Security Checklist* and a letter must be sent from the county to the OSAS explaining the circumstances surrounding the destroyed booklet.
2. Collect *APTA Security Checklists*. (Appendix 6, Form 6)
3. Place *APTA Security Checklist(s)* on top of booklets in box #1.
4. Band **used** booklets in groups of 8 (use extra *WESTEST* bands) by grade level and place in box, lowest grade on top.
5. Band **unused** booklets together in groups of 8 (use extra *WESTEST* bands) by grade level and place at bottom of box. If multiple boxes are needed, mark "box 1 of ___" on outside of box.
6. Keep a tracking record of shipment and send by **May 29, 2006** to Beth Judy, Coordinator, at the following address:

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

PRINCIPAL/BUILDING LEVEL COORDINATOR RESPONSIBILITIES

Prior to Testing

1. Use the Examiner's Manual as a step-by-step test administration guide. One Examiner's Manual and one IPPC should be received by every teacher administering *APTA*. If there is not a sufficient number of manuals and charts, contact the County Test Coordinator for more copies.
2. Check to be sure each examiner has appropriate manipulatives.
3. Inform parents of the test window dates and the purpose of *APTA*. A *Letter to Parents* and a brochure will be provided by the WVDE with the test materials.
4. Verify that *Test Procedure Agreements for Examiners* are on file at the school. (Appendix 6, Form 3)
5. Verify that the necessary number of test booklets and test procedure manuals has been ordered and delivered to the school.

During the Testing Window

6. Store test materials in a locked and secure central location(s).
7. Distribute student test materials on the days that testing is scheduled.
8. Collect and store test materials immediately following test sessions.
9. Verify that *APTA Security Checklist* (Appendix 6, Form 6) is available and used appropriately to document distribution and return of test booklets to the designated secure location. (Appendix 6, Form 6)
10. Complete *WVS.326 Testing Option Report* (Appendix 3) to verify testing accommodations.
11. List all alternate assessment students on the *APTA Security Checklist* and document reasons for untested students. (Appendix 6, Form 6)
12. Report any suspected testing violations to the CTC immediately.
13. Periodically monitor the testing sessions.

Return of Test Materials

14. Return Examiner/Student Test Booklets, *ATPA Security Checklist(s)*, any scribe forms, any *APTA Testing Disruptions/Irregularity Forms* (Appendix 6, Form 7) to the CTC with testing materials.
15. Keep a copy of the *APTA Security Checklist* for your files.

EXAMINER TRAINING

1. Instruct examiners to read and follow all standardized testing procedures as outlined in the Examiner's Manual.
2. Train examiners in the proper return of testing materials.
3. Review the forms in the Appendix 6 section of this manual with examiners.
4. Train examiners in the proper completion of forms.
5. Review West Virginia Board of Education Policy 2340: *West Virginia Measures of Academic Progress* with the examiners. The policy includes the following:
 - o All test security procedures
 - o Reporting procedures for any violation of test security
 - o The *Testing Code of Ethics*
 - o Possible consequences of test or data security violations
6. Have examiners sign the *Test Procedures Agreement for Examiners* (Appendix 6, Form 3) after the training session and prior to testing and keep the signed forms on file at the school.
7. Have examiners clear desks/work areas of all booklets, papers and other materials.
8. Instruct examiners that test booklets may not be removed from the room by any educator, parent or student.
9. Instruct examiners not to read, study, copy, disclose or disclose the contents of *APTA*.
10. Instruct examiners to distribute, follow and enforce all test security procedures and report any violation of test security to the Principal/Building Level Coordinator or to the CTC, who reports to West Virginia Department of Education, Office of Student Assessment Services, at 304-558-1585.
11. Instruct examiners to write the student's full name, WVEIS #, County and School in the space provided on the front of the test book.

GLOSSARY OF TERMS

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

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

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

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

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

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

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

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

Medically Fragile: Students with a significant medical emergency may be exempt by appeal from the calculation of participation rate for AYP, provided that the county superintendent has proper documentation. (Policy 2440; Policy 2419; Policy 2510) (Appendix 6, Form 5)

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

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

- **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.
- **Independent:** Student chooses answer with no prompting from examiner.

Unintelligible: Response cannot be understood by the examiner.

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

WEST VIRGINIA ALTERNATE PERFORMANCE TASK ASSESSMENT ELIGIBILITY CRITERIA

A student must meet specific criteria to be determined eligible for the West Virginia Alternate Performance Task Assessment (*APTA*) by the IEP Team. In the decision-making process for participation in the West Virginia Measures of Academic Progress, students in grades 3-8 and 10 with significant cognitive disabilities whose performance cannot be adequately assessed through WESTEST even with accommodations may be considered for *APTA*. The eligibility requirements for *APTA* are as follows:

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

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

- It has been determined by the IEP team that the student is unable to complete the state and county standard graduation requirements necessary to earn a regular diploma, even with extended learning opportunities and significant instructional modifications, thus is working toward a modified diploma. *Please note, not all students earning a modified diploma must take APTA; however, students working toward a regular diploma do not meet criteria for APTA. For additional information, see Policy 2510, 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 the *APTA*.

TESTING CODE OF ETHICS

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

ETHICAL TESTING PRACTICES

Test Security

1. County school personnel shall establish and implement procedures to ensure maximum test security and limit involvement to school personnel.
2. Before each test administration, materials must be distributed according to instructions provided with the test. Tests must be secured at all times during test administration, including any break times. Unused test materials shall be returned to a locked and secured area as soon as practical. All test booklets (used and unused) and answer sheets, if applicable, must be counted, reconciled and returned to a centrally located, locked and secured area following each daily testing session.
3. Test materials must be stored in locked and secured central location(s) prior to and following each daily testing session. Test materials are *not* in the building more than one week before the testing window. Testing make-up sessions must occur during the testing window. Access to test booklets and answer sheets shall be restricted to the test administration period.
4. Any breach of security, loss of materials or other deviation from acceptable security procedures shall be reported immediately to the school building principal, county test coordinator, county superintendent and to the proper authorities at the Office of the State Superintendent of Schools, West Virginia Department of Education.
5. Test booklets or questions shall not be reproduced or paraphrased in any manner.
6. Personnel responsible for the testing program shall be properly instructed in the appropriate test administration procedures.
7. No one shall violate test security or the accuracy of the test data score results by manipulating the test administration, demographic data or the students' answers or data.
8. Each county test coordinator shall sign a security agreement prior to the test administration window. The agreements will be filed at the West Virginia Department of Education.

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

Test Administration

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

Test Notification:

1. Students and parent(s)/guardians(s) shall receive the following:
 - a. given notification before testing;
 - b. provided information on the purposes of the test and uses of the test results; and
 - c. inform in test preparation procedures.

Test Preparation Practices:

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

DOCUMENTATION PROCEDURE FOR IEP ACCOMMODATIONS FOR APTA*

APTA DOCUMENTATION NOT REQUIRED UNTIL MAY 2007 ADMINISTRATION

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

1. The WVS.326 program report called a Testing Option Report, Assessment with Accommodations.
 - a. Two copies of the accommodations listing will be needed. 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 will be given to the assigned examiner administering the *APTA* to the student listed.

2. Before *APTA* administration, the assigned examiner will review each child's listed testing accommodation(s).

3. After *APTA* administration, the assigned examiner will mark the listing as follows:
 - a. **Underline** the name of his/her assigned student.
 - b. **Circle** the accommodation(s) that were given to each student.
 - c. **Asterisk** the accommodation(s) that were not given to each student.
 - d. **Write** "REFUSED" for any accommodation the student refused to accept.
 - e. **Sign** with legible signature/date of test administration at the bottom of the report.
 - f. **Return** the Testing Option Report(s) to the school principal/designee.

4. School principal/designee will make copies of all reports for the school and return copies of signed and dated reports to the County Test Coordinator and Special Education Director. Copies of these listings are kept for:
 - a. Office of Educational Performance Audits (OEPA) monitoring process and
 - b. West Virginia Continuous and Focused Monitoring Process.

*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.

Item Presentation Protocol Chart

Step One – Directive – Independent Prompt

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

Response Item 1:

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

Document information and go to the next question.

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

Step Two – Directive – Independent Prompt

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

Response Item 1:

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

Document information and go to next question.

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

Step Three – Partial Prompt

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

Response Item 1:

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

Document information and go to next question.

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

Step Four – Full Prompt

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

Response Item 1:

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

Document information and go to next question.

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

NOTE:

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

Item Presentation Protocol Chart

Reading Comprehension Items:

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

Step One:

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

Follow the rest of script as directed.

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

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

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

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

Manipulatives List

NOTE: Have a piece of heavy paper to cover items on the student page when the student page is used to answer multiple items.

(To be collected by examiner unless otherwise noted)

Grade 3 Math

Item # 5	3 squares of different sizes
Item # 6	3 squares of different sizes
Item # 7	Penny, nickel, dime, quarter
Item # 8	Penny, nickel, dime, quarter
Item # 10	5 squares
Item # 21	Counters
Item # 22	Dimes, dollar bill
Item # 29-31	Three counters

Grade 4 Math

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

Grade 5 Math

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

Grade 6 Math

Item # 22	Ruler
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Grade 7 Math

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

Grade 8 Math

Item # 7	2 coins
Item # 8	Calculator (optional)
Item # 12	Die
Item # 21	Calculator (optional)
Item # 29	2 quarters, 5 dimes, 2 nickels
Item # 34	Calculator (optional)
Item # 37	Calculator (optional)
Item # 38	Ruler

Grade 10 Math

Item # 2	2 Squares, one $\frac{1}{4}$ the size of the other
Item # 9-10	Dollar bill, 3 quarters, 2 dimes, 2 nickels
Item # 13	Flat square, cube
Item # 27	\$1.00 bill, 2 quarters, 2 dimes, 2 nickels

Grade 3 R/LA

NONE

Grade 4 R/LA

Item # 2	Cup and block – block fits into cup
Item # 12	Word stamps
Item # 16	Word stamps
Item # 21	Letter stamp, letter cards

Grade 5 R/LA

NONE

Grade 6 R/LA

NONE

Grade 7 R/LA

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

Grade 8 R/LA

Item # 10	Letter stamp
Item # 23	Word Cards (provided with test item materials)

Grade 10 R/LA

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

Forms

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

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

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

County Test Coordinator Signature	County	Date
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**WEST VIRGINIA BOARD OF EDUCATION
TEST PROCEDURES AGREEMENT FOR PRINCIPAL**

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

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

Principal Signature

School

Date

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

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

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

Examiner Signature

School

Date

APTA Administration by Paraprofessional Approval

The teacher of record shall be the examiner. If extenuating circumstances exist that prohibit the teacher of record from being the examiner, a trained and approved paraprofessional may administer the test. The teacher of record shall complete and submit this form to the County Test Coordinator and Special Education Director for their approval prior to test administration.

This paraprofessional shall also be trained in the administration of APTA and sign a *Test Procedures Agreement for Examiners* form.

Student Name: _____

Student WVEIS ID #: _____

School: _____ Grade: _____

County: _____

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

Teacher of Record: _____ Date: _____

Approval:

County Test Coordinator: _____ Date: _____

Special Education Director: _____ Date: _____

**PARTICIPATION RATE REQUEST FOR EXEMPTION OF A
MEDICALLY FRAGILE STUDENT**

County: _____

School: _____

Student Name: _____

WVEIS Identification Number: _____

Grade Level: _____

Subject Area Exemption Request

_____ Math

_____ Reading/Language Arts

_____ Both

Reason for Request: _____

_____ Attach Physician's Verification

County Superintendent Signature

Date

OEPA USE ONLY

___ Approved, Date _____

___ Not Approved, Date _____

Kenna R. Seal

Date

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

**APTA TESTING
DISRUPTIONS/IRREGULARITY SHEET**

County Name: _____

School Name: _____

Examiner Name: _____

Date: _____

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

Student Name:	Grade	Disruption/Frequency
Content Area <input type="radio"/> Mathematics <input type="radio"/> Reading/Language Arts	<input type="radio"/> 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.

Student Name:	Grade	Disruption/Frequency
Content Area <input type="radio"/> Mathematics <input type="radio"/> Reading/Language Arts	<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 <input type="radio"/> Other _____

APTA SCRIBE VERIFICATION

Student Name: _____

Student WVEIS ID Number: _____

Grade: _____

School: _____

County: _____

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

_____ IEP-Scribe

_____ Short term medical condition

_____ Destroyed Booklet (Test Booklet Number _____)

The following signatures are needed:

Examiner: _____ Date: _____

Scribe: _____ Date: _____

Principal: _____ Date: _____

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

County Test Coordinator: _____ Date: _____

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



WEST VIRGINIA BOARD OF EDUCATION
2005-2006

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