

APPENDIX C STANDARDS OF LEARNING ASSESSMENTS

SPECIAL TESTING ACCOMMODATIONS

Before testing, the Examiner should become familiar with special testing accommodations specified in students' IEPs, 504 Plans, or Limited English Proficient (LEP) Student Assessment Participation Plans. Additionally, special testing accommodations may be provided to students with a documented temporary condition who do not have an IEP or 504 Plan. The Examiner should coordinate with the STC to determine how special testing accommodations will be provided during the testing session. Consult the resources listed below:

- *Students with Disabilities: Guidelines for Assessment Participation*
- *Limited English Proficient Students: Guidelines for Participation in the Virginia Assessment Program.*
- *Guidelines for Administering the Read-Aloud Accommodation for Standards of Learning Assessments*
- *Explanation of Testing Accommodations for Students with Disabilities-Math Aids-Accommodation Code 19*
- *Explanation of Testing Accommodations for Students with Disabilities-Assistive Technology Accommodations.*

These resources are located on the Virginia Department of Education Web site at:

www.doe.virginia.gov/testing/participation/index.shtml

Paper/Pencil Test Format

All students are required to take the online version of the Standards of Learning (SOL) tests with the exception of students who meet one of the criteria for paper/pencil testing. Those criteria are listed below:

- The student attends school in a location where a secure network connection or the required technology is not available to access an online test. Such locations include the following: special situations schools; homebound, residential, or hospital placement; night school or Governor's school.
- The accommodation specified in the student's IEP, 504 Plan, or LEP Student Assessment Participation Plan requires a paper/pencil test. Accommodations requiring a paper/pencil test include large-print test, braille test, and a flexible schedule that requires multiple testing sessions over two or more school days.
- The student has a documented medical condition, such as a seizure disorder, where exposure to a computer will aggravate the student's condition.
- The student's eligibility for paper/pencil tests has been established using the *Documentation of Need for Paper/Pencil Standards of Learning (SOL) Assessment* form (available from the DDOT). The form documents that the use of paper/pencil tests is intended only to provide access to the SOL assessments for the following students:
 - Students with disabilities who require other accommodations that necessitate a paper/pencil test.
 - Students with medical conditions that render them unable to take an online test.

The use of paper/pencil tests may not be permitted for the purpose of improving performance.

Additional materials required for testing accommodations

Some accommodations require additional materials and supplies for test administration. It is important to identify these materials or devices prior to testing. For example: Examiners conducting a paper test read-aloud administration **MUST** ensure that the test booklets used have **IDENTICAL** form numbers so that the Examiner and student(s) are viewing the same test items. Examiners conducting an online read-aloud administration should use a proctor authorization ticket on their own workstation to log in and access the identical online form the student(s) are viewing on their workstations. Some special test accommodations require that the test administration be recorded (audio or audio and video recorded) or proctored; therefore, an appropriate recording device must be used. Students taking an audio test will require head phones, CD player (for paper/pencil tests). Other students may require magnification aids, spelling aids, math aids, a braillewriter, a calculator, etc., depending on what is specified in the student's IEP, 504 Plan, or Limited English Proficient (LEP) Student Assessment Participation Plan.

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Selection of Testing Accommodations for Students with Disabilities

Staff who administer Standards of Learning Assessments to students with disabilities should be familiar with this manual as well as the documents listed on the previous page.

Accommodations are commonly placed in the four categories noted below:

<p>Timing/Scheduling Accommodations</p> <p>Adjust the scheduling of a test:</p> <ul style="list-style-type: none"> • time of day • planned breaks during test* • multiple test sessions (testing over two or more days)* • order of tests administration 	<p>Setting Accommodations</p> <p>Adjust the place in which the testing normally occurs:</p> <ul style="list-style-type: none"> • individual testing¹ (one-on-one) • special lighting • adaptive or special furniture • test administered in locations with minimal distractions • hospital/home/non-school setting
<p>Presentation Accommodations¹</p> <p>Adjust the presentation of test material and/or test directions:</p> <ul style="list-style-type: none"> • visual aids* (e.g., interactive/electronic whiteboard, colored overlay, tinted screen, magnifying glass, large monitor, screen magnifier, graphic organizers, templates, masks or markers to maintain place) • amplification equipment (e.g., auditory trainer, whisper phone) • large-print test* • braille test* • Plain English version of a <i>Mathematics</i> test • reading directions to students • written directions to accompany oral directions • reading of test items aloud* • audio version of test items* • interpreting/transliterating directions (e.g., sign language, cued speech)* • interpreting/transliterating test items (e.g., sign language, cued speech)* 	<p>Response Accommodations¹</p> <p>Adjust the manner in which students respond to or answer test items:</p> <ul style="list-style-type: none"> • enlarged copy of the answer document* • student marks test booklet, responds verbally, points, uses augmentative device with auditory output, or indicates an answer and Examiner/Proctor marks answer document or clicks answer online* • communication board or choice cards* • braille* • word processor, word processor with speech-to-text, typewriter, or augmentative communication device* • spelling aids* • English dictionary* • dictation using a recording device • dictation to a scribe* • read back student response* • word prediction software * • calculator or arithmetic tables* • math aids * • calculator with additional functions*

NOTE: Special procedures are provided on the following pages for each of the accommodations marked with an asterisk (*). Staff administering Standards of Learning Assessments to eligible students with these accommodations must be familiar with this information.

¹When using accommodations where the student is speaking aloud, where the computer provides auditory output through external speakers, or where there is interaction between the student and the examiner, the student must be tested individually.

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Timing/Scheduling Accommodation

- **Flexible Schedule (accommodation code 1) (e.g., breaks and multiple test sessions)**

The SOL tests are untimed, but ample time should be allotted for all students to complete the test prior to the end of the scheduled school day. Some students, for example, may be unable to concentrate for a long period of time, have short attention spans, or have a disability that affects stamina. Establishing breaks or scheduling the test over two or more school days may be appropriate for these students.

Students who require breaks, but not multiple test sessions, must complete the test in one school day. This is available for either online or paper/pencil tests. The break(s) must be supervised. Test security must be maintained at all times during the break(s). The student must not be allowed to discuss the test in any way, must not have access to any educational materials or electronic devices during the break(s), and must not disrupt other students who are continuing to test.

Also for test security, the student's test materials must not be accessible or viewable by other students or by school personnel during the break(s). If the student is testing online, the student should either be *Exited* from the online test or, if the testing room will be securely maintained, the computer monitor could be turned off prior to the break(s) to maintain test security. If the student *Exits* the test, his/her test must be *Resumed* on the *Session Details* screen in PearsonAccess and the student must log back into TestNav using his/her Student Authorization ticket. If the computer monitor was turned off and the student did not *Exit*, the student must return to the same workstation and turn the monitor back on to continue testing.

At this time, students who require multiple test sessions, when the test will be completed in two or more school days, must be administered a paper/pencil test. Care must be taken to ensure that the student is exposed only to those test items in the portion of the test that he/she is attempting that day. Previously completed items and items not yet accessed must be sealed to prevent accidental exposure to the student. The short-paper component of the *Writing* assessment must be completed in one school day and does not qualify for multiple test sessions; however, the student may be given breaks under secure conditions. As the SOL tests transition to a Computer Adaptive Testing (CAT) model it may be possible for eligible students taking tests administered using CAT to be tested over two days. Should this become possible, school divisions will be notified about the procedures to be followed.

Presentation Accommodations

Before attempting an SOL test, all students should be familiar with how their test will be presented (e.g., with visual aids, with audio etc.) Familiarity with the test presentation or test format is best provided as part of regular instruction well in advance of the actual test administration.

- **Visual Aids (accommodation code 4)**

Visual aids can include:

- Magnification: For test security, school staff must ensure that assessment items are not visible to others. This may require windows to be covered and/or individualized testing.
 - Physical magnification devices such as a magnifying glass or screen magnifier which is placed over the monitor for visually impaired students.
 - Electronic magnification devices such as a closed-circuit television (CCTV), a large monitor, an interactive or electronic whiteboard, or a LCD projector which projects the assessment onto a large screen or board may be used for magnification purposes only for visually impaired students. These magnification devices must not save or capture any portion of the SOL test or use software running concurrently with TestNav.
- Color overlays or tinted screens. A student may use only one blank color overlay. Prior to the assessment session, the examiner must use practice tests to verify that the color overlay or the tinted screen does not obscure any shaded areas of online test items.
- Templates or masks that allow a student to see one word, sentence, or line of print at a time, and markers that allow the student to maintain his/her place are available with a paper/pencil test only.
- Blank graphic organizers which must not contain directions, words, letters, numbers, symbols, color coding, or text of any kind.

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- Template Software must produce only blank templates which may be used electronically or in print and must not contain directions, words, letters, numbers, symbols, color coding, or text of any kind. Template libraries, hyperlink functions and access to the Internet must be disabled and the software must be used on a separate computer from the online test.

- **Large-Print Test (accommodation code 6) (Available with paper/pencil tests only)**

Large-print tests are available only to students with disabilities as documented in the IEP or 504 Plan. A copy of the large-print test is provided in regular print to Test Examiners or Proctors administering the large-print test.

- **Braille Test (accommodation code 9) (Available with paper/pencil tests only)**

A copy of the braille test is provided in regular print to Test Examiners or Proctors administering the braille test.

- **Guidance for Using the Online Audio Test Accommodation for Students with Disabilities**

In the past, school divisions have been told that students should not use accommodations during testing unless they used the same accommodation during classroom instruction and assessments. Since it would be very difficult for school divisions to provide an online audio accommodation during instruction, the following guidelines have been established to provide clarification as to the circumstances under which a student could be provided with an online audio accommodation during testing.

- The IEP Team or 504 Committee must determine whether the read-aloud accommodation administered by a Test Examiner or the online audio accommodation is the more appropriate accommodation delivery method for online testing. It is particularly important that the parent agrees to the delivery method and that the decision is clearly documented in the IEP or 504 Plan.
- The online audio accommodation on the SOL test may be provided to students who typically have a read-aloud accommodation during instruction or to those who use audiocassettes/CDs or text readers in the classroom.
- If the IEP Team or 504 Committee determines that the online audio accommodation is the more appropriate accommodation, the student should have practice with audio Practice Items available on the Virginia Department of Education's Web site at:

www.doe.virginia.gov/testing/sol/practice_items/index.shtml

or an audio training test available in PearsonAccess Training Center.

- **Reading of Test Items Aloud—Information for all Assessments**

When reading the tests aloud, the Examiner must be careful not to lead the student to the correct answer by intonation or to repeat any part of the test which is not specifically requested by the student. In particular, care must be taken to describe graphics without leading the student to the correct response. The Examiner should be familiar with how to read test items to students. Examiners may use the PearsonAccess Training Center practice tests in audio format and audio Practice Items to hear how tests should be read aloud and to practice reading different types of test items. In order to provide the student multi-sensory stimulation, the student must be provided the regular print, large-print, braille, or online version of the test to follow along as the Examiner reads. Test items must be read in English. For more detailed information, refer to *Guidelines for Administering the Read-Aloud Accommodation for the Standards of Learning Assessments* at:

www.doe.virginia.gov/testing/participation/guidelines_read_aloud.pdf

All read-aloud administrations must be recorded or proctored throughout the entire read-aloud test administration. If the session is recorded, the audio record of the entire testing session must be retained on file and secured in the office of the Division Director of Testing until scores are received and verified and Authorization to Proceed (ATP) is approved for that test administration. After testing, if a Proctor was used, the Proctor must read and sign the Proctor's Affidavit located on the *Examiner's/Proctor's Transmittal Form and Affidavit for Recorded Test Sessions*, Appendix B. This written verification must be retained on file in the office of the Division Director of Testing. For detailed information regarding the requirements for recording test sessions, refer to the *Guidelines for Recording a Test Session* in Appendix B.

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- **Read-Aloud Accommodation on *Mathematics, Science, History/Social Science, and Writing Assessments (accommodation code 10)***

The read-aloud accommodation for *Mathematics, Science, History/Social Science, and Writing* assessments is allowed for students with disabilities as specified in the IEP or 504 Plan. Special attention must be given to the IEP or 504 Plan for specific accommodations regarding reading the test aloud. For example, a student's accommodation may require the entire test to be read orally or may require having words, questions, or sentences read orally only when requested by the student.

- **Read-Aloud Accommodation on the *Reading Assessment (accommodation code 14)***

The read-aloud accommodation on the statewide *Reading* assessments is allowed only for students with a visual impairment, including blindness, and those students with a specific disability that severely limits or prevents them from decoding text at any level of difficulty as determined by a diagnostic tool or instrument that was administered by a qualified professional. Students with disabilities who are simply having difficulty reading text and/or are reading below grade-level are not allowed the read-aloud accommodation on the statewide *Reading* assessments.

If the read-aloud accommodation for the *Reading* test is provided for students with disabilities who have **not** been determined as eligible by the school division according to the criteria stated above, the read-aloud will be considered a non-standard accommodation and the student will be considered a non-participant for purposes of federal accountability. In this situation, the student's test should be coded with accommodation codes 14 and B. All read-aloud sessions must be recorded and/or proctored by a second staff member. For more details about recording test sessions, refer to the *Guidelines for Recording a Test Session* in Appendix B.

NOTE: For the EOC *Reading* test, under certain circumstances students with disabilities may receive the read-aloud accommodation (accommodation code 14) even though the student has not been determined as eligible by the school division according to the criteria required for the read-aloud accommodation on the *Reading Assessment*. To qualify, the student must meet all of the following criteria:

- the student is retaking the EOC *Reading* test, having failed the previous attempt(s) without using the read-aloud or audio accommodation; and
- the student's IEP/504 Plan lists the read-aloud or audio accommodation for other tests; and
- the student receives the read-aloud or audio accommodation in the classroom.

The read-aloud accommodation on the EOC *Reading* test will be considered a non-standard accommodation (accommodation code B). In addition to marking the student's test with accommodation codes 14 and B, the test must be marked as retest on the *Student Test Details* screen in PearsonAccess.

Note: If a student passes the EOC *Reading* test using a non-standard accommodation, the student is considered to have passed for the purpose of earning a verified credit toward graduation.

- **Read-Aloud Test Sessions Online—Setup**

NOTE: The following guidelines do not apply to Computer Adaptive Tests.

Examiners who will be reading an online test aloud to students who require this accommodation will be given access to an online test to be viewed on the Examiner's workstation only, through the use of an Examiner Authorization ticket. This online test will not be scored or reported in the online system. Access to the test is being provided to allow the Examiner to read the questions and answer options to the student(s) on a computer monitor that is not part of a student's workstation. Divisions will have the capability of printing the Examiner's test ticket after the read-aloud session has been created. Directions for the DDOT and/or STC for creating read-aloud sessions are as follows:

- To create read-aloud test sessions, select "yes" from the drop-down box on the *New Test Session* screen. A read-aloud session will be indicated on the *New Test Session* screen.
- Click on the *Authorizations* button to view the Examiner Authorization ticket. Clicking this button will display the Examiner's test ticket. This ticket should be printed on colored paper to differentiate it from the students' test tickets and kept secured until the day of testing. The Examiner Authorization ticket should be printed no more than 4 days prior to the start of a test session.

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- The Examiner Authorization ticket is not valid until the test session is started, and it will remain active until the test session is stopped. Unlike the students' online tests, the Examiner may exit the test and log back into the test using the login information on the ticket without resuming the test. Because of this, Examiner Authorization tickets are highly secure materials and must be kept secure until the test session is in STOPPED status. It is imperative that read-aloud test sessions are stopped immediately after the test session is complete. All read-aloud administrations must be audio recorded or proctored.
- Student and Examiner test tickets are generated based on the form group type designated when the session is created. ALL students in the session will receive the same form. Any student needing a form different from the rest of the session must be removed from the session and placed in a new test session set up with that form group type.
- **For Grade 3 Reading and Grades 3-5 Mathematics SOL tests when the second section is to be completed on another day:** Day 1: At the conclusion of the first section, all students listed in the session must be moved to a new, not-started session. The students who completed Section 1 must be in *Exited* or *Resumed* status; absent students should be moved to a make-up session and will remain in ready status. Then the empty first session must be stopped. Day 2: Prior to starting the new session for the 2nd section of the test, new Student and Examiner authorizations must be printed. Start the session on the day of testing Section 2.

The *PearsonAccess User's Guide for the Virginia Assessment Program* provides additional information about read-aloud sessions.

- **Read-Aloud Guidelines for Computer Adaptive Tests (CAT)**

Test questions presented to students on a Computer Adaptive Test are selected by the computer based on the student's response to each question. Because the items selected are customized for each student, an Examiner/Proctor test cannot be created on a separate workstation. If the student requires a read-aloud administration of a Computer Adaptive Test, follow the Read-Aloud test guidelines in **Reading of Test Items Aloud—Information for all Assessments**, located in this Appendix, as well as all of the following:

- The test administration must be administered 1:1.
- The test administration must be recorded and/or proctored throughout the entire read-aloud test administration.
- In order to provide the student multi-sensory stimulation, the student must be seated directly in front of the computer monitor to follow along as the Examiner reads. The Examiner must sit to the side of the student and read directly from the student's workstation.
- Test items must be read in English.
- Unless otherwise specified in the student's IEP/504 Plan the student will maintain control of the computer. The student will respond to each test question and be responsible for all navigation, and final submission of the test for scoring.
- A Computer Adaptive Test cannot be reviewed prior to the test administration. Examiners may use the PearsonAccess Training Center practice tests and Practice Items in audio format to hear how test items should be read aloud.
- The Examiner must read the test items aloud without providing any assistance. The Examiner may not: re-read the item unless requested by the student, summarize the test item, reword the test item, provide hints and clues, remind the student to use test taking strategies, or give any verbal indications or non-verbal cues about the correctness of a student's response.

- **Audio Accommodation on Mathematics, Science, History/Social Science, and Writing Assessments (accommodation code 11)**

The audio accommodation for *Mathematics, Science, History/Social Science*, and *Writing* assessments is allowed for students with disabilities as specified in the IEP or 504 Plan. The student should have instructional experience with audio, such as using audio versions of textbooks or recorded class lectures.

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Unless the student has experience with using audio, this accommodation may result in more difficulty than assistance. In order to provide the student multi-sensory stimulation, the student must be provided the regular print (online or paper), large-print, or braille version of the test to follow along as the audio plays.

• **Audio Accommodation on the *Reading Assessment* (accommodation code 15)**

The audio accommodation on the statewide *Reading* assessments is allowed only for students with a visual impairment, including blindness, and those students with a specific disability that severely limits or prevents them from decoding text at any level of difficulty as determined by a diagnostic tool or instrument that was administered by a qualified professional. Students with disabilities who are simply having difficulty reading text and/or are reading below grade-level are not allowed the audio accommodation on the statewide *Reading* assessments.

If the audio accommodation for the reading test is used for students with disabilities who have **not** been determined as eligible by the school division according to the criteria stated above, the audio will be considered a non-standard accommodation and the student will be considered a non-participant for purposes of federal accountability. In this situation, code the student's test with accommodation codes 15 and B.

NOTE: For the EOC *Reading* test, under certain circumstances students with disabilities may receive the audio accommodation (accommodation code 15) on the EOC *Reading* test even though the student has not been determined as eligible by the school division according to the criteria required for the audio accommodation on the *Reading Assessment*. The student must meet all of the following criteria:

- the student is retaking the EOC *Reading* test, having failed the previous attempt(s) without using the read-aloud or audio accommodation; and
- the student's IEP/504 Plan lists the read-aloud or audio accommodation for other tests; and
- the student receives the read-aloud or audio accommodation in the classroom.

The audio accommodation on the EOC *Reading* test will be considered a non-standard accommodation (accommodation code B). In addition to marking the student's test with accommodation codes 15 and B, the test must be marked as retest on the *Student Test Details* screen in PearsonAccess. **Note:** If a student passes the EOC *Reading* test using a non-standard accommodation, the student is considered to have passed for the purpose of earning a verified credit toward graduation.

• **Audio Test Sessions Online—Setup**

Before administering any online audio tests, the STC or designated technology representative should determine if your division has workstations that meet the minimum requirements for the online audio tests. Refer to the *PearsonAccess TestNav7 Technology Guidelines Configuring Your Test Delivery Environment for Virginia* on the Support page for more information about the audio test specifications. You may access PearsonAccess at:

www.pearsonaccess.com/va

- Using the Proctor Caching functionality is strongly encouraged especially when delivering an audio form of the test. Proctor Caching allows test administrators to “pre-fetch” test content. This accelerates the delivery of test content to students and reduces the amount of bandwidth required for online testing. Because audio files consume a large amount of bandwidth, Proctor should be used when delivering an audio test to a student. For details on downloading, installing, and using Proctor Caching, refer to the *PearsonAccess Proctor Caching User's Guide*. The STC or designated technology representative should ensure that the online audio test is cached before the test session begins.
- The DDOT or STC may assign the online audio form to a student after the test session has been created. For directions on assigning the audio form, refer to the *PearsonAccess User's Guide for the Virginia Assessment Program*.
- When administering the online audio version of a test, an audio control box will appear in the lower right of the computer screen at the first test question but **AFTER** the sample item(s). The box may be moved by clicking on it and dragging the box to the desired location. Students use this player to control the volume, and to pause, rewind, and advance the audio.

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- The test question and answer options will be read automatically as a student advances to each question. Students may listen to a question as many times as necessary. Only the recording for the passage and/or question on the screen will play at any given time. If several students will be tested using the online audio form in the same location, headphones must be provided for each of the students. If a student needs clarification of what was heard on the audio test, the Examiner may repeat or read anything on the screen that is requested by the student but with caution not to inadvertently disclose a response (e.g., reading numbers versus place values, etc.). The Examiner may not answer questions about the passages or test items, provide definitions, or explain test items for students.
 - Using an online audio version of the test is a preferred method of oral presentation as it provides uniform administration statewide. The student should have instructional experience with similar electronic media players found on computers. Unless the student has experience with using electronic media players, the online audio version of a test may result in more difficulty than assistance.
- **Using Audio Recordings That Accompany Braille, Large-Print, or Regular-Print Versions of the Test**

Only use the audio recording accompanying the braille, large-print, or regular print test forms/prompts if the student has use of audio as an accommodation on her/his current IEP or 504 Plan. Before test administration, check audio players to be sure they will work correctly during test administration. Check the labels of the audio recordings to see that the subject area and test form number match the braille, large-print, or regular-print test booklets. **Students may pause or stop an audio as necessary during the test to follow its contents and keep up with the narration.** Students must be provided with their own test booklet, audio player, compact disc, and if in a room with other students, headphones.

In each set of specific directions for administering a subject area test, look for the directions that will indicate exactly when to begin playing an audio recording. The Test Examiner must follow directions and read aloud specific directions to the student for audio tests.

- **Interpreting/Transliterating Test Items (e.g., sign language, cued speech)—Information for ALL Assessments**

Interpreters/Transliterators may be used for students who are deaf or have a hearing impairment and who have interpretation documented as an accommodation in their IEP or 504 Plan. The Interpreter/Transliterator may interpret/transliterate test directions, sample items, questions regarding the mechanics of testing directed to and answered by the Examiner, and test items. The student's IEP Team or 504 Committee should determine the best method to provide the student with hearing impairments or deafness access to assessment items. Interpreters/Transliterators for all tests:

- must participate in Examiner/Proctor training offered at the division or school;
- must read, understand, and agree to adhere to the *School Division Personnel Test Security Agreement*;
- may help prepare students for testing by interpreting practice items, released tests, or other materials designed for test preparation;
- may have access to the tests for review purposes 24 hours prior to the test administration as authorized by the DDOT. If the Interpreter/Transliterator requires access to an online test for review purposes, the DDOT must contact testing staff at the Virginia Department of Education for assistance. The pre-testing review must be conducted under supervision. **Note:** A Computer Adaptive Test cannot be reviewed prior to the test administration.

During testing, the Interpreter/Transliterator functions as the communication facilitator and must read each item to him/herself silently before interpreting/transliterating it to the student to ensure that the correct response is not inadvertently disclosed. The Interpreter/Transliterator must be careful not to lead the student to a correct answer by facial expression or by repeating any part of the test which is not specifically requested by the student. The Interpreter's/Transliterator's role and professional code of ethics prohibit answering questions directly or providing assistance in answering test questions. The test administration

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must be video recorded or proctored by an individual fluent in the type of interpretation/transliteration used. After testing, if a Proctor is used, the Proctor must read and sign the Proctor's Affidavit located on the *Examiner's/Proctor's Transmittal Form and Affidavit for Recorded Test Sessions*, Appendix B. The Interpreter/Transliterator must complete, read, and sign the *Interpreter's Affidavit* (Appendix B) for each student receiving interpretation/transliteration services. The Proctor Affidavits and the Interpreter Affidavits must be securely maintained in the Office of the DDOT.

- **Interpreting/Transliterating Directions (e.g., sign language, cued speech) (accommodation code not required)**

Testing sessions for students who are deaf or have a hearing impairment and who normally communicate in sign language or using cued speech may include a qualified interpreter or transliterator for test directions or to interpret/transliterate questions answered by the Test Examiner. The Test Examiner must be present for the testing session and must read the test directions aloud as presented in the *Examiner's Manual* so that they can be interpreted/transliterated. The interpreter/transliterator should communicate sample test items that are read aloud as part of the test directions, and student questions should be directed to the Test Examiner.

- **Interpreting/Transliterating Accommodation on *Mathematics, Science, History/Social Science, and Writing Assessments* (accommodation code 12)**

The interpreting/transliterating accommodation for *Mathematics, Science, History/Social Science, and Writing* assessments is allowed for students who are deaf or have hearing impairments as specified in the IEP or 504 Plan. The test items may be items interpreted/transliterated directly from assessments (paper or online formats) or from items read to the student by Test Examiners. The student's IEP Team or 504 Committee should determine the best method to provide the student access to assessment items.

- **Interpreting/Transliterating Accommodation on the *Reading Assessment* (accommodation code 16)**

Students who are deaf or have a hearing impairment may be considered by school divisions for the interpreting/transliterating accommodation on the *Reading* assessment because of difficulty hearing phonemes, which is a part of the decoding process. Eligibility must be determined by a diagnostic tool or instrument administered by a qualified professional. If a student who is deaf or hearing impaired is found eligible for the interpreting/transliterating accommodation because his/her hearing impairment severely limits the ability to decode text, the test would be administered through an interpreter if that student uses sign language as his/her method of communicating. If the student does not use an interpreter, but depends on speech reading in addition to audition for comprehension, the read-aloud accommodation should be done face-to-face and recorded and/or proctored.

- **Interpreting/Transliterating Sessions Online—Setup**

If the Interpreter/Transliterator is interpreting/transliterating an online test, the Interpreter/Transliterator will need access to the test on a separate workstation. Follow the read-aloud procedures in this manual in order to obtain an Examiner Authorization ticket for the Interpreter/Transliterator. If the Interpreter/Transliterator requires access to the test for review purposes, the DDOT must contact testing staff at the Virginia Department of Education for assistance.

- **Interpreting/Transliterating Computer Adaptive Test (CAT) Items**

Test questions presented to students on a Computer Adaptive Test are selected by the computer based on the student's response to each question. Because the items selected are customized for each student, an Interpreter's/Transliterator's copy of the test cannot be created on a separate workstation. If the student requires interpretation/transliteration services on a Computer Adaptive Test follow the interpreting/transliterating guidelines in **Interpreting/Transliterating Test Items (e.g., sign language, cued speech)—Information for ALL Assessments**, located in this Appendix, as well as all of the following:

- The test administration must be administered 1:1.
- The test administration must be video recorded and/or proctored throughout the entire test administration.

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- The student and the Interpreter/Transliterater must position themselves so that the student has access to the computer work station and can see the Interpreter/Transliterater, and the Interpreter/Transliterater can see the test questions on the student's workstation.
- Unless otherwise specified in the student's IEP/504 Plan, the student will maintain control of the computer. The student will respond to each test question, and be responsible for all navigation, and final submission of the test for scoring.

A Computer Adaptive test cannot be reviewed prior to the test administration. Interpreters/Transliteraters may practice interpreting/transliterating test questions using the PearsonAccess Training Center practice tests and Practice Items for the specific test.

Response Accommodations

It is important to remember that even when accommodations are provided, all responses on the assessments should be generated by the student, not influenced by others.

- **Enlarged Copy of Answer Document (accommodation code 8)
(Available with paper/pencil tests only)**

If the student marks responses on an enlarged copy of the answer document (accommodation code 8), the student's responses must be transcribed to the regular answer document by a school official. The regular answer document and the enlarged copy of the answer document must be verified by a second school official to ensure that no errors in the transcription occurred. The enlarged copy of the answer document shall be retained on file and secured in the office of the Division Director of Testing until the scores are received and verified and Authorization to Proceed (ATP) is approved for that test administration. Note: It is the school division's responsibility to provide the enlarged answer document for the student.

- **Communication Board, Choice Cards (accommodation code 13)**

Student responses selected from a communication board or choice cards must be transcribed to the regular answer document or entered online by a school staff member. The student and the scribe must have used this method of communication instructionally. For online testing, practice tests must be used so that both the student and the scribe are familiar with the level of communication required to complete the Technology Enhanced Items (TEI). Video recording of the entire test session is strongly encouraged. If not recorded, the test session must be proctored. The answer document must be verified by a second school staff member using the video recording or by the proctor to ensure that no errors in transcription have occurred. After testing, if a Proctor was used, the Proctor must read and sign the Proctor's Affidavit located on the *Examiner's/Proctor's Transmittal Form and Affidavit for Recorded Test Sessions*, Appendix B. This written verification must be retained on file in the office of the Division Director of Testing. For detailed information regarding the requirements for recording test sessions, refer to the *Guidelines for Recording a Test Session* in Appendix D.

- **Student Responds Verbally, Points, Indicates a Response, or Marks Test Booklet and Examiner/Proctor Transfers Responses to an Answer Document or Selects Student's Choice Online (accommodation code 18); or Uses Augmentative Device with Auditory Output (accommodation code 22)**

When these accommodations are provided, student responses must be transcribed to the regular answer document or selected on the student's computer workstation by the Examiner. The regular answer document and the marked test booklet must be verified by a second school official to ensure that no errors in transcription occurred. The student's name should be clearly printed on the test booklet and the booklet returned with all other secure materials to Pearson. If a discrepancy is discovered after the division has returned its secure materials to Pearson, notify assessment staff at the Virginia Department of Education.

If the student responds verbally, the session must be recorded and/or proctored. Students who are unable to respond to test items by marking a regular or enlarged copy of the answer document, by clicking the answer online, or by circling answers in their test booklet may have an Examiner/Proctor record their responses. An audio and/or video recording must be made of the exchange or the session may be proctored by a second school staff member. The audio/video record shall be retained on file and secured in the office of

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the Division Director of Testing until the scores are received and verified and Authorization to Proceed (ATP) is approved for that test administration. After testing, if a Proctor was used, the Proctor must read and sign the Proctor's Affidavit located on the *Examiner's/Proctor's Transmittal Form and Affidavit for Recorded Test Sessions*, Appendix B. This written verification must be retained on file in the office of the Division Director of Testing. For detailed information regarding the requirements for recording test sessions, refer to the *Guidelines for Recording a Test Session* in Appendix B.

- **Braille (accommodation code 21)**

Blind and low-vision students may use a Braillewriter to respond to the writing prompt/short-paper component of the *Writing* test or to record responses to multiple-choice questions on the SOL tests. Student responses must be transcribed to the regular answer document by school personnel qualified to read braille. If a student has written his/her response to the *Writing* assessment with a Braille typewriter and has used braille shorthand, the student must spell the English words. The regular answer document and brailled material must be verified by a second school staff member qualified to read braille to ensure that no errors in transcription occurred. The brailled material shall be retained on file and secured in the office of the Division Director of Testing until the scores are received and verified and Authorization to Proceed (ATP) is approved for that test administration.

- **Word Processor, Word Processor with Speech-to-Text, or Typewriter (accommodation code 21); Augmentative Communication Device (accommodation code 22)**

When used on the short-paper component of the Writing Assessment

These accommodations are available for students who are blind or have visual impairments and who do not use braille, as well as students who have an orthopedic impairment, a specific learning disability, or other disability that interferes with the composing process. It allows these students to use a typewriter, word processor, word processor with speech-to text, or an augmentative communication device to complete the short-paper component of the SOL *Writing* test. To be an eligible accommodation, documentation must exist indicating the student uses a typewriter, word processor, word processing device with speech-to text, or augmentative communication device for his/her written work. The student may use a hand-held "spell checker" or the spell checking capacity of a computer can be used, but the student must not be prompted to use it.

Word Processor, Word Processor with Speech-to-Text, Typewriter Guidelines: If the speech-to-text capability of a word processor is used, the student must be assessed individually to ensure that other test takers are not disturbed. Any automatic correction, thesaurus, or grammar check features of the word processor must be disabled. The student's typed or printed short paper must be transcribed to the regular answer document or into the online test's response area in TestNav by school staff. Prior to submitting the test for scoring, the transcribed student's response must be verified by a second school official to ensure that no errors in the transcription occurred. A paper copy of the student's short paper shall be retained on file and secured in the office of the Division Director of Testing until scores are received and verified and Authorization to Proceed (ATP) is approved for that test administration. In addition, the student's short paper must be deleted from the device used to compose the short paper, however, an electronic copy (flash drive, CD, floppy disk etc.) of the short paper may be securely stored until the scores are received and verified and Authorization to Proceed (ATP) is approved for that test administration. The electronic copy must then be securely destroyed.

A document stating that the typed or printed response to the writing prompt is entirely the student's work and that no "automatic correction, thesaurus, or grammar checker features" were used must be signed by the Test Examiner and Proctor (when present) and retained on file in the office of the Division Director of Testing until the scores are received and verified and Authorization to Proceed (ATP) is approved for that test administration.

Augmentative Communication Device Guidelines: Only augmentative communication devices which produce student responses verbatim may be used. If the augmentative communication device produces an auditory output, it should be treated as dictation to a scribe.

Note: The format used (paper/pencil or online) for the short-paper component of the *Writing* test must be the same format used for the multiple-choice component. When using the online format, two separate workstations must be made available to the student. The student must first use one workstation to log into

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TestNav using his/her Student Authorization ticket to access the prompt and the Checklist for Writers, and the other workstation will be used to compose his/her short paper.

- **Spelling Aids (accommodation code 23)**
Short-paper component of the Writing Assessment only

Students with disabilities are allowed to use approved spelling aids on the SOL short-paper component of the *Writing* assessment. Spelling aids include spell checkers and spelling dictionaries. The spelling aid must meet the criteria established by the Virginia Department of Education. The spelling aid must be documented on the student's IEP or 504 Plan as a testing accommodation. Spell checkers may not automatically correct words or provide prompting for spell checking. If the spell checker allows for the selection of a dictionary, a dictionary appropriate to the student's grade level should be selected. Further, if automatic correction, prompting for spelling, and/or access to a thesaurus are included, these features must be disabled. A spelling dictionary may be a commercial product as long as there are not hints or clueing included. It should only contain the word lists in alphabetical order. A spelling dictionary could also be a teacher- or student-made personal spelling dictionary with words that the student uses in his or her writing.

The spelling dictionary must not contain spelling rules, punctuation rules, words used in sentences, or other clueing.

- **English Dictionary (accommodation code 29)**
Short-paper component of the online Writing Assessment only

Students who cannot access the online spell check tool or other permitted spelling aid for the short-paper component of the online *Writing* test may use an English dictionary to check spelling. The English dictionary must meet these guidelines:

- The English dictionary must be a general dictionary without a thesaurus section.
- The English dictionary must not be content specific or a specialized dictionary.
- The English dictionary must be a paper dictionary. An electronic dictionary is not allowed.
- The English dictionary may be either school-owned or student-owned.
- The English dictionary should be familiar to the student. The SOL *Writing* Test should not be the first time a student uses the dictionary.
- The English dictionary must not be altered with hand-written notes in the margins or include additional materials, such as class notes.

Note: the English dictionary is only designated as an accommodation on the short-paper component of the online *Writing* test. For any paper/pencil short-paper component of the *Writing* test (2002 and 2010 SOL), the English dictionary is available to all students and should not be designated as an accommodation.

- **Dictation to a Scribe (accommodation code 25)**
Short-paper component of the Writing Assessment only

The student will dictate in English (or use an augmentative communication device with auditory output) his/her response to the prompt for the short paper component of the *Writing* assessment to a school official (scribe) who will transcribe it. The scribe, who should have experience working with the student, must format, capitalize, and punctuate only as directed by the student. The student is not required to spell each word to the scribe. The session between the student and scribe must be recorded and/or proctored. If recorded, the scribe's transcription and the audio record must be verified by a second school official to ensure that no errors in transcription occurred and the recording and transcription must be given to the Division Director of Testing. The scribe's transcription and audio/video record of the session shall be retained on file and secured in the office of the Division Director of Testing until the established Request for Rescore period is over. After testing, if a Proctor was used, the Proctor must read and sign the Proctor's Affidavit located on the *Examiner's/Proctor's Transmittal Form and Affidavit for Recorded Test Sessions*, Appendix B. This written verification must be retained on file in the office of the Division Director of Testing. For detailed information regarding the requirements for recording test sessions, refer to the *Guidelines for Recording a Test Session* in Appendix B.

Guidelines for Dictation to a Scribe Using the Online Format of the Short-Paper Component: The process between the student and scribe should be established before testing begins and should follow the format that is used in the classroom. The IEP/504 Plan should specify how the scribing will be completed.

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- As the student dictates, the scribe may type directly into the response area of the student's short-paper component in TestNav. The student may revise/edit within the response area and submit the test when finished; or
- The scribe may type the student's response on a word processor using a different computer as the student dictates. The student may revise/edit the short paper on the word processor or a printed copy. A final paper copy is printed and used for transcription into the response area in TestNav; or
- The scribe may hand write the student's response as the student dictates. The student may revise/edit the short paper on the hand written copy. The final short paper is then transcribed into the response area in TestNav.

Transcriptions into the response area of the student's short paper component of the *Writing* test in TestNav must be completed on the same school day the test was taken. Transcriptions to a paper/pencil answer document must be completed as soon as possible after the test. Remember that all materials containing student responses to test items are designated as secure test materials and must be maintained in a secure location.

Note: The format used (paper/pencil or online) for the short-paper component of the *Writing* test must be the same format used for the multiple-choice component.

- **Read Back Student Response (accommodation code 30)**
Short-paper component of the Writing Assessment only

Reading back a student's short-paper response is only allowed for students with disabilities and must be documented in the student's IEP or 504 Plan as an accommodation. The IEP or 504 Plan must clearly document whether the student's short-paper response will be read back by the Test Examiner or from a workstation equipped with text-to-speech capabilities. In addition, the read-back accommodation must be used routinely in the student's instruction. Guidance regarding the read-back accommodation by the Test Examiner or from a workstation with text-to-speech capabilities is provided below.

Read-Back Accommodation Provided by the Test Examiner

- The student must be tested individually so other test-takers are not disturbed.
- The student may request any portion of the draft and/or final short paper to be read back as often as necessary. The student may continue to edit and request read-back until the final short paper is submitted for scoring.
- The Test Examiner must read the student's response back verbatim without providing any assistance. Examples of prohibited help include but are not limited to: correcting or providing clues to spelling, grammar, and/or punctuation, rewording the response, providing hints and clues, giving reminders, and/or giving verbal indications or non-verbal clues about the correctness of the student's response. The Test Examiner must read only the student's response, not the writing prompt. If the student uses interpreter services, the Interpreter must sign the Test Examiner's oral reading of the student's short paper.
- All read-back sessions must be audio or video recorded or proctored. Video recording is required if an Interpreter is used to sign the Test Examiner's read back. If the session is recorded, the audio/video record of the read-back session must be retained on file and secured in the office of the Division Director of Testing (DDOT) until scores are received and verified and Authorization to Proceed (ATP) is approved for that test administration. After testing, if a Proctor was used, the Proctor must read and sign the Proctor's Affidavit located on the *Examiner's/Proctor's Transmittal Form and Affidavit for Recorded Test Sessions*, Appendix B. This written verification must be retained on file in the office of the Division Director of Testing. For detailed information regarding the requirements for recording test sessions, refer to the *Guidelines for Recording a Test Session* in Appendix B. If an Interpreter is used, the Interpreter must sign the *Interpreter's Affidavit*. These written verifications must be retained on file in the office of the DDOT until scores are received and verified and ATP is approved for that test administration.
- The final short paper must be written on the regular answer document or entered into the online test's response area in TestNav.

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Read-Back Accommodation Provided by a Workstation with Text-to-Speech Capability

- The student must be tested individually or with headphones so other test-takers are not disturbed.
- When using the online format, two separate workstations must be made available to the student. The student must first use one workstation to log into TestNav using his/her Student Authorization ticket to access the prompt and the Checklist for Writers, and the other workstation will be used to compose his/her short paper using a program with text-to-speech capabilities that reads the student's response verbatim. The student may use the text-to-speech function as often as necessary.
- If the text-to-speech program includes automatic correction, thesaurus, or grammar check, these features must be disabled. The student may use the manual spell checking capacity of the text-to-speech program, but the student must not be prompted to use it.
- The Test Examiner must not provide any assistance. Examples of prohibited help include but are not limited to: correcting spelling, grammar, and/or punctuation, rewording the response, providing hints and clues, giving reminders, and/or giving verbal indications or non-verbal clues about the correctness of the student's response.
- The student's short-paper response from the computer with the text to speech capability must be printed. The short paper must be transcribed to the regular answer document or into the online test's response area in TestNav by school staff. The transcribed student's response must be verified by a second school official to ensure that no errors in the transcription occurred.
- A paper copy of the student's short paper shall be retained on file and secured in the office of the DDOT until the scores are received and verified and ATP is approved for that test administration. In addition, the student's short paper must be deleted from the device used to compose the short paper; however, an electronic copy (flash drive, CD, floppy disc, etc.) of the short paper must be securely stored until the scores are received and verified and Authorization to Proceed (ATP) is approved for that test administration. The electronic copy must then be securely destroyed.
- A document stating that the printed response to the writing prompt is entirely the student's work and that no "automatic correction, thesaurus, or grammar checker features" were used must be signed by the Test Examiner and Proctor (when present) and retained on file in the office of the Division Director of Testing until the scores are received and verified and ATP is approved for that test administration.

Note: The format used (paper/pencil or online) for the short-paper component of the *Writing* test must be the same format used for the multiple-choice component.

Transcriptions into the response area of the student's short-paper component of the *Writing* test in TestNav must be completed on the same school day the test was taken. Transcriptions to a paper/pencil answer document must be completed as soon as possible after the test. All materials containing student responses to test items are designated as secure test materials and must be maintained in a secure location.

- **Word Prediction Software (accommodation code 21)**

Short-paper component of Writing Assessment only

Students with disabilities may use word prediction/selection software on the short-paper component of the SOL *Writing* assessments. Word prediction/selection is defined as any software providing a student with a selection of single words from student-generated single or multiple keystrokes. For example, a student may type into the software the letter "p." The software will provide the student with a list of single words starting with the letter "p" (e.g., "plane," "plain," "put," "part," "please"). It should be noted that word prediction/selection is limited to the software providing selections of single words and not phrases, grammatically appropriate options, or other unrelated word choices generated by student keystrokes to predict sentence structure.

Software with word prediction/selection must not provide prompting for spell checking, grammar checking, predicting phrases or word choices, and must not make use of a thesaurus. If the word prediction/selection software allows selection of a dictionary for use by the software, an appropriate dictionary for the student's grade level should be selected.

The format used (paper/pencil or online) for the short-paper component of the *Writing* test must be the same format used for the multiple-choice component. The student's short paper must be deleted from the

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device used to compose the short paper; however, an electronic copy (flash drive, CD, floppy disk etc.) of the short paper must be securely stored until scores have been received, then securely destroyed.

Guidelines for Word Prediction Software Using the Online Format of the Short-Paper Component:

When using the online format, two separate workstations must be made available to the student. The student must first use one workstation to log into TestNav using his/her Student Authorization ticket to access the prompt and the Checklist for Writers. The other workstation will be used to compose his/her short paper using word prediction software.

The student's short paper is then typed into the response area in TestNav. As specified in the IEP/504 Plan, the student may transcribe his/her own paper into TestNav, or it may be transcribed and verified by school staff. Follow the guidelines for Transcription of Students' Answers.

- **Calculators and Arithmetic Tables (accommodation code 26)**

Grades 3-7 Mathematics assessments only

Students with disabilities may use calculators and arithmetic tables on sections of the Grades 3-7 *Mathematics* SOL assessments in which a calculator is not allowed. The student's IEP Team or 504 Committee must determine that a student is eligible based on the calculator accommodation criteria established by the Virginia Department of Education. Arithmetic tables and charts are defined as tools that serve the same function as a simple calculator (e.g. four-function calculator). Examples include multiplication charts, addition charts, subtraction charts, or division charts. In order to use these tools, students with disabilities must be found eligible by their IEP Team or 504 Committee under the calculator accommodation criteria. If the student is determined eligible, the IEP Team or 504 Committee must document the decision on the student's IEP or 504 Plan and must complete and sign the appropriate *Calculator Accommodation Criteria* form and maintain a copy in the student's educational record. The *Calculator Accommodation Criteria Form for Students with Disabilities* and the *Calculator Accommodation Criteria Form for Students with Blindness or Visual Impairments* are located on the Virginia Department of Education Web site at:

www.doe.virginia.gov/testing/participation/index.shtml

- **Calculator with Additional Functions (accommodation code 28)**

Grades 4- 8 and EOC Mathematics assessments only

Calculators with additional functions are calculators with mathematical functions designed to accommodate a student's disability. Calculators with additional functions are calculators other than those routinely supplied to students on the Standards of Learning (SOL) Mathematics tests. Calculators routinely supplied to students are referred to as approved calculators and are listed in the Non-Writing Test Implementation Manual.

To prevent the use of calculators with additional functions which exceed those used to accommodate a student's disability, the following guidance must be used when selecting calculators with additional functions for eligible students with disabilities.

ALLOWED

Calculators with additional functions are allowed if the additional mathematical functions are required for the student to access the SOL assessment and are directly related to the student's disability. Both the disability and the corresponding additional functions must be clearly documented in the justification statement of the appropriate *Calculator Accommodation Criteria* form. The justification statement should explain the disability as it relates to mathematics and provide a rationale as to why the additional functions are necessary.

NOT ALLOWED

Calculators with additional functions:

- that are not related to the student's disability;

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- that provide an unfair advantage to the student;
- designed solely to enhance student performance; or
- designed to compensate for below grade level mathematic skills.

The *Calculator Accommodation Criteria Form for Students with Disabilities* and the *Calculator Accommodation Criteria Form for Students with Blindness or Visual Impairments* are located on the Virginia Department of Education Web site at:

www.doe.virginia.gov/testing/participation/index.shtml

- **Math Aids (accommodation code 19)**

Mathematics assessments only

Students with disabilities may use approved math aids on *Mathematics* SOL assessments if the accommodation is documented in the student's IEP or 504 Plan as a testing accommodation. Examples of approved math aids include: number line, colored shapes, and fraction circles. For a complete list of both approved and not approved math aids, refer to the document *Explanation of Testing Accommodations for Students with Disabilities—Math Aids Accommodation Code 19*, available on the Virginia Department of Education Web site at:

www.doe.virginia.gov/testing/participation/index.shtml

Transcription of Students' Answers—Information for all Assessments

Transcribing students' test responses onto an answer document or onto the online test screen is **only** available for students as stated in their IEPs, 504 Plans, LEP Student Assessment Participation Plans, or due to a documented temporary condition. In the case of a damaged answer document or an irregularity, prior approval must be obtained from the DDO for the STC to conduct a transcription of students' answers.

A student's test items responses must be transcribed if the student's answers were:

- recorded on braille paper or on an enlarged copy of the answer document;
- dictated to an Examiner/Proctor;
- created using a typewriter, word processor, word processor with speech-to-text, braille, augmentative communication device, or word prediction software;
- marked directly in the test booklet; or
- indicated verbally, by pointing, or using a communication board or choice cards.

The student's responses must be entered exactly as the student indicated. The student's responses must not be corrected, or altered in any way. The transcription must be verified by a second school official to ensure that no errors occurred. Proctors may transcribe or verify the transcription. Other school staff members may transcribe responses or verify responses without formal training as a Proctor.

Note: The same individual should transcribe the entire short-paper component of the *Writing* test since an alert will be triggered if a response appears with more than one individual's handwriting.

Transcriptions must be completed as soon as possible after the test has been administered. Transcriptions to an online test must be completed on the same school day the test was taken. Transcriptions to a paper/pencil answer document must be completed as soon as possible after the test. All materials containing student responses to test items are designated as secure test materials and must be maintained in a secure location.

If a device was used to compose the student's responses, the responses must be deleted from the device. The documentation of the student's responses (such as an audio/video of the session, output from a braille or augmentative communication device, paper and electronic copies of responses (e.g., flash drive, CD, floppy disk, enlarged answer documents) shall be retained on file and secured in the office of the DDO until scores are received and verified and Authorization to Proceed (ATP) is approved for that test administration.

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Procedures for Requesting a Special Assessment Accommodation

Some students with disabilities may require accommodations beyond those listed in this manual to access the SOL assessments. Prior approval from the Virginia Department of Education is required in order to administer these accommodations. The Division Director of Testing or his/her designee should complete the *Special Assessment Accommodation Request* form available on the Virginia Department of Education Web site at:

www.doe.virginia.gov/testing/participation/index.shtml

The *Special Assessment Accommodation Request* form must be submitted to the Virginia Department of Education following the directions provided on the form and by the deadline listed on the form.

Each request for a special assessment accommodation will be reviewed based upon the need to provide equal access to the SOL test for the student and the need to maintain standardized procedures and test security. Accommodations may be “approved,” “approved with conditions,” or “not approved.” Some accommodations that are approved or approved with conditions may be designated as non-standard accommodations. The Division Director of Testing or his/her designee will be notified as soon as the decision concerning the special assessment accommodation has been made.

If a request for a special assessment accommodation receives an “approved” or “approved with conditions” response, the approval for that accommodation will remain in effect for subsequent SOL administrations for that same student only, if:

- the subsequent SOL assessment is in the same content area(s) as the original approval;
- the student’s continuing need for the same accommodation is documented in the IEP; and
- the conditions specified in the original response will be met.