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**Foreword**

The West Virginia Statewide Assessment Program was enacted in 1962 by the Legislature as a result of a West Virginia Board of Education (WVBE)-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 57 county school systems, which include the West Virginia Schools for the Deaf and the Blind and Institutional Education Programs.

The state’s current comprehensive assessment system, which includes the West Virginia General Summative Assessment, operates under the provisions of WVBE Policy 2340: West Virginia Measures of Academic Progress.

This year, the West Virginia General Summative Assessment includes individual content assessments in the areas of English language arts (ELA) and mathematics in grades 3-11, and science in grades 4, 6 and 10.

The purpose of these assessments is to provide an academic check-up and to give teachers and parents meaningful information on what students know and can do, and how well they are progressing toward college and career readiness. Assessments strive to show how well students perform on clearly defined standards, objectives and skills that are being taught in the classroom. They provide valuable feedback to students, educators, parents, policy makers, and the public about students’ academic strengths, as well as areas that need improvement, and about the effectiveness of the state’s educational system as a whole. Additionally, the state summative assessments ensure West Virginia meets federal accountability requirements and provide data to help determine school designations.

This test administration manual was developed to assist districts and schools in successfully administering the West Virginia General Summative Assessment.

Michael J. Martirano, Ed.D.
State Superintendent of Schools
WV GENERAL SUMMATIVE ASSESSMENTS
CUSTOMER SERVICE

The West Virginia General Summative Assessments Portal at http://wv.portal.airast.org is the home for all online assessment administration information.

For questions regarding the online testing technical issues, please contact the West Virginia General Summative Assessments Help Desk at 1-844-560-7367 or wvhelpdesk@air.org.

For questions regarding test administration or policy issues, please contact your district test coordinator.

The Help Desk is open Monday–Friday from 6:00 a.m. to 6:00 p.m. Eastern Time During these hours, staff will respond promptly to calls.

The Help Desk may be contacted for situations and questions that include the following:

1. Testing environment down or unavailable; user accounts not available or users not able to administer tests;
2. Student information incorrect or missing;
3. Preparing for online testing—downloading the secure browser, voice packs, etc.;
4. Tests showing as available to students when they log in to begin testing;
5. Password resets for district and school users;
6. Settings not presenting as intended.

When contacting the Help Desk, provide the representative with as much detail as possible about the issue(s) encountered and the system on which it occurred. This should include the following:

- type of device being used for the test;
- any error messages that appeared (code and description);
- operating system and browser information;
- network configuration information;
- your contact information for follow-up, including email address and phone number; and
- any relevant and authorized student and school information, including statewide student identifier (SSID), this will be either their WVEIS number or Assessment ID number assigned by WVDE; grade level; content area; and performance task (PT), fixed-form or computer adaptive test (CAT).
1.0 ABOUT THE WEST VIRGINIA GENERAL SUMMATIVE ASSESSMENT

What is the West Virginia General Summative Assessment?

The West Virginia General Summative Assessment includes individual content assessments in the areas of English language arts (ELA), mathematics and science that measure a student’s levels of performance on clearly defined standards, objectives and skills. The assessment results provide information about a student’s academic strengths, as well as areas that need improvement. The parent/guardian will receive a student report that indicates levels of performance in each of the content areas. Results of the tests will be used by educators to improve student learning and performance.

About this Manual

This manual will discuss policy and procedure for ELA, mathematics and science assessments. Anywhere this manual mentions Test Administrators (TA), it is referring to both TAs and Teachers (TE). In addition to having the privileges of a TA, a TE has access to the Online Reporting System (ORS).
2.0 OVERVIEW OF THE SUMMATIVE ASSESSMENTS

2.1 About the ELA and Mathematics Tests

The West Virginia General Summative Assessment in ELA and mathematics will be given to students in grades 3–11. Each content area of the online test consists of a computer adaptive test (CAT) as well as a performance task (PT).

2.2 About the Science Test

The West Virginia General Summative Assessment in science will be given to students in grades 4, 6 and 10. The online test consists of a two-part, fixed-form test.

2.3 Test Administration Roles and Responsibilities

The West Virginia General Summative Assessments uses a role-based system. Each user is assigned a specific role which has access to the different systems or features. Users roles and responsibilities for the test are provided in Table 1.

### Table 1: User Roles in the Online Testing System

<table>
<thead>
<tr>
<th>User Role</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>District Test Coordinator (DC)</td>
<td>DCs are responsible for the following:</td>
</tr>
<tr>
<td></td>
<td>- completing training as defined by West Virginia Board of Education (WVBE)</td>
</tr>
<tr>
<td></td>
<td>Policy 2340;</td>
</tr>
<tr>
<td></td>
<td>- adding lower level users into TIDE;</td>
</tr>
<tr>
<td></td>
<td>- ensuring that the School Coordinators (SC) and Test Administrators (TA)</td>
</tr>
<tr>
<td></td>
<td>in their districts are appropriately trained regarding the test</td>
</tr>
<tr>
<td></td>
<td>administration and security policies and procedures;</td>
</tr>
<tr>
<td></td>
<td>- reporting test security incidents to the WVDE via the appeals tab in</td>
</tr>
<tr>
<td></td>
<td>TIDE;</td>
</tr>
<tr>
<td></td>
<td>- providing general oversight for all administration activities in their</td>
</tr>
<tr>
<td></td>
<td>district schools.</td>
</tr>
<tr>
<td></td>
<td>*This is the role previously called CTC.</td>
</tr>
</tbody>
</table>
## User Role

<table>
<thead>
<tr>
<th>User Role</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>School Test Coordinator (SC)</strong></td>
<td>SCs are responsible for:</td>
</tr>
<tr>
<td></td>
<td>• completing training as defined by WVBE Policy 2340;</td>
</tr>
<tr>
<td></td>
<td>• adding school level users to TIDE;</td>
</tr>
<tr>
<td></td>
<td>• identifying TAs and ensuring they are properly trained;</td>
</tr>
<tr>
<td></td>
<td>• coordinating with TAs so they administer all assessments;</td>
</tr>
<tr>
<td></td>
<td>• entering and/or verifying test settings for students;</td>
</tr>
<tr>
<td></td>
<td>• creating or approving testing schedules and procedures for the school (consistent with WVDE and district policies);</td>
</tr>
<tr>
<td></td>
<td>• working with technology staff to ensure that necessary secure browsers are installed and any other technical issues are resolved;</td>
</tr>
<tr>
<td></td>
<td>• monitoring testing progress during the testing window and ensuring that all students participate, as appropriate;</td>
</tr>
<tr>
<td></td>
<td>• addressing testing problems, as needed;</td>
</tr>
<tr>
<td></td>
<td>• mitigating and reporting all test security incidents to their DC in a manner consistent with WVDE policies; and</td>
</tr>
<tr>
<td></td>
<td>• providing general oversight for all administration activities in their school and for all TAs.</td>
</tr>
<tr>
<td></td>
<td>*This is the role previously called BLC.</td>
</tr>
<tr>
<td><strong>Test Administrator (TA)</strong></td>
<td>TAs are responsible for:</td>
</tr>
<tr>
<td></td>
<td>• completing training as defined by WVBE Policy 2340;</td>
</tr>
<tr>
<td></td>
<td>• viewing student information prior to testing to ensure that the correct student receives the proper test with the appropriate supports (TAs should report any potential data errors to SCs as appropriate.);</td>
</tr>
<tr>
<td></td>
<td>• administering the West Virginia General Summative Assessment; and</td>
</tr>
<tr>
<td></td>
<td>• reporting all potential test security incidents to their SC in a manner consistent with WVDE policies.</td>
</tr>
<tr>
<td></td>
<td>*This role was previously called Examiner, and is defined as Examiner in WVBE Policy 2340.</td>
</tr>
</tbody>
</table>

### 2.4 Training

Prior to administering a test, Test Administrators (and any other individuals who will be administering any secure assessment) should be trained on WVBE Policy 2340, *2014-2015 Guidelines for Participation in West Virginia State Assessments*, this manual, and the *Test Administrator User Guide*, and should view the associated training modules. Additionally, TAs should complete the Test Administrator certification course. All of these resources are available on the West Virginia General Summative Assessments Portal at [http://wv.portal.airast.org](http://wv.portal.airast.org).
3.0 TEST ADMINISTRATION RESOURCES

This Online Test Administration Manual (TAM) for the West Virginia General Summative Assessment is intended for staff who play a role in the administration of assessments. This manual provides procedural and policy guidance to implement the assessments. The appendices of this manual contain important information that can be used as stand-alone materials and are easily extracted for printing or distribution. For a list of frequently used terms associated with the assessments, see Appendix A. For specific questions not addressed in this manual, please contact your district test coordinator.

3.1 Summative Assessment Administration Resources

The TAM is designed to complement a variety of other resources listed in Table 2 (manuals), Table 3 (training modules), and Table 4 (other resources). All resources can be found on the West Virginia General Summative Assessments Portal at http://wv.portal.airast.org.

Table 2: Manuals

<table>
<thead>
<tr>
<th>Resource</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>TIDE User Guide</strong></td>
<td>TIDE is the system used to manage student information and user accounts for online testing as well as appeals and roster management. The TIDE User Guide provides a step-by-step approach to using the system.</td>
</tr>
<tr>
<td><strong>Braille Requirements and Testing Manual</strong></td>
<td>The <em>Braille Requirements and Testing Manual</em> includes information about supported operating systems and required hardware and software for braille testing.</td>
</tr>
<tr>
<td><strong>Secure Browser Installation Manual</strong></td>
<td>The <em>Secure Browser Installation Manual</em> provides instructions for installing the secure browser on supported operating systems and is organized by operating system.</td>
</tr>
<tr>
<td><strong>Technical Specifications Manual for Online Testing (TSM)</strong></td>
<td>The <em>Technical Specifications Manual</em> provides technology staff with the technical specifications for online testing, including information on Internet and network requirements, general hardware and software requirements, secure browser installation, and the text-to-speech function.</td>
</tr>
<tr>
<td><strong>Test Administrator User Guide</strong></td>
<td>The <em>Test Administrator User Guide</em> supports individuals using the test delivery system applications to manage testing for students. This resource provides information about the test delivery system, including the Test Administrator and student applications.</td>
</tr>
<tr>
<td><strong>Online Reporting System User Guide</strong></td>
<td>The <em>Online Reporting System User Guide</em> supports users in their use of participation and score reports.</td>
</tr>
</tbody>
</table>
The Participation Guidelines provide guidance on designated supports and accommodations for state and district testing. The Participation Guidelines are intended for school-level personnel and decision-making teams, particularly Individualized Education Program (IEP) and 504 teams, as they prepare for and implement assessments. The 2014-2015 Guidelines for Participation in West Virginia State Assessments provides information for classroom teachers, English language development educators, special education teachers, and instructional assistants to use in selecting and providing universal tools, designated supports, and accommodations for those students who need them during the administration of the assessments. The Participation Guidelines are also intended for assessment staff and administrators who oversee the decisions that are made in instruction and assessment.

Table 3: Training Modules

<table>
<thead>
<tr>
<th>Module Name</th>
<th>Primary Audience</th>
<th>Objective</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accessibility and Accommodations</td>
<td>Test Administrators/Teachers and School Coordinators</td>
<td>This module describes the recommended uses of available universal tools, designated supports, and accommodations for student accessibility to the West Virginia General Summative Assessment.</td>
</tr>
<tr>
<td>Embedded Universal Tools and Online Features</td>
<td>Students, Test Administrators, Teachers</td>
<td>This module acquaints students and teachers with the online, universal tools (e.g., types of calculators, expandable text) available in the West Virginia General Summative Assessment. This module should be shown to students in a classroom/group setting. It is encouraged that the teachers be in the room to answer questions from the students as they view the module.</td>
</tr>
<tr>
<td>Performance Task Overview</td>
<td>District/School Test Coordinators, Test Administrators, Teachers</td>
<td>This module provides an overview of what a performance task is and the purpose of the Classroom Activity as it pertains to the performance task.</td>
</tr>
<tr>
<td>Module Name</td>
<td>Primary Audience</td>
<td>Objective</td>
</tr>
<tr>
<td>-------------------------------------</td>
<td>----------------------------------------------------------------------------------</td>
<td>-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Test Administration Overview</td>
<td>District/School Test Coordinators, Test Administrators, Teachers</td>
<td>This module prepares District/School Test Coordinators and Test Administrators for the assessments by providing an overview of procedures, including policy matters and test security processes as well as a high level overview of AIR systems including the features offered by the Secure Browser and how to install it; how to access and use TIDE; what your students will experience when taking the West Virginia General Summative Assessment and how to access and use the Test Administrator Interface.</td>
</tr>
<tr>
<td>Student Interface for Online Testing</td>
<td>Students, District/School Test Coordinators, Test Administrators, Teachers</td>
<td>This module explains how to navigate the Student Interface. This module includes how students log in to the testing system and select a test, the layout of the test and the functionality of the test tools, and how students navigate through the test.</td>
</tr>
<tr>
<td>Technology Requirements for Online Testing</td>
<td>District/School Technology Coordinators</td>
<td>This module provides current information about technology requirements, site readiness, supported devices, and secure browser installation.</td>
</tr>
<tr>
<td>Test Administrator (TA) Interface for Online Testing</td>
<td>District/School Test Coordinators, Test Administrators, Teachers</td>
<td>This module presents an overview on how to navigate the Test Administrator Interface in the Test Delivery System (TDS).</td>
</tr>
<tr>
<td>TIDE (Test Information Distribution Engine)</td>
<td>District/School Test Coordinators, Test Administrators</td>
<td>This module provides detailed information on how to register users, enroll students, manage and edit users/students, and process/view test invalidations.</td>
</tr>
<tr>
<td>Online Reporting System</td>
<td>District/School Test Coordinators, Test Administrators, Teachers</td>
<td>This module presents how to access student scores, create class rosters, and drill down through levels of reporting.</td>
</tr>
<tr>
<td>What is a CAT (Computer Adaptive Test)?</td>
<td>WVDE, District/School Test Coordinators, Test Administrators, Teachers</td>
<td>This module provides the characteristics and advantages of a CAT.</td>
</tr>
</tbody>
</table>

**Table 4: Other Resources**

<table>
<thead>
<tr>
<th>Resource</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Practice Test*</td>
<td>Practice Tests include items and performance tasks for each grade level (3 – 8 and 11). The Practice Tests provide a preview of the item types included in the West Virginia General Summative Assessment. Item types are listed and described in Appendix B: Item Types. This is the link to the Practice Tests: <a href="http://wv.portal.airast.org/training-tests">http://wv.portal.airast.org/training-tests</a>. See also Appendix D: Practice and Training Tests for additional information about the Practice Tests.</td>
</tr>
<tr>
<td>Training Test*</td>
<td>Training Tests are for TAs and students to become familiar with the format and functionality of the online test. This resource is available by grade band (3–5, 6–8, high school) and has approximately eight to nine mathematics and six ELA items per grade band. This is the link to the Training Test: <a href="http://wv.portal.airast.org/training-tests">http://wv.portal.airast.org/training-tests</a> See also Appendix D: Practice and Training Tests for additional information about the Training Tests.</td>
</tr>
</tbody>
</table>

* The Practice and Training Tests can be used as a “guest” without login credentials. The Practice and Training Tests do not require use of the secure browser, but some accessibility features (such as text-to-speech) are only available through the secure browser (see section 7.2 The Secure Browser and the Technical Specifications Manual). If TAs want to access either of these sites to administer a test (required for some student accommodations), a login will be required.
4.0 ENSURING TEST SECURITY

The security of assessment instruments and the confidentiality of student information are vital to maintaining the validity, reliability, and fairness of the results.

All summative test items and test materials are secure and must be appropriately handled. Secure handling protects the integrity, validity, and confidentiality of assessment items, prompts, and student information. Any deviation in test administration must be reported as a test security incident to ensure the validity of the assessment results.

4.1 Security of the Test Environment

Table 5 describes security requirements for the test environment during various stages of testing. The test environment refers to all aspects of the testing situation while students are testing and includes what a student can see, hear, or access (including access via technology).

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>BEFORE TESTING</strong></td>
<td></td>
</tr>
<tr>
<td>Instructional materials removed or covered</td>
<td>Instructional materials must be removed or covered, including but not limited to information that might assist students in answering questions that is displayed on bulletin boards, chalkboards or dry-erase boards, or on charts (e.g., wall charts that contain literary definitions, maps, mathematics formulas, etc.).</td>
</tr>
<tr>
<td>Student seating</td>
<td>Students must be seated so there is enough space between them to minimize opportunities to look at each other’s work, or they should be provided with table-top partitions.</td>
</tr>
<tr>
<td>Signage</td>
<td>If helpful, place a “DO NOT ENTER – TESTING IN PROGRESS” sign on the door or post signs in halls and entrances rerouting hallway traffic in order to promote optimum testing conditions.</td>
</tr>
<tr>
<td><strong>DURING TESTING</strong></td>
<td></td>
</tr>
<tr>
<td>Quiet environment</td>
<td>Provide a quiet environment void of talking or other distractions that might interfere with a student’s ability to concentrate or might compromise the testing situation.</td>
</tr>
<tr>
<td>Student supervision</td>
<td>Students are actively supervised and are prohibited from access to unauthorized electronic devices that allow availability to outside information, communication among students, or photographing or copying test content. This includes any device with cellular, messaging, or wireless capabilities, but is not limited to cell phones, personal digital assistants (PDAs), iPods, cameras, and electronic translation devices.</td>
</tr>
<tr>
<td>Access to allowable resources only</td>
<td>Students must only have access to and use of those allowable resources identified by the WVDE (see section 10.1 Establishing Appropriate Testing Conditions for examples) that are permitted for each specific test (or portion of a test).</td>
</tr>
<tr>
<td>Access to assessments</td>
<td>Only students who are testing can view items. Students who are not being tested or unauthorized staff or other adults must not be in the room where a test is being administered. Based on the item type (i.e., performance tasks), trained Test Administrators (TAs) also may have limited exposure to items in the course of properly administering the assessments; however, even TAs and other trained staff may not actively review or analyze any items.</td>
</tr>
</tbody>
</table>
### Requirement | Description
--- | ---
No answer key development | No form or type of answer key may be developed for test items.
Testing through secure browser | Administration of the West Virginia General Summative Assessment is permitted only through the WVSecure Browser 7.2. This is accessed through the WVSecure Browser icon on the computer desktop.

#### DURING AND AFTER TESTING

| Requirement | Description |
--- | ---
No access to responses | District Test Coordinators (DCs), School Test Coordinators (SCs), Test Administrators (TAs), and other staff are not permitted to review student responses on the testing platform or students’ notes on scratch paper.
No copies of test materials | Unless needed as a print-on-demand or braille accommodation, no copies of the test items, stimuli, reading passages, performance task materials, or writing prompts may be made or otherwise retained.
No access to digital, electronic, or manual devices | No digital, electronic, or manual device may be used to record or retain test items, reading passages, or writing prompts. Similarly, these materials must not be discussed with or released to anyone via any media, including fax, email, social media websites, etc.
No retaining, discussing, or releasing test materials | Descriptions of test items, stimuli, printed reading passages, or writing prompts must not be retained, discussed, or released to anyone.
No reviewing, discussing, or analyzing test materials | DCs, SCs, TAs, and other staff may not review, discuss, or analyze test items, stimuli, reading passages, or writing prompts at any time, including before, during, or after testing.
All test materials must remain secure at all times | Printed materials from the print-on-demand accommodation, scratch paper, and documents with student information must be kept in a securely locked room or locked cabinet that can be opened only with a key or keycard by staff responsible for test administration.

#### AFTER TESTING

| Requirement | Description |
--- | ---
No test materials used for instruction | Test items, stimuli, reading passages, or writing prompts must not be used for instruction.
Destroy test materials securely | Printed test items/passages, including embossed braille printouts, and scratch paper must be collected and inventoried at the end of each test session and then immediately shredded.

TAs and SCs or other individuals who have witnessed, been informed of, or suspect the possibility of a test security incident that violates WVBE Policy 2340 and could potentially affect the integrity of the assessments or the data should follow the steps outlined in section 5.0 Responding to Testing Improprieties, Irregularities, and Breaches and section 6.0 Appeals (as necessary) of this manual. For information on entering a test security incident, please see the TIDE User Guide located on the West Virginia General Summative Assessments Portal at http://wv.portal.airast.org.

### 4.2 Secure Handling of Printed Materials

For those students whose Individualized Education Program (IEP) or 504 Plan expresses a need for a paper copy of passages or items, permission for the students to receive this accommodation must first be uploaded to TIDE prior to testing.
Printing **individual test items** for students with this accommodation will require the accommodation to be set for each student. For those students whose IEP or 504 Plan expresses a need for a paper copy of **passages or stimuli**, this must be documented in the finalized IEP or 504 plan in WVEIS.

Print requests must be approved and processed by the TA during test administration. The decision to allow students to use print on demand must be made on an individual student basis and is available only for students with an IEP or 504 Plan. Please note that this function cannot be used to create a printed test book as the test is adaptive, and students will need to answer one question before moving to the next.

Once a student is approved to have the print-on-demand accommodation, that student may send a print request to the TA during testing by clicking on the print icon on the screen. Before the TA approves the student’s request to print a test item/stimulus, the TA must ensure that the printer is on and is monitored by staff who have been trained for the test. This request needs to be made for each individual item.

**Destruction of printed materials and scratch paper**

Printed materials from the print-on-demand accommodation and scratch paper must be kept in a securely locked room or locked cabinet that can be opened only with a key or keycard by staff responsible for test administration who have signed a security agreement. All test materials must remain secure at all times. Printed test items/passages, including embossed braille printouts and scratch paper, must be collected and inventoried at the end of each test session and then immediately shredded according WVBE Policy 2340. **DO NOT** keep printed test items/passages or scratch paper for future test sessions except as noted below for performance tasks (PTs).

**Use of scratch paper on performance tasks**

The only exception to the requirement governing the destruction of printed materials and scratch paper is when notes are used during the ELA and mathematics PTs.

During the ELA PT, the notes on the embedded universal tool, Global Notes, are retained from Part 1 to Part 2 so that the student may return to the notes even though the student is not able to go back to specific items in Part 1.

While the embedded Global Notes is the preferred mode for note taking during the ELA PT, students may use scratch paper to make notes. To ensure that students using scratch paper for notes have the same allowance as students using the online notes, TAs should tell students to write their names (or some appropriate identifying information) on each piece of scratch paper, collect the scratch paper at the completion of Part 1 of the ELA PT, and submit it to the SC to securely store it for students’ use during Part 2 of the ELA PT.

Although it is recommended that the mathematics PTs are completed in one session, it may be necessary for it to be extended to another test session. When this happens, TAs should tell students to write their names on the scratch paper, collect the paper used in the first session, and submit it to the SC to securely store it for students’ use in the subsequent test session.

**The retention of scratch paper is only allowed for the PTs.** Following the conclusion of the PT, all scratch paper and graph paper must be collected, inventoried, and immediately shredded to maintain test security.
5.0 RESPONDING TO TESTING IMPROPRIETIES, IRREGULARITIES, AND BREACHES

Test security incidents, such as improprieties, irregularities, and breaches, are behaviors prohibited either because they give a student an unfair advantage or because they compromise the secure administration of the assessments. Whether intentional or by accident, failure to comply with security rules, either by staff or students, constitutes a test security incident. Improprieties, irregularities, and breaches need to be reported in accordance with the instructions in this section for each severity level. Definitions for test security incidents are provided in Table 6.

This section refers to documentation and reporting of incidents involving test security.

5.1 Impact and Definitions

Table 6: Definitions for Test Security Incidents

<table>
<thead>
<tr>
<th>Type</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Impropriety</td>
<td>An unusual circumstance that has a low impact on the individual or group of students who are testing and has a low risk of potentially affecting student performance on the test, test security, or test validity. These circumstances can be corrected and contained at the local level. An impropriety must be reported to the School Coordinator, who should report it to the District Coordinator, who will enter it into the appeals module of TIDE if required.</td>
</tr>
<tr>
<td>Irregularity</td>
<td>An unusual circumstance that impacts an individual or group of students who are testing and may potentially affect student performance on the test, test security, or test validity. These circumstances can be corrected and contained at the local level and submitted in the online appeals system for resolution. An irregularity must be reported to the School Coordinator, who should report it to the District Coordinator, who will enter it into the appeals module of TIDE if required.</td>
</tr>
<tr>
<td>Breach</td>
<td>An event that poses a threat to the validity of the test. Examples may include such situations as a release of secure materials or a security/system risk. A breach incident must be immediately reported to the School Coordinator who will report it to the District Coordinator. The District Coordinator will report the incident to WVDE and enter it into the appeals module of TIDE if required.</td>
</tr>
</tbody>
</table>

It is important for Test Administrators (TAs) to ensure the physical conditions in the testing room meet the criteria for a secure test environment. See section 4.1 Security of the Test Environment for more detail.

5.2 Reporting Timelines and Activities

Improprieties are reported in accordance with WVDE policies and procedures, protocols, and/or guidelines within 24 hours of the incident by individual districts via the Test Security Incident Log and the appeals module of TIDE (if appropriate).

---

1 The only security incidents that are reported in the appeals module of TIDE are those that involve a student and test, and that require an action for the test such as to reset or invalidate a test that a student was taking at the time of the incident. TIDE does not serve as a log for all incidents.
Irregularities must be documented in the Test Security Incident Log, and the TA must inform the SC. The SC should notify the DC, and the DC, if needed, will enter the incident in the appeals module of TIDE.

A Breach requires immediate notification by telephone to the WVDE by the DC, followed by documentation in the Test Security Incident Log and escalation via the appeals module of TIDE (if appropriate).

5.3 Test Security Required Action Steps

The Test Security Required Action Steps depict the required actions for each test security incident in a process flow diagram format.

Impropriety

Unusual circumstance that has a low impact on the individual or group of students who are testing and has a low risk of potentially affecting student performance on the test, test security, or test validity. (Example: Student(s) leaving the testing room without authorization.)

Irregularity

An unusual circumstance that impacts an individual or group of students who are testing and may potentially affect student performance on the test, test security, or test validity. These circumstances can be contained at the local level. (Example: Disruption during the test session such as a fire drill.)

Breach

A test administration event that poses a threat to the validity of the test. Breaches require immediate attention and escalation to the WVDE. Examples may include such situations as exposure of secure materials or a repeatable security/system risk. These circumstances have external implications. (Example: Administrators modifying student answers, or test items shared in social media.)
5.4 Test Security Incident Log

The Test Security Incident Log is the document of record for all test security incidents and should be maintained at the district level. More serious incidents will be reported either immediately (breach) or at the end of the day (irregularity).

Documentation of Security Incidents: Use of Test Security Incident Log and Appeals System

School and District Test Coordinators should ensure that all test security incidents are documented in a Test Security Incident Log. The Test Security Incident Log is located on the West Virginia General Summative Assessments Portal at http://wv.portal.airast.org. TAs must download the template and log incidents immediately upon identification of an incident and submit them, via email or alternate agreed-upon process, to their SCs and DCs. District staff should establish a process that includes how frequently these logs should be submitted and communicate this preference to schools. In addition to logging all test security incidents in the Test Security Incident Log, incidents requiring specific actions to be taken regarding the test itself are to be reported to the WVDE as per WVBE Policy 2340 and entered in TIDE following the procedures noted in section 5.3 Test Security Required Action Steps.
### 6.0 APPEALS

For security incidents that result in a need to reset or invalidate individual student assessments, the request must be approved by the WVDE. In most instances, an appeal will be submitted to address a test security breach or irregularity. In some cases an appeal may be submitted to address incidents that are not security related, such as reopening an assessment for a student who becomes ill and is unable to resume testing until after testing has expired.

Because the Appeals system is for action only, all appeals should also be entered on the Test Security Incident Log which can be downloaded from the West Virginia General Summative Assessments Portal at http://wv.portal.airast.org. The online Appeals process is described in Table 7. The TIDE User Guide, located on the West Virginia General Summative Assessments Portal at http://wv.portal.airast.org, contains specific instructions on submitting appeal requests for invalidation.

### 6.1 Online System Appeals Types

**Table 7: Online System Appeals Types**

<table>
<thead>
<tr>
<th>Type of Appeal</th>
<th>Description</th>
<th>Conditions for Use</th>
</tr>
</thead>
</table>
| RESET          | Resetting a student’s test removes that test from the system and enables the student to start a new test. | The WVDE may reset any test (CAT or PT) if any of the following settings need to be changed because they were incorrectly set:  
  - American Sign Language (for mathematics and ELA listening)  
  - Braille (braille is a language setting)  
  - Closed captioning (for ELA listening stimuli)  
  - Streamlined interface (the streamlined interface is a test shell setting)  
  - Translation—stacked (for mathematics tests only)  
  *Note: Stacked translations are automatically provided when the selected language is Spanish.*  
  - Translation—glossary (for mathematics tests only)  
  - Text-to-speech as an accommodation (e.g., for ELA reading passages in grades 6–8 or 11)  
  *Note: Text-to-speech for items only is a designated support and NOT a valid reset request.*  
  - Any non-embedded accommodation(s)  
  Testing Irregularity considerations:  
  **CAT:**  
  1. Student has been presented with five items or fewer.  
     Log as Testing Irregularity: NO.  
  2. Student has been presented with more than five items.  
     Log as Testing Irregularity: YES.  
  **PT:**  
  1. Student has been presented with any item in a performance task.  
     Log as Testing Irregularity: YES. |
<table>
<thead>
<tr>
<th>Type of Appeal</th>
<th>Description</th>
<th>Conditions for Use</th>
</tr>
</thead>
</table>
| INVALIDATION  | Invalidating a student’s test eliminates the test. The test will not be scored. | The WVDE may invalidate any test (**computer adaptive test [CAT]** or **performance task [PT]**) if:  
1. There is a test security breach.  
   Log as Test Breach: YES.  
2. The test is administered in a manner inconsistent with the **Test Administration Manual (TAM)**.  
   Log as Testing Irregularity: YES.  
3. There is a testing session in which a student deliberately does not attempt to respond appropriately to items.  
   Log as Testing Irregularity: YES.  
**Note:** Invalidated tests will not be scored. |
7.0 TECHNOLOGY INFRASTRUCTURE

Prior to assessment administration, District Test Coordinators (DCs), School Test Coordinators (SCs), Technology Coordinators, and Test Administrators (TAs) should review the technology infrastructure at their schools to ensure it meets the minimum requirements for administering the West Virginia General Summative Assessment.

7.1 Technology Resources

The Technical Specifications Manual for Online Testing and the System Requirements document are located on and available for download from the West Virginia General Summative Assessments Portal at http://wv.portal.airast.org. The Technical Specifications Manual for Online Testing provides Technology Coordinators with the technical specifications for online testing, including information about Internet and network requirements, hardware and software requirements, secure browser installation, and text-to-speech functionality.

7.2 The Secure Browser

The secure browser is designed to support test security by prohibiting access to external applications or navigation away from the assessment. Devices that will be used for testing must be equipped with the secure browser prior to the assessment.

This browser is updated each year and therefore must be downloaded and installed even if the device was used for testing in a prior year.

SCs, in conjunction with district/school technology personnel, are responsible for ensuring that each device to be used for testing at the school is properly secured by installing the most current secure browser.


See Appendix C: Secure Browser for Testing for additional guidelines about using the secure browser.
This section provides an overview of the online testing environment and guidelines for test administration. Use this section to become familiar with what students will experience in accessing the assessments, to prepare for the assessments, and to review general rules for online testing. Information about the Practice and Training Tests, test pauses, and test resumptions is also included in this section. Test Administrators (TAs) should become familiar with this section well in advance of the start of testing so materials for login, accommodations, and exemptions described below can be assembled.

8.1 Assessment Participation

Participation of Students with Disabilities and/or English Learners

Consistent with the West Virginia Measures of Academic Progress, all students, including students with disabilities, English language learners (ELs), and ELs with disabilities, should have equal opportunity to participate in the West Virginia General Summative Assessment. West Virginia has crafted a comprehensive accessibility and accommodations framework, the 2014-2015 Guidelines for Participation in West Virginia State Assessments, for all students, including those with special assessment needs. A variety of innovative digital accessibility tools are embedded in the test delivery engine as well as a variety of designated supports and accommodations. The 2014-2015 Guidelines for Participation in West Virginia State Assessments can be found on the West Virginia General Summative Assessments Portal at http://wv.portal.airast.org.

All students enrolled in grades 3–11 are required to participate in the West Virginia General Summative Assessment in English language arts and mathematics except:

- Students with the most significant cognitive disabilities who meet the criteria for the English language arts and mathematics alternate assessments based on alternate achievement standards (approximately one percent or fewer of the student population).

All students enrolled in grades 4, 6 and 10 are required to participate in the West Virginia General Summative Assessment in science except:

- Students with the most significant cognitive disabilities who meet the criteria for the science alternate assessment based on alternate achievement standards (approximately one percent or fewer of the student population).

All students enrolled in grades 3–11 are required to participate in the West Virginia General Summative Assessment in English language arts and mathematics except:

- Students with the most significant cognitive disabilities who meet the criteria for the English language arts and mathematics alternate assessments based on alternate achievement standards (approximately one percent or fewer of the student population).

School personnel should follow federal and state policies regarding student participation.

8.2 General Rules of Online Testing

This section provides a brief overview of the general test administration rules for different portions of the assessment as well as information about test tools and accommodations. For more information, refer to the Test Administrator User Guide located on the West Virginia General Summative Assessments Portal at http://wv.portal.airast.org.

Basic online testing parameters

- CAT, fixed-form tests and PTs will be presented as separate tests. Students may not return to a test once it has been completed and submitted.
Within each test there may be segments. For example, the grades 6 through high school mathematics tests include a segment with an embedded calculator available and another segment where the embedded calculator is not allowed and is not available for testing. A student may not return to a segment once it has been completed and submitted.

Students must enter an answer for all items on a page before going to the next page. Some pages contain multiple items. Students may need to use the vertical scroll bar to view all items on a page.

Students may mark items for review and use the Past/Marked Questions drop-down list to return to those items within a segment.

**Pause rules**

During the CAT or fixed-form tests:

- If a test is paused for more than twenty minutes, the student is:
  - Required to log back in to the test;
  - Presented with the page containing the item(s) he or she was working on when the assessment was paused (if the page contains at least one unanswered item) OR with the next page (if all items on the previous page were answered); and
  - NOT permitted to review or change any previously answered items, even if they are marked for review (with the exception of items on a page that contains at least one item that was not answered yet).

- Any highlighted text and notes on the digital notepad will **NOT** be saved when a test is paused regardless of how long the test is paused.

- In the event of a technical issue (e.g., power outage or network failure), students will be logged out and the test will automatically be paused. The students will need to log in again upon resuming the test.

  See Appendix E: CAT Pause Rules Scenarios to review the rules that govern pausing during the test.

During the performance task portion of the assessment:

- **There are no pause restrictions.** If a test is paused for twenty minutes or more, the student can return to the section and continue entering his or her responses.

- Any highlighted text and notes on the digital notepad will **NOT** be saved when a test is paused regardless of how long the assessment is paused.

- In the event of a technical issue (e.g., power outage or network failure), students will be logged out and the test will automatically be paused. The students will need to log in again upon resuming the test.

Please note that there are recommendations for breaks in Table 9: Assessment Sequence—ELA, Table 10: Assessment Sequence—Mathematics and Table 11: Assessment Sequence—Science.

**Test timeout (due to inactivity)**

As a security measure, students and TAs are automatically logged out of the test after twenty minutes of inactivity.
Before the system logs the student out of the assessment, a warning message will be displayed on the screen. If the student does not click [Ok] within thirty seconds after this message appears, he or she will be logged out. Clicking [Ok] will restart the thirty-minute inactivity timer.

![Idle Timeout]

Caution: As a security measure, TAs are automatically logged out after twenty minutes of student and user inactivity in the session, which will result in the closing of the test session.

Test expiration

CAT

A student’s CAT remains active until the student completes and submits the test. However, it is recommended that students complete the CAT items portion of the test within five days of starting the designated content area.

Fixed-Form Test

A student’s fixed-form (science) test must be completed on the same day as it is started.

Performance Task (PT)

The PT is a separate test that remains active only for ten calendar days after the student has begun the PT. However, the WVDE recommends that students complete the PT within three days of starting in each content area. A summary of recommendations for the number of sessions and session durations is provided in section 8.3 Testing Time and Recommended Order of Administration.

If a student starts the test near the end of the testing window, the student must finish before the administration window officially closes. The assessment will automatically end on the last day of the scheduled administration window, even if the student has not finished.

8.3 Testing Time and Recommended Order of Administration

All students participating in the assessments will receive a CAT, a Classroom Activity, and a PT in both English language arts (ELA) and mathematics. All grades 4, 6 and 10 students participating in the science assessment will receive a fixed-form test consisting of two sessions administered during the same day.

Testing time and scheduling

Scheduling Time for Testing:

Table 8 contains rough estimates of the time it will take most students to complete the West Virginia General Summative Assessment. This information is for scheduling purposes only, as the assessments are not timed.
Table 8: Estimated Testing Times for West Virginia General Summative Assessment

<table>
<thead>
<tr>
<th>Content Area</th>
<th>Grades</th>
<th>Computer Adaptive Test (CAT) hrs : mins</th>
<th>Performance Task (PT) hrs : mins</th>
<th>Computer Lab Total hrs : mins</th>
<th>Classroom Activity (administered prior to the PT)* hrs : mins</th>
<th>Total hrs : mins</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Language Arts</td>
<td>3–5</td>
<td>1:30</td>
<td>2:00</td>
<td>3:30</td>
<td>:30</td>
<td>4:00</td>
</tr>
<tr>
<td></td>
<td>6–8</td>
<td>1:30</td>
<td>2:00</td>
<td>3:30</td>
<td>:30</td>
<td>4:00</td>
</tr>
<tr>
<td></td>
<td>9–11</td>
<td>2:00</td>
<td>2:00</td>
<td>4:00</td>
<td>:30</td>
<td>4:30</td>
</tr>
<tr>
<td>Mathematics</td>
<td>3–5</td>
<td>1:30</td>
<td>1:00</td>
<td>2:30</td>
<td>:30</td>
<td>3:00</td>
</tr>
<tr>
<td></td>
<td>6–8</td>
<td>2:00</td>
<td>1:00</td>
<td>3:00</td>
<td>:30</td>
<td>3:30</td>
</tr>
<tr>
<td></td>
<td>9–11</td>
<td>2:00</td>
<td>1:30</td>
<td>3:30</td>
<td>:30</td>
<td>4:00</td>
</tr>
<tr>
<td>Science</td>
<td>4, 6, 10</td>
<td>:55</td>
<td>:10</td>
<td>:55</td>
<td>N/A</td>
<td>2:00</td>
</tr>
</tbody>
</table>

* Classroom Activities are designed to fit into a thirty-minute window; however, the time within the window will vary due to the complexity of the topic and individual student needs.

When developing a testing schedule, use the estimated testing times to calculate the number of days and the amount of time it will take to complete an assessment in each content area and grade level.

These estimates do not account for any time needed to start computers, open secure browsers, and log in students. Nor do they account for breaks. TAs should work with SCs to determine precise testing schedules.

**Recommended order of online administration**

In Science, Session 1 must be administered prior to Session 2.

The ELA and mathematics assessments are comprised of two components (tests): a CAT and a PT. All PTs must be preceded by the administration of a Classroom Activity.
The West Virginia Department of Education recommends that students take the CAT and PT items on separate days. For ELA and math, students should begin with the CAT items, followed by the Classroom Activity, and then the PT.

**Order of Test Administration for ELA and Mathematics**

1. **CAT**
2. **Classroom Activity**
3. **Performance Task**

**Classroom Activity**

The purpose of the Classroom Activities is to introduce students to the context of a performance task so they are not disadvantaged in demonstrating the skills the task intends to assess. Classroom Activities do not address content information; instead, they focus on vocabulary and key contextual topics. The Classroom Activity is designed to be an introduction and not an assessment.

Guidelines for administering the Classroom Activity for ELA or mathematics are as follows:

- Classroom Activities should be administered by a teacher. It is preferable—but not essential—that the teacher or TA administering the Classroom Activity has content knowledge in the area of assessment.

- The teacher/TA should be able to record information—including any tables, graphics, formulas, or other information contained in the Classroom Activity materials—for students to see, such as on a chalkboard or dry-erase board. Computers, projectors, and other technology are allowed but not required for the Classroom Activity. Recorded information should not be available when students participate in the PT. When the PT is being administered, content from the Classroom Activity should not be available (i.e., do not put any content from the Classroom Activity on the board, in handouts, etc.).

- Students may take notes during the Classroom Activity, but the notes may not be used during the PT. Notes must be collected before proceeding to the PT and stored in a secure location until securely shredded.

- There should be no more than a **three-day lapse** between the Classroom Activity and the PT administration. Inadvertently administering the PT before or without the Classroom Activity constitutes a testing irregularity.

- Classroom Activities should only be administered to students once and are designed to be completed in approximately thirty minutes.

- The Classroom Activity is nonsecure; however, it should not be supplemented with any other content that the test administrator or teacher may think is helpful. Supplementing the Classroom Activity may detract from the intended purpose of the Classroom Activity and is not advised.

- Consider the appropriate accommodations that should be provided to students in the class that would normally be provided during instruction. **Appendix F: Accessibility Guidelines for Classroom Activities** contains information on these student resources that can be provided during the Classroom Activity.

- In the event a student is absent during the Classroom Activity, a make-up session must be scheduled. The Classroom Activity may be recorded for use only in a make-up session; however,
the make-up session should provide students with an experience similar to that of his or her peers. To the greatest extent possible, the make-up session should provide students an opportunity to interact with the teacher or TA and his or her peers.

See section 4.1 Security of the Test Environment for more security guidance.

**Duration and timing information**

The scheduling/rules for each of these components are included in Table 9, Table 10, and Table 11. Note that the duration, timing, break/pause rules, and session recommendations vary for each content area and component.

**Table 9: Assessment Sequence—ELA**

<table>
<thead>
<tr>
<th>ELA</th>
<th>CAT Items</th>
<th>Classroom Activity</th>
<th>Performance Task (PT)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Number and Duration of Sessions</strong></td>
<td>Recommendations: • Administer in one day • Session duration ranges from 90-120 minutes</td>
<td>Recommendations: • Administer in one session • Session duration approximately 30 minutes • Should occur within three days of PT Part 1</td>
<td>The PT is presented in two parts, with sessions administered on two separate days. Recommendations: • Session durations range from 60–120 minutes</td>
</tr>
<tr>
<td><strong>Breaks within Sessions</strong></td>
<td>Breaks can be provided during the test sessions using the software’s pause feature. If the test is paused for more than 20 minutes, the student will not be able to go back to items on the previous screens.</td>
<td>NA</td>
<td>Students can take breaks during PT test sessions. Following a break, students will have access to the current part of the PT.</td>
</tr>
<tr>
<td><strong>Total Duration</strong></td>
<td>Recommendation: • Student completes this portion of the test on the same day as started</td>
<td>NA</td>
<td>Once a student has started the PT, it will be available for 10 days. Recommendation: • Student completes each part of the PT within one day</td>
</tr>
</tbody>
</table>
Table 10: Assessment Sequence—Mathematics

<table>
<thead>
<tr>
<th>Mathematics</th>
<th>CAT Items</th>
<th>Classroom Activity</th>
<th>Performance Task (PT)</th>
</tr>
</thead>
</table>
| **Number and Duration of Sessions** | Recommendations:  
  - Administer in one session on one day  
  - Session duration ranges from 90-120 minutes | Recommendations:  
  - Administered in one session  
  - Session duration approximately 30 minutes  
  - Should occur as close to the PT as is feasible, and no more than three days prior to the PT  
  - MAY occur on the same day as the PT | Recommendations:  
  - Administered in one session  
  - Session duration ranges from 40–120 minutes |
| **Breaks within Sessions** | Breaks can be provided during the test sessions using the software’s pause feature. If the test is paused for more than 20 minutes, the student will not be able to go back to items on the previous screens. | NA | Students can take breaks during PT test sessions. Mathematics PT items are presented on a single screen. Following a break, the student will have access to the same items. |
| **Total Duration** | Recommendation:  
  - Student completes this portion of the test on the same day as started | NA | Once a student has started the PT, it will be available for 10 days. Recommendation:  
  - Student completes the PT in one day |

Table 11: Assessment Sequence—Science

<table>
<thead>
<tr>
<th>Science</th>
<th>Fixed Form</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Number and Duration of Sessions</strong></td>
<td>This test has two sessions, approximately 45 minutes each.</td>
</tr>
<tr>
<td><strong>Breaks within Sessions</strong></td>
<td>Breaks must be provided between the test session 1 and session 2. At the end of session 1, TAs should pause the students’ tests and stop the session. After the break, a new session must be created.</td>
</tr>
<tr>
<td><strong>Total Duration</strong></td>
<td>Students must complete both sessions on the same day.</td>
</tr>
</tbody>
</table>

Additional administration recommendations:

- For the performance tasks, students may be best served by sequential, uninterrupted time that may exceed the time in a student’s schedule.
- Minimize the amount of time between beginning and completing each test within a content area.
Important reminders:

1. The number of items will vary on the CAT portion of each student’s test.
2. The tests are not timed, so all time estimates are approximate.
3. Students should be allowed extra time if they need it, but test administrators need to use their best professional judgment when allowing students extra time. Students should be actively engaged in responding productively to test questions.
4. The ELA and mathematics tests can be spread out over multiple days as needed. The science test must be completed on the same day it was started.
5. The Classroom Activity must be completed prior to administration of the PT. Inadvertently administering the PT before the Classroom Activity is considered a testing irregularity, but there will be no reset of the PT.

8.4 Sensitive Responses

*Taking appropriate action with student responses or student actions that cause concern*

Throughout the test administration process, student safety is always the primary consideration. Security protocols make it clear that TAs are not permitted to review student responses in the testing platform or students’ notes on scratch paper. However, during or after the West Virginia General Summative Assessment, a TA might unexpectedly encounter a student response that raises sufficient concern to warrant adult action. Topics that may require the TA to take action include, but are not limited to, student references to:

1. Suicide
2. Criminal activity
3. Alcohol or drug use
4. Extreme depression
5. Extreme violence
6. Sexual assault or physical abuse
7. Self-harm or intent to harm others
8. Neglect

*Collecting information*

Prior to administration, each TA should have a thorough understanding of school, district, and/or WVDE policies regarding documentation of student actions or concerning responses during a secure test event. The TA should document as much information as possible in accordance with school, district, and/or WVDE policies.

*Escalating information*

Should the TA encounter a sensitive situation while supervising the test session, the TA should immediately report this concern in accordance with school, district, and/or WVDE policies and procedures.
The 2014-2015 Guidelines for Participation in West Virginia State Assessments is intended for school-level personnel and decision-making teams, including Individualized Education Program (IEP) and Section 504 teams, as they prepare for and implement the West Virginia General Summative Assessment. The 2014-2015 Guidelines for Participation in West Virginia State Assessments provides information for classroom teachers, English language development educators, special education teachers, and instructional assistants to use in selecting and administering universal tools, designated supports, and accommodations for those students who need them. The Participation Guidelines are also intended for assessment staff and administrators who oversee the decisions that are made in instruction and assessment.

The 2014-2015 Guidelines for Participation in West Virginia State Assessments applies to all students. The Participation Guidelines emphasize an individualized approach to the implementation of assessment practices for those students who have diverse needs and participate in large-scale content assessments. The 2014-2015 Guidelines for Participation in West Virginia State Assessments focuses on universal tools, designated supports, and accommodations for the West Virginia General Summative Assessment of English language arts and mathematics. At the same time, the Participation Guidelines support important instructional decisions about and connection between accessibility and accommodations for students who participate in the West Virginia General Summative Assessment.

To help states identify similarities between the test resources and classroom practices, Smarter Balanced has developed a Resources and Practices Comparison Crosswalk. The Crosswalk can be found in Appendix G.

The West Virginia Summative Assessment and Practice and Training Tests contain embedded universal tools, designated supports, and accommodations. Embedded resources are those that are part of the computer administration system, whereas non-embedded resources are provided outside of that system; these are defined in Table 12.

### Table 12: Definitions for Universal Tools, Designated Supports, and Accommodations

<table>
<thead>
<tr>
<th>Type</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Universal Tools</td>
<td>Access features of the assessments that are either provided as digitally delivered components of the test administration system or separate from it. Universal tools are available to all students based on student preference and selection.</td>
</tr>
<tr>
<td>Designated Supports</td>
<td>Access features of the assessments available for use by any student for whom the need has been indicated by an educator (or team of educators working with the parent/guardian and student). They are either provided as digitally delivered components of the test administration system or separate from it.</td>
</tr>
</tbody>
</table>
Accommodation

Accommodations are changes in procedures or materials that increase equitable access during the West Virginia General Summative assessment. Assessment accommodations generate valid assessment results for students who need them; they allow these students to show what they know and can do. Accommodations are available for students with documented IEPs or 504 Plans. Approved accommodations do not compromise the learning expectations, construct, grade-level standard, or intended outcome of the assessments.

**Designated supports and accommodations must be set in TIDE prior to starting a test session.** All accommodations are uploaded daily to TIDE based on the information provided to WVDE by the online accommodations process.


To help the WVDE identify similarities between the test resources and classroom practices, Appendix G: Resources and Practices Comparison Crosswalk lists the resources that are currently included in the Usability, Accessibility, and Accommodations Guidelines document and assists educators and decision-makers by providing a description of both the resource and its classroom equivalent.

One particular non-embedded accommodation for grade 4 and above mathematics items, the multiplication table, can be found in Appendix H: Multiplication Table. Note: The multiplication table is only allowed as an accommodation for students in grades 4-11 with a documented and persistent calculation disability (dyscalculia).
10.0 PRIOR TO TEST ADMINISTRATION

10.1 Establishing Appropriate Testing Conditions

School Test Coordinators (SCs) and Test Administrators (TAs) will need to work together to determine the most appropriate testing option(s) and testing environment based on the number of computers available, the number of students in each tested grade, and the estimated time needed to complete each test. Testing students in classroom-sized groups is preferable. Establishing classroom-sized groups reduces test anxiety for the students and facilitates monitoring and control for the TA.

The test administration should be conducted in a secure environment (see section 4.1 Security of the Test Environment).

Establish procedures to maintain a quiet testing environment throughout the test session, recognizing that some students will finish more quickly than others. If students are allowed to leave the testing room when they finish, explain the procedures for leaving without disrupting others and where they are expected to report once they leave. If students are expected to remain in the testing room until the end of the session, instruct them on what activities they may engage in after they finish the test.

During test administration, students may have access to and use of the additional required resources listed in Table 13. These resources are specific to each assessment and content area.

Table 13: Additional Required Resources

<table>
<thead>
<tr>
<th>Content Area</th>
<th>CAT Items</th>
<th>Classroom Activity</th>
<th>Performance Task (PT)</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELA</td>
<td>• Headphones are required for the listening portion of the ELA assessment and for students requiring text-to-speech.</td>
<td>NA</td>
<td>• Headphones are required for students requiring text-to-speech.</td>
</tr>
<tr>
<td></td>
<td>• Scratch paper should be provided for note taking if necessary.</td>
<td></td>
<td>• Scratch paper should be provided for note taking if necessary.</td>
</tr>
<tr>
<td>Mathematics</td>
<td>• Headphones are required for students requiring text-to-speech and for students requiring Audio Glossaries.</td>
<td>NA</td>
<td>• Headphones are required for students requiring text-to-speech and for students requiring Audio Glossaries.</td>
</tr>
<tr>
<td></td>
<td>• An embedded calculator will be available for some mathematics items in grade 6 and above.</td>
<td></td>
<td>• An embedded calculator will be available for all mathematics PT items in grade 6 and above.</td>
</tr>
<tr>
<td></td>
<td>• Scratch paper is required for all grades.</td>
<td></td>
<td>• Scratch paper is required for all grades.</td>
</tr>
<tr>
<td></td>
<td>• Graph paper is also required for Grade 6 and above.</td>
<td></td>
<td>• Graph paper is also required for Grade 6 and above.</td>
</tr>
</tbody>
</table>
10.2 Tasks to Complete Prior to Test Administration

✓ District Test Coordinators (DCs), SCs, and TAs should verify that students are provided the opportunity to practice on the Practice and Training Tests prior to testing.

It is highly recommended that ALL students be provided the opportunity to practice on the Training Test and Practice Test prior to testing. This allows students the opportunity to become familiar with all of the item types, the universal tools, buttons, and any allowable designated supports and/or accommodations.

✓ DCs and SCs should ensure all TAs have login information for the TA interface within the Test Delivery System.

✓ SCs and TAs should verify student demographic information and test settings.

Each student must be correctly assigned to his or her district, school, and grade in TIDE. Records will be uploaded nightly from the WVDE.

In addition to the correct school and grade, SCs and TAs should verify that all students have accurate test settings in TIDE, including designated supports and accommodations (embedded and non-embedded) for each content area prior to testing.

TAs may view student information; however, TAs cannot add, upload, or modify student information. In the Test Delivery System (TDS) on the TA interface dashboard, a TA can change the default font size, color overlay, and available glossaries prior to the start of the test.

IMPORTANT: Any additions/modifications/deletions of students and changes to student test settings must be completed before the student can test. The update, once made, may take up to 24 hours to appear in the TDS. Failure to correct test settings before testing could result in the student’s not being provided with the needed accommodations and/or designated supports at the time of testing. This is considered a testing irregularity.

For information on how to view student information, please refer to the TIDE User Guide located on the West Virginia General Summative Assessments Portal at http://wv.portal.airast.org.

It is important for anyone with access to student information to remember that student personal information, including the student’s SSID, is confidential. If materials containing student personal information and/or SSIDs are distributed to students, these materials must be collected before the students leave the testing room and either securely stored to be used in a subsequent test session or shredded. For additional information about security protocols, refer to section 4.0 Ensuring Test Security of this manual.

✓ SCs should ensure that TAs have necessary student login information.

Each student will log in to the West Virginia General Summative Assessment using his or her first name (first name in WVEIS), SSID (WVEIS or Assessment ID number), and a test session ID. Prior to starting a test session, TAs must have a record of each student’s first name, grade and SSID as it appears in TIDE. This information may be exported from TIDE as an Excel spreadsheet and used to create a roster, if desired, for testing. Please the see TIDE User Guide for more information.

When a TA creates a test session, a unique session ID is randomly generated. This session ID must be provided to students before they log in. Please refer to the Test Administrator User Guide located on the West Virginia General Summative Assessments Portal at http://wv.portal.airast.org for detailed information on how to start a session.
When students move within the state, their data record must be updated in WVEIS to reflect the student’s current enrollment. Changes to the student’s WVEIS information made prior to 3:00 PM will enable the student to test the next day in the new school or district.

✅ **Retrieve Classroom Activity materials.**

1. **Identify which Classroom Activity has been selected to administer.**

2. **Retrieve and administer the Classroom Activity.**

   The SC should retrieve and review the Classroom Activity (CA) to ensure necessary materials are available on the day of the CA administration. The CA should be provided to the TA on the day of the planned delivery of the CA. The CA should be administered one to three days before the performance task is to be administered.

   Students with disabilities are allowed to have accommodations, and English learners should have access to language supports that they regularly use during classroom instruction. For more information on the options that may be implemented during the Classroom Activity, please see Appendix F: Accessibility Guidelines for Classroom Activities.

**IMPORTANT:** If a student begins a performance task without being exposed to the assigned Classroom Activity, the student should continue with and complete the performance task. The Test Administrator must report this as a testing irregularity. As described in section 5.0 Responding to Testing Improprieties, Irregularities, and Breaches, irregularities must be reported by the end of the day of the incident to the WVDE via the Test Security Incident Log.
**11.0 DAY OF TEST ADMINISTRATION**

Use the following information and script to assist students with the login procedures. Please refer to the *Test Administrator User Guide* on the West Virginia General Summative Assessments Portal at [http://wv.portal.airast.org](http://wv.portal.airast.org) to become familiar with the Test Delivery System (TDS).

**RECOMMENDATION:** Consider printing this section to be used on the day of online testing for all content area tests. Remember that the CAT and PT portions are considered two unique tests and, as such, adherence to the process that follows is needed when initiating both tests.

The Test Administrator (TA) should verify the security of the testing environment prior to beginning a test session. (See section 4.1 Security of the Test Environment.) TAs must ensure that students do not have access to digital, electronic, or manual devices during testing.

To ensure that all students are tested under the same conditions, the TA should adhere strictly to the script for administering the test. These instructions can be found in the boxes in bold on the following pages. When asked, the TA should answer questions raised by students but should never help the class or individual students with specific test items. **No test items can be read to any student for any content area, unless specified as an accommodation as listed in the 2014-2015 Guidelines for Participation in West Virginia State Assessments.**

Please remember that the script must be followed exactly and used each time a test is administered. All directions that a TA needs to read to students are indicated by the word “SAY” and are in boxes so they stand out from the regular text. They should be read exactly as they are written, using a natural tone and manner. If the TA makes a mistake in reading a direction, the TA should stop and say, “I made a mistake. Listen again.” Then the direction should be reread.

The TA should try to maintain a natural classroom atmosphere during the test administration. Before each test begins, he or she should encourage students to do their best.

Any time a student logs in to the testing system, the TA should follow this script.

### 11.1 Starting a Test Session

The TA must create a test session before students can log in (**but no more than twenty minutes prior or the system will time out**). When a TA creates a test session, a unique session ID is randomly generated. This session ID must be provided to the students before they log in and should be written down. TAs should follow these steps to begin a testing session:

1. **Launch the WVSecure Browser 7.2 on student testing device(s).**

The TA may launch the WVSecure Browser 7.2 prior to the student(s) entering the testing room, or the TA may instruct student(s) to launch the WVSecure Browser 7.2. This decision is a local decision. If students launch WVSecure Browser 7.2, the TA must read the following script.

If the students are to launch the secure browser, read the script below:

**SAY:** Please locate the WVSecure Browser 7.2 icon on your desktop. Launch the browser.

**IMPORTANT:** Students must launch the WVSecure Browser 7.2. If SBACSecure Browser 6.3 is launched, students will not be able to access the summative assessment.
2. **The TA logs in to the TA Interface link.**

The TA accesses the Test Delivery System TA interface via the Operational Test Administration link on the West Virginia General Summative Assessments Portal at http://wv.portal.airast.org. The TA then enters his or her username and password and clicks [Log In] to log in to the TA Interface.

![Operational Test Administration](image)

3. **The TA creates a test session.**

The test selection box is located in the upper-left corner of the screen. To create a test session, select the particular test(s) to be administered. Verify that the correct summative content and grade level test is selected.

![Session Selection](image)

Students will only be able to see and access those tests for which they are eligible in TIDE.

4. **The TA begins the test session.**

After clicking on the assessment(s) to be administered during the test session, the TA clicks on the [Start Session] button to begin the test session and generate the session ID that students use to join that test session.
5. **The TA informs students of the test session ID.**

The system-generated session ID appears in the top-right corner of the screen.

**SAY:**

Today, you will take the West Virginia General Summative Assessment [insert grade, ELA/mathematics/science, and CAT/PT/fixed-form] test. I will provide you a test session ID that is required to start the test. Once you have logged in, wait for me to approve the test before you start. I’ll be checking that you have correctly entered the test session ID and other information.

Give students the test session ID and other log-in information.

The TA should write down the session ID for his or her own records, in case he or she gets involuntarily logged out of the system. The TA will be logged out of the session if there is no activity for twenty minutes by the TA or a student. Having the session ID will allow the TA to resume the session.

TAs also may write the test session ID on a classroom dry-erase or chalk board or another place where students can see it. Make sure students know that the test session ID must be entered **exactly** as it is written—it is case sensitive—without extra spaces or characters. Please refer to the...

SAY: Enter your first name followed by your SSID number. Your SSID number is your 9-digit student number. Then enter the test session ID. Raise your hand if you do not know your SSID or need help typing this information on your keyboard.

Please do not share your SSID with anyone. This is private information.

Now click “Sign In.” Once you have successfully logged in, you will see a screen with your first name, SSID, school, and grade. If all of the information on your screen is correct, select YES to continue. If any of the information is incorrect, please raise your hand and show me what is incorrect.

Ensure that all students have successfully entered their information.

The TA should ensure that the students use their legal first names (first name in WVEIS), not nicknames. If a student is unable to log in, he or she will be prompted to try again and provided with a message describing the reason (an invalid SSID, for example). If the student is still having difficulty, the TA can look up the correct information using the Student Lookup function on the TA Interface in the TDS or TIDE. TAs may assist students with logging in if necessary.

6. The TA informs students of the test session in which they are participating.

SAY: On the next screen, select the [INSERT NAME OF TEST (i.e., ELA Grade 4 CAT)], and then click START TEST. After you have selected your test, you will see a screen with a moving bar and message saying that you are waiting for Test Administrator approval. This step helps ensure that you are taking the correct test. Please wait quietly while I verify each of your tests.

If TAs are unsure of which content area or test students are participating in during that session, TAs should contact the School Test Coordinator (SC).

Depending on the test(s) the TA selected when creating the test session, students may be able to select from more than one test, for example, a CAT in both English language arts (ELA) and mathematics. TAs should direct students to select the appropriate test name based on what the TA is planning to administer at that time. Students will see only assessments for which they are eligible.
7. The TA views and approves students who are waiting for test session approval.

After students have selected a test, the TA verifies that each student selected the appropriate test before approving that student for testing. It is very important that the TA pays close attention to the test name prior to approving to be sure it is the correct test to be administered at that time. To do this:

   a. Select the [Approvals (#)] button.

   b. A new window opens that shows a list of students, organized by test name. The TA should review the list to ensure that students are taking the correct content area (ELA, mathematics or science) and type of test (CAT or PT) in ELA and math.
      i. If a student selected a test other than the one the TA plans to administer to that student that day (for example, selected a PT instead of a CAT or selected mathematics instead of ELA), the TA must deny the student entry to the test session. The student may then log in again and select the correct test.

   c. The TA should also review the test settings assigned to each student to ensure that they are correct.
      i. If a student’s settings are incorrect, DO NOT APPROVE that student to begin testing. The TA will need to work directly with a SC or District Test Coordinator (DC) to ensure the test settings are correct in TIDE before approving the student to begin testing. (Reminder: It may take up to 24 hours for changes to appear in TIDE.) Ensuring the test settings are correct before the student begins testing is critical to avoid the need for a test reset that may result in additional testing for the student later.

   d. When the correct test is selected and test settings are verified, the TA clicks [Approve] or [Approve All Students].
After I approve you to begin testing, you will see a screen asking you to check your test content area and settings. If all the information is correct, you may select YES, START MY TEST. If any of it is incorrect, please raise your hand.

Each student will be logging in at a different time. The TA should monitor the sessions and approve all students who are currently ready before assisting any students who are having problems.

If students will be taking an ELA assessment during the test session or have text to speech (TTS), read the next blue box so the students will know how to verify that their headsets are working properly. Students will see a box similar to the Sound Check illustration shown below.

Next you should see a screen that prompts you to verify that the sound on your computer is working. Put your headsets on and click the icon of the speaker in the circle to hear the sound. If you hear the chime, click [YES]. If not, raise your hand.

If a student’s volume is not working, troubleshoot basic steps such as ensuring that the headset is fully plugged in, mute is not inadvertently selected, and the volume setting is turned up. If the student is still experiencing issues, contact your SC.

Before your test appears, you will see a tutorial page listing the test tools and buttons that you may use during the test or that will appear on the test. Please read this carefully. You also can find this information during your test by clicking the HELP button in the top right corner.
You must answer each question on the screen before going on to the next page. During the test, you may see a page with no test questions. Follow the directions on the page to continue taking the test.

You must make an answer selection in order to move to the question on the next page. If you are unsure of an answer, provide what you think is the best answer; there is no penalty for guessing.

If you would like to review that answer at a later time, mark the item for review by opening the context menu in the upper-right corner of the question and clicking flag for review before going on to the next question. Flagging the item will remind you to go back and decide whether or not you want to change the answer during this test segment.

You may PAUSE at any point in the test by clicking PAUSE rather than NEXT after answering an item.

The PAUSE button is used to stop the test. Note that PAUSING for more than twenty minutes will prevent you from changing any answer on previous pages of the test.

Your answers need to be your own work. Please keep your eyes on your own test and remember that there should be no talking.

Read the following if you are administering the science test.

Please keep in mind that this test is divided into two segments. When you get the end of segment 1, you will be prompted to review your answers.

Once your review is complete, STOP and wait for directions.

Remember you will not be able to return to segment 1 once the next segment is started.

When you are ready to begin your test, click BEGIN TEST NOW at the bottom of the page.

Read the following if you are administering ELA or math tests.

Please keep in mind that this test is divided into segments. When you get to the end of each segment, you will be prompted to review your answers before moving on. Once you submit your answers and move on to the next segment, you will not be able to return to the previous segment.

When you are ready to begin your test, click BEGIN TEST NOW at the bottom of the page.

For the CAT portion of the test, after a pause, the student’s test can be resumed at any time within the testing window. For the performance task, there is no pause limit, but the test expires ten days after it is started. See section 8.3 Testing Time and Recommended Order of Administration for
each content area and type of assessment.

For the science test, segments 1 and 2 must be administered on the same day. A break should be provided between segments 1 and 2.

At the end of segment 1 of the science test, pause the test session. Allow the students to take a break.

- If the TA’s session is inactive for over twenty minutes, a new test session is required – go back to Step 3 to begin a new session.
- If the TA session is still ongoing, say the following.

**SAY:** Please log back in to the test session using the session ID given earlier.

8. **The TA monitors student progress.**

**Monitoring Test Selection**

It is very important that TAs monitor student progress throughout the test session. This includes verifying that students are participating in the appropriate content area and type of test (CAT or PT). The TA monitors the test each student is taking by referring to the “Students in Your Test Session” table in the TA Interface in the TDS.

In the event a student is taking an incorrect test, the TA can pause the student’s test. The TA should then instruct the student to log out and log in again to select the correct test. The TA must notify the SC, who would complete the Test Security Incident Log.

![Students in Your Test Session Table]

**Monitoring Test Progress**

Once students have started their tests, the TA should circulate through the room to ensure that all conditions of test security are maintained. If the TA witnesses or suspects the possibility of a test security incident, the SC should be contacted immediately. The SC will work with the DC to mitigate the incident in accordance with WVBE Policy 2340.

The TA also may use the TA Interface in the TDS to view the testing progress of any student. This site will not show test items or scores but will let the TA see how many items have been answered by each student (e.g., question 24/40).

While the TA Interface is designed to automatically refresh every minute, the TA can refresh it manually at any time by clicking the [Refresh Now] button at the top left of the page. Do NOT click the web browser’s refresh button to refresh the TA Interface.
If the TA notices that a student is off task and believes that a break from testing will benefit the student, he or she may say the following statement verbatim.

**SAY:** It is important that you do your best. Do you need to pause the test and take a break?

If a student asks for assistance either in answering an item or manipulating an item type, the TA should gently instruct the student to review the tutorial for help and let the student know that he or she should try his or her best, but that the TA cannot help answer an item. The TA may remind the student to reread the instructions for that item.

**SAY:** I can’t help you with your test. Try to do the best that you can.

**IMPORTANT:**

- If the TA is using the TA Interface in the TDS and navigates to another AIR system (TIDE, ORS, etc.), the session will stop, and all students in the session will be logged out.

- If the TA Interface or TA training site browser is accidentally closed while students are still testing, the session will remain open until it times out after twenty minutes. Before twenty minutes have elapsed, the TA can open the browser and navigate back to the TA Interface. The TA will be prompted to enter the active session ID and re-enter the test session.

- As a security measure, TAs are automatically logged out of the TA Interface after twenty minutes of TA user inactivity and student inactivity in the test session, which will result in closing the test session. If this occurs, the TA will have to create a new session, and the students will have to log in to the new session to resume testing. When starting a new session, the TA should give the students the new session ID so that they can log in and resume testing.

**9. The TA ends the test session and logs out of the Test Administrator Site.**

The West Virginia General Summative Assessment is an untimed test; however, situations might arise where a testing session is nearing the end of the time allotted for the session, for example the end of the instructional day. When there are approximately ten minutes left in the test session, the TA should give students a brief warning.
Online Test Administration Manual

SAY: We are nearing the end of the time available today for testing. Please review any completed or marked items now. DO NOT submit your test unless you have answered all of the questions.

After answering the last item in each segment, each student is presented with a screen prompting him or her to review answers (marked and unmarked) for all items available to the student or prior to submitting the test. A test cannot be paused after the last item has been presented to the student.

After answering the last question, students must submit their tests. If students would like to review their answers before submitting their test, they should click [REVIEW MY ANSWERS] and then [SUBMIT TEST] after they finish reviewing.

Once a student clicks [SUBMIT TEST], the student will not be able to review answers.

SAY: This test session is now over. If you have not finished, click PAUSE, and you will be able to finish at another time. If you have finished, click SUBMIT TEST. I will now collect any scratch paper or other materials.

TAs should click [Stop Session] to end the test session and pause any student test in the session that is still in progress. When finished, TAs can log out of the TA Interface by clicking the [Logout] button at the top right. TAs also should collect any scratch paper.

11.2 Testing Over Multiple Sessions or Days

For some tests, particularly the performance tasks, students may be best served by sequential, uninterrupted time that may exceed the time in a student’s schedule. The ELA PT should be administered in two sessions corresponding with Part 1 and Part 2. Students can be provided breaks within each part; however, once a student moves on to Part 2, he or she will not be able to review or revise items in Part 1. For this reason, it is recommended that students complete Part 1 in one test session; Part 2 would ideally be delivered the next school day. The mathematics PT should be administered in one test session of 40–120 minutes.

If the SC/TA intends for this test administration to occur over the course of multiple days for a student or group of students, TAs may ask students to pause after they reach a designated point. For most tests, there is nothing built into the system to prevent students from progressing from one section of the test to another. In those cases, the TA should give the students clear directions on when to pause. This guidance may be written on a dry-erase board, chalkboard, or another place that students can easily see. Students will receive a notification when they reach the end of the section.

When testing is resumed on a subsequent day, the TA will need to start a new test session and provide a new session ID. When instructing the students to log in, TAs should read the un-italicized sections of the general script (SAY boxes) to the students from the beginning in section 11.0 Day of Test Administration.

A summary of recommendations for the number of sessions and session durations is in section 8.3 Testing Time and Recommended Order of Administration.
12.0 FOLLOWING TEST ADMINISTRATION

12.1 Destroying Test Materials

Federal law—the Family Educational Rights and Privacy Act—prohibits the release of any student’s personally identifiable information. Any printed materials must be securely stored and then shredded.

As a reminder, those printed and paper test materials identified in section 4.0 Ensuring Test Security must be securely shredded immediately following each test session and may not be retained from one test session to the next. The only exception to this is scratch paper used during the performance task, which should be handled according to the guidance provided in section 4.2 Secure Handling of Printed Materials.

12.2 Reporting Testing Improperies, Irregularities, and Breaches

Throughout testing, ensure that all test security incidents were reported in accordance with the guidelines in sections 4.0 Ensuring Test Security and 5.0 Responding to Testing Improperies, Irregularities, and Breaches in this manual.
A short, teacher-led activity designed to introduce students to the context and contextual vocabulary in the PT to ensure that students are not disadvantaged in demonstrating the skills the task intends to assess. A Test Administrator (TA) or other authorized staff can lead the Classroom Activity. An applicable Classroom Activity is required before the PT portion of the test. The PT should be administered within three days after the Classroom Activity. The Classroom Activity should not be supplemented with any other content that the administrator may think is helpful because doing so may detract from the intended purpose of the Classroom Activity.

Computer Adaptive Test (CAT) Based on student responses, the computer program selects the difficulty of items throughout the assessment. By adapting to the student as the assessment is taking place, these assessments present an individually tailored set of items to each student and provide more accurate scores for all students across the full range of the achievement continuum.

Designated Supports Accessibility features of the assessments available for use by any student for whom the need has been indicated by an educator (or team of educators working with the parent/guardian and student).

<table>
<thead>
<tr>
<th>Term</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>District Test Coordinator (DC)</td>
<td>District-level staff member who is responsible for the overall administration of the summative assessment in a district. DCs should ensure that the School Test Coordinators (SCs) and TAs in their districts are appropriately trained and aware of policies and procedures.</td>
</tr>
<tr>
<td>Full-write</td>
<td>A component of the English language arts (ELA) performance task that requires the student to develop an informative/explanatory, narrative, or opinion/argumentative multi-paragraph piece of writing for which he or she engages the full writing process.</td>
</tr>
<tr>
<td>Invalidation</td>
<td>A specific appeal in the appeals module of TIDE. Invalidating a test in the appeals module results in the omission of test results and student responses from the testing and accountability systems. Invalidation is often the outcome for assessments impacted by a test security incident.</td>
</tr>
<tr>
<td>Item</td>
<td>A test question or stimulus presented to a student to elicit a response.</td>
</tr>
<tr>
<td>Pause</td>
<td>Action taken by a student or TA to temporarily halt the test during any part of the test, as needed. Pauses of more than twenty minutes will prevent the student from returning to items already attempted. For a performance task, the student can pause for any amount of time and still return to any previously answered item within the PT’s current segment only. More information on test pausing is available in section 8.2 General Rules of Online Testing.</td>
</tr>
<tr>
<td>Performance Task (PT)</td>
<td>A PT is an item type designed to provide students with an opportunity to demonstrate their ability to apply their knowledge and higher-order thinking skills to explore and analyze a complex, real-world scenario. It is a required portion of the test. Prior to the PT, teachers or instructional staff conduct a Classroom Activity for all students in the class to ensure that a lack of understanding of the context of the task does not interfere with a student’s ability to address the content of the task.</td>
</tr>
<tr>
<td>School Test Coordinator (SC)</td>
<td>School staff member responsible for monitoring the test schedule, process, and TAs. SCs are also responsible for ensuring that TAs have been appropriately trained and that testing is conducted in accordance with the test security and other policies and procedures established by the WVBE Policy 2340.</td>
</tr>
<tr>
<td>Secure Browser</td>
<td>A web browser that is downloaded and installed on a computer prior to a student beginning the test. The browser is specifically designed for use with the West Virginia General Summative Assessment to provide secure access to the each content area test and prevent students from accessing specific hardware and software functions (e.g., other browsers, screenshot programs) that are not allowed during the assessments.</td>
</tr>
<tr>
<td>Segment</td>
<td>A part of a test within the test delivery system. Depending on the test, segments typically separate items from others if the eligible tools are different (i.e., the mathematics test may have two segments—one segment that allows calculator use and another segment that does not). When a student completes a segment of the test, he or she will receive a message that indicates that once that segment is submitted, it is no longer possible to return to that segment.</td>
</tr>
</tbody>
</table>
**Session**

A timeframe in which students actively test in a single sitting. The length of a test session is determined by building or district administrators who are knowledgeable about the periods in the building and the timing needs associated with the assessment. Test session durations can range between 40 and 120 minutes. The West Virginia General Summative Assessment is not timed, and an individual student may need more or less time overall. Further, individual students will have unique needs regarding the length of a test session.

Though a session is most often set up by an administrator in the TA Interface in the TDS, the performance task includes a Classroom Activity, which does not require students to be logged in to the test delivery system but may be administered as an independent session.

*Note: A test session does not need to end when a segment ends.*

**Statewide Student Identifier (SSID)**

The WVEIS number or the Assessment ID number. In some cases this may be the same identifier used on other state assessments.

**Stimulus/Stimuli**

Material or materials used in the test context which form the basis for assessing the knowledge and skills of students. Many items/tasks for the assessments include a stimulus along with a set of questions to which the student responds. Stimulus materials are used in the assessments to provide context for assessing the knowledge and skills of students and are diverse. They can be traditional reading passages/texts but viewed on a computer screen; images with audio presentations for students to listen to; simulated web pages for students to use for research; or scenarios to react to.

**Test Administrator (TA)**

District or school personnel responsible for administering the West Virginia General Summative Assessment in a secure manner in compliance with the policies and procedures outlined in the WVDE Policy 2340.

**Test Information Distribution Engine (TIDE)**

The registration system used for the West Virginia General Summative Assessment. This is the system through which users interact with and inform the test delivery system. This registration system controls adding and managing users and students participating in the West Virginia General Summative Assessment. This system uses a role-specific design to restrict access to certain tools and applications based on the user’s designated role.

**Test Security Incident Log**

Document of record for a district to record all test security incidents. The template must be downloaded from the West Virginia General Summative Assessments Portal at http://wv.portal.airast.org.

**Testing Breach**

A security event that poses a threat to the validity of the test. Examples may include such situations as a release of secure materials or a security/system risk. A breach incident must be reported immediately to the state level. For specific details on how to proceed when an incident has occurred, please refer to section 5.0 Responding to Testing Improprieties, Irregularities, and Breaches of this manual.
| **Testing Impropriety** | An unusual circumstance that has a low impact on the individual or group of students who are testing and has a low risk of potentially affecting student performance on the test, test security, or test validity. These circumstances can be corrected and contained at the local level.  
For specific details on how to proceed when an incident has occurred, please refer to 5.0 Responding to Testing Improprieties, Irregularities, and Breaches of this manual. |
| **Testing Irregularity** | An unusual circumstance that impacts an individual or group of students who are testing and may potentially affect student performance on the test, test security, or test validity. These circumstances can be corrected and contained at the local level, but are submitted in the online system for resolution of the Appeal for testing impact.  
For specific details on how to proceed when an incident has occurred, please refer to 5.0 Responding to Testing Improprieties, Irregularities, and Breaches of this manual. |
APPENDIX B: ITEM TYPES

Item and response types

As students engage with the West Virginia General Summative Assessment, they will be asked test questions that require them to respond in several ways, some of which may be new to students.

Several resources are available for teachers and students to use to get ready for the test, including a Practice Test and a Training Test. As pointed out in Appendix D of this manual, it is **highly recommended** that ALL students access the Training Test site before taking the test. Doing so will provide students an opportunity to view and practice each of the item types.


Summary of item types and how to provide responses

The following table lists the different item types and briefly describes each one.

> Not all assessments will necessarily include all item types.

<table>
<thead>
<tr>
<th>Content Area</th>
<th>Type of Item</th>
<th>Brief Description of How to Respond</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELA and Mathematics</td>
<td>Multiple Choice, single correct response</td>
<td>Four-option multiple choice</td>
</tr>
<tr>
<td></td>
<td>Multiple Choice, multiple correct responses</td>
<td>Multiple-option selected response</td>
</tr>
<tr>
<td></td>
<td>Matching Tables (with a variation True/False or Yes/No)</td>
<td>Table format, click entry</td>
</tr>
<tr>
<td></td>
<td>Short text</td>
<td>Keyboard alphanumeric entry</td>
</tr>
<tr>
<td>Science</td>
<td>Multiple Choice, single correct response</td>
<td>Four-option multiple choice</td>
</tr>
<tr>
<td></td>
<td>Equation/Numeric (replaces gridded response)</td>
<td>Enter numeric response</td>
</tr>
<tr>
<td>Mathematics Only</td>
<td>Drag-and-Drop</td>
<td>Drag-and-drop single or multiple elements</td>
</tr>
<tr>
<td></td>
<td>Hot Spot</td>
<td>Select text</td>
</tr>
<tr>
<td></td>
<td>Table Fill In</td>
<td>Table format, click entry</td>
</tr>
<tr>
<td></td>
<td>Graphing</td>
<td>Plot points and/or draw lines</td>
</tr>
<tr>
<td></td>
<td>Equation/Numeric</td>
<td>Enter equation or numeric response</td>
</tr>
<tr>
<td>ELA Only</td>
<td>Two-part multiple choice, with evidence-based response (EBSR)</td>
<td>Two part, multiple choice</td>
</tr>
<tr>
<td></td>
<td>Hot Text</td>
<td>Select and order text</td>
</tr>
<tr>
<td></td>
<td>Essay</td>
<td>Keyboard alphanumeric entry</td>
</tr>
</tbody>
</table>
The following table catalogues each specific item type and briefly describes the student actions necessary to provide a response.

**Item Types in the Practice/Training Test (ELA and mathematics only)**

<table>
<thead>
<tr>
<th>Content Area</th>
<th>Item Type</th>
<th>How Student Responds</th>
<th>Practice Test Examples</th>
<th>Training Test Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELA and Math</td>
<td>Multiple choice, single correct response (radio buttons)</td>
<td>Select the radio button corresponding to an option. To deselect an option, select a different radio button. Select only one option.</td>
<td>G3 ELA, Question 4 G3 Math, Question 10 G4 ELA, Question 2 G4 Math, Question 2 G5 ELA, Question 2 G5 Math, Question 1 G6 ELA, Question 1 G6 Math, Question 1 G7 ELA, Question 2 G7 Math, Question 3 G8 ELA, Question 2 G8 Math, Question 4 G11 ELA, Question 1 G11 Math, Question 24</td>
<td>G3–5 ELA, Question 2, Part A G3–5 Math, Question 1 G6–8, ELA, Question 4 G6–8 Math, Question 7 High School ELA, Question 4</td>
</tr>
<tr>
<td>ELA and Math</td>
<td>Multiple choice, single correct response (highlight)</td>
<td>Highlight an option by selecting an option. To deselect an option, select a different option. Select only one option.</td>
<td>G3 ELA, Question 10 G4 ELA, Question 28 G5 ELA, Question 10 G6 ELA, Question 11 G8 ELA, Question 1 G11 ELA, Question 2 G11 Math, Question 14, Part B</td>
<td>None available</td>
</tr>
<tr>
<td>ELA and Math</td>
<td>Multiple choice, multiple correct responses (checkboxes)</td>
<td>Mark a checkbox corresponding to an option. To deselect an option, click on the checkbox that is already marked. Mark one or more options.</td>
<td>G3 ELA, Question 6 G3 Math, Question 7 G4 ELA, Question 3 G4 Math, Question 19 G5 ELA, Question 19 G5 Math, Question 26 G6 ELA, Question 7 G6 Math, Question 7 G7 ELA, Question 7 G7 Math, Question 7 G8 ELA, Question 7 G8 Math, Question 16 G11 ELA, Question 14 G11 Math, Question 6</td>
<td>G3–5 ELA, Question 2, Part B G3–5 Math, Question 6 G6–8 Math, Question 4 High School Math, Question 6</td>
</tr>
<tr>
<td>Content Area</td>
<td>Item Type</td>
<td>How Student Responds</td>
<td>Practice Test Examples</td>
<td>Training Test Examples</td>
</tr>
<tr>
<td>--------------</td>
<td>-----------</td>
<td>---------------------</td>
<td>------------------------</td>
<td>------------------------</td>
</tr>
</tbody>
</table>
| ELA and Math | Multiple choice, multiple correct responses (highlight) | Highlight an option by selecting it. To deselect an option, click on the previously highlighted option. Select one or more options. | G3 ELA, Question 1  
G3 Math, Question 4  
G4 ELA, Question 20 (Highlight sentences in a paragraph)  
G4 Math, Question 10  
G5 ELA, Question 17  
G6 ELA, Question 21  
G7 ELA, Question 1  
G7 Math, Question 21 Part A  
G8 ELA, Question 3  
G11 ELA, Question 10  
G11 Math, Question 4 | None available |
| ELA and Math | Matching Tables (variation using True/False or Yes/No format) | Select a checkbox corresponding to an option in a table cell. To deselect an option, select a checkbox that is already marked. | G3 ELA, Question 29  
G3 Math, Question 2  
G4 Math, Question 4  
G5 ELA, Question 22  
G5 Math, Question 22  
G6 Math, Question 3  
G7 ELA, Question 26  
G7 Math, Question 18  
G8 Math, Question 2  
G11 ELA, Question 30  
G11 Math, Question 3 | G3–5 ELA, Question 6  
G3–5 Math, Question 4  
G6–8 ELA, Question 5  
G6–8 Math, Question 6  
High School ELA, Question 6  
High School Math, Question 3 |
| ELA and Math | Short Text | Respond via keyboard entry into a multiline text box (no text formatting). This item type offers the ability to edit previously entered text. | G3 ELA, Question 18  
G4 ELA, Question 17  
G5 ELA, Question 16  
G6 ELA, Question 4  
G7 ELA, Question 2  
G8 ELA, Question 4  
G8 Math, Question 20  
G11 ELA, Question 12  
G11 Math, Question 18 | G3–5 ELA, Question 1  
G3–5 Math, Question 8  
G6–8 ELA, Question 1  
High School ELA, Question 1  
High School Math, Question 2 |
| Math Only | Drag and Drop (select and move objects) | Click and drag an object to the appropriate location in the Question response area. | G3 Math, Question 9  
G4 Math, Question 7  
G5 Math, Question 21  
G6 Math, Question 4 Part B  
G7 Math, Question 8  
G8 Math, Question 1  
G11 Math, Question 1 | G3–5 Math, Question 3  
G6–8 Math, Question 5  
High School Math, Question 1 |
| Math Only | Hot Spot | Select targeted areas in the response area. | G3 Math, Question 22  
G4 Math, Question 24 | G3–5 Math, Question 5  
G6–8 Math, Question 8 |
<table>
<thead>
<tr>
<th>Content Area</th>
<th>Item Type</th>
<th>How Student Responds</th>
<th>Practice Test Examples</th>
<th>Training Test Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>G5 Math, Question 16</td>
<td>G3–5 Math, Question 2</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>G6 Math, Question 4 Part A</td>
<td>G6–8 Math, Question 2</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>G7 Math, Question 13</td>
<td>High School Math, Question 2</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>G8 Math, Question 21</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>G11 Math, Question 10</td>
<td></td>
</tr>
<tr>
<td>Math Only</td>
<td>Table Fill In</td>
<td>Respond via keyboard entry into table cells or drag/drop objects into table cells.</td>
<td>G4 Math, Question 17</td>
<td>G3–5 Math, Question 9</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>G6 Math, Question 27</td>
<td>G6–8 Math, Question 3</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>G8 Math, Question 28</td>
<td>High School Math, Question 7</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>G11 Math, Question 23</td>
<td></td>
</tr>
<tr>
<td>Math Only</td>
<td>Graphing</td>
<td>Select the [Add Point] icon and then click in the Question response area to create a</td>
<td>G3 Math, Question 6</td>
<td>G3–5 Math, Question 7</td>
</tr>
<tr>
<td></td>
<td></td>
<td>new point. To remove the point, select the [Delete] icon and then click on the</td>
<td>G6 Math, Question 6</td>
<td>G6–8 Math, Question 1</td>
</tr>
<tr>
<td></td>
<td></td>
<td>point to be deleted.</td>
<td>G8 Math, Question 5</td>
<td>High School Math, Question 8</td>
</tr>
<tr>
<td></td>
<td></td>
<td>or</td>
<td>G11 Math, Question 7</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Select the [Connect Line] icon and then click in the Question response area where</td>
<td>G3 Math, Question 14</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>the line is to start. Click and drag to the area where the line is to end.</td>
<td>G5 Math, Question 14</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>To remove the line, select the [Delete] icon and then click on the line to be</td>
<td>G6 Math, Question 2</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>deleted.</td>
<td>G7 Math, Question 1</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>G8 Math, Question 3</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>G11 Math, Question 2</td>
<td></td>
</tr>
<tr>
<td>Math Only</td>
<td>Equation/ Numeric</td>
<td>Select buttons representing numbers and mathematic symbols to create a numeric</td>
<td>G3 Math, Question 3</td>
<td>G3–5 Math, Question 2</td>
</tr>
<tr>
<td></td>
<td></td>
<td>response or equation.</td>
<td>G4 Math, Question 1</td>
<td>G6–8 Math, Question 2</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>G5 Math, Question 14</td>
<td>High School Math, Question 4</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>G6 Math, Question 2</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>G7 Math, Question 1</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>G8 Math, Question 3</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>G11 Math, Question 2</td>
<td></td>
</tr>
<tr>
<td>ELA Only</td>
<td>Two-part multiple</td>
<td>Questions are multiple-choice (radio buttons) or multiple-choice (highlight).</td>
<td>G3 ELA, Question 13</td>
<td>G3–5 ELA, Question 2</td>
</tr>
<tr>
<td></td>
<td>choice, with</td>
<td></td>
<td>G4 ELA, Question 10</td>
<td>G6–8 ELA, Question 3</td>
</tr>
<tr>
<td></td>
<td>evidence responses</td>
<td></td>
<td>G7 ELA, Question 5</td>
<td>High School ELA, Question 2</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>G11 ELA, Question 5</td>
<td></td>
</tr>
<tr>
<td>Content Area</td>
<td>Item Type</td>
<td>How Student Responds</td>
<td>Practice Test Examples</td>
<td>Training Test Examples</td>
</tr>
<tr>
<td>-------------</td>
<td>-------------------------------</td>
<td>----------------------------------------------------------</td>
<td>-------------------------------------</td>
<td>---------------------------------</td>
</tr>
<tr>
<td>ELA Only</td>
<td>Hot Text (select and move text)</td>
<td>Select text and then click and drag text to a new area.</td>
<td>G3 ELA, Question 16</td>
<td>None available</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>G11 ELA, Question 16</td>
<td></td>
</tr>
<tr>
<td>ELA Only</td>
<td>Listening Tasks</td>
<td>Student must start or pause an audio clip by selecting buttons.</td>
<td>G3 ELA, Question 22</td>
<td>G3-5 ELA, Question 5</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>G4 ELA, Question 22</td>
<td>G6-8 ELA, Question 4</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>G5 ELA, Question 25</td>
<td>High School ELA, Question 5</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>G6 ELA, Question 22</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>G7 ELA, Question 25</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>G8 ELA, Question 22</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>G11 ELA, Question 22</td>
<td></td>
</tr>
<tr>
<td>ELA Only</td>
<td>Essay</td>
<td>Respond via keyboard entry using text formatting buttons. Test-taker can edit previously entered text.</td>
<td>ELA Performance Tasks</td>
<td>None available</td>
</tr>
</tbody>
</table>

**Technical skills to access embedded resources**

To access some of the embedded resources (such as strikethrough, highlighter, American Sign Language videos, and text-to-speech) that are available to help work through these item types, students may need to access the **context menu** by clicking on the context menu bars in the top right corner of the item or passage.
APPENDIX C: SECURE BROWSER FOR TESTING

Test Administrators (TAs) should be aware of the following guidelines and employ the necessary precautions while administering online assessments:

- **Close External User Applications**
  Prior to administering the online assessments, TAs should check all computers that will be used and close all applications except those identified as necessary by the School Technology Coordinator. After closing these applications, the TA should open the secure browser on each computer.

  The secure browser and Student Interface automatically detect certain applications that are prohibited from running on a computer while the secure browser is open. The secure browser will not allow a student to log in if the computer detects that a forbidden application is running. A message will also display that lists the forbidden application(s) that needs to be closed.

  If a forbidden application is launched in the background while the student is already in a test, the student will be logged out and a message displayed. The student will have to close the forbidden application, reopen the secure browser, and log in to continue working on the assessment. This would be considered a test security incident.

**Secure browser error messages**

Possible error messages displayed by the secure browser are shown below.

<table>
<thead>
<tr>
<th>Message</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Secure Browser Not Detected</td>
<td>The system automatically detects whether a computer is using the secure browser to access the online testing system. The system will not permit access to a test other than through the secure browser; under no condition may a student access a test using a nonsecure browser.</td>
</tr>
<tr>
<td>Unable to Establish a Connection with the Test Delivery System</td>
<td>If a computer fails to establish a connection with the test delivery system, a message will be displayed. This is most likely to occur if there is a network-related problem. The causes may include an unplugged network cable or a firewall not allowing access to the site.</td>
</tr>
</tbody>
</table>

**Force-quit commands for secure browsers**

In the rare event that the secure browser or test becomes unresponsive and you cannot pause the test or close the secure browser, users have the ability to “force quit” the secure browser.

To force the browser to close, use the following keyboard commands. (Reminder: This will log the student out of the test he or she is taking. When the secure browser is opened again, the student will have to log back in to resume testing.)

You are strongly advised against using the force-quit commands, as the secure browser treats this action as an abnormal termination. The secure browser hides features such as the Windows taskbar; if the secure browser is not closed correctly, then the taskbar may not reappear correctly.

These commands should be used only if the [Close Secure Browser] button does not work.
## Force-quit Commands

<table>
<thead>
<tr>
<th>Platform</th>
<th>Command</th>
</tr>
</thead>
<tbody>
<tr>
<td>Windows</td>
<td>[Ctrl] + [Alt] + [Shift] + [F10]</td>
</tr>
<tr>
<td>Mac OS X</td>
<td>[Ctrl] + [Alt] + [Shift] + [F10]</td>
</tr>
<tr>
<td>Linux</td>
<td>[Ctrl] + [Alt] + [Shift] + [Esc]</td>
</tr>
</tbody>
</table>

*Note for Windows and Mac Users:*
If you are using a laptop or netbook, you may also need to press the [FN] key before pressing [F10].
APPENDIX D: PRACTICE AND TRAINING TESTS

In preparation for the test and to expose students to the various item-response types in ELA and mathematics (see Appendix B for item types), it is highly recommended that all students access the Practice and Training Tests, available through the West Virginia General Summative Assessments Portal at http://wv.portal.airast.org. Each resource offers students a unique opportunity to experience a test in a manner similar to what they will see on the summative assessments and prepares students for testing. These resources will not be scored; however, scoring guides are available on the West Virginia General Summative Assessments Portal at http://wv.portal.airast.org.

Overview of the Practice Tests

The Practice Tests allow educators and students to experience a full grade-level test and gain insight into the West Virginia General Summative Assessment. The Practice Tests mirror the summative assessments but are not scored. Each grade-level test includes a variety of item response types and difficulty levels—approximately thirty items each in ELA and mathematics—as well as an ELA and mathematics performance task at each grade level (3–8 and 11). The Practice Test also includes a comprehensive reflection of embedded universal tools, designated supports, and accommodations, which should also be provided to students with any non-embedded universal tools, designated supports, and accommodations as allowed on the summative assessments.

Note: The science test will be administered on the same platform as the ELA and mathematics tests.

Overview of the Training Tests

The Training Tests are designed to provide students and educators with an opportunity to quickly familiarize themselves with the software and navigational tools that they will use on the West Virginia General Summative Assessment. The Training Tests are organized by grade bands (grades 3–5, 6–8, and high school). Each test contains fourteen to fifteen questions.

On the Training Test, the questions were selected to provide students with an opportunity to practice a range of item response types. The Training Tests do not contain performance tasks. Similar to the Practice Tests, the Training Tests include all embedded universal tools, designated supports, and accommodations. Note that the text-to-speech functionality is available only when using the Training Tests through the secure browser. The student Training Test site may be used by anyone. Students can log in as guests or use their first name and SSID. Students who log in using their credentials may log in to a guest session or a proctored training session with a training session ID set up through the TA Training Test site.

Test Administrator login for the Practice and Training Tests

The Test Administrator Training Test site provides an opportunity for TAs to practice setting up a test session using a Practice Test or Training Test. Access to the Test Administrator Training Test site requires specific login credentials. This site may only be used by authorized District Test Coordinators (DCs), School Test Coordinators (SCs), and TAs. Note that braille Practice Tests and Training Tests can only be accessed through the TA Training site.

To access the Test Administrator Training site go to the West Virginia General Summative Assessments Portal at http://wv.portal.airast.org and click on Test Administrator. Then select the Practice and Training Test Administration site card. Enter your username and password when prompted.

For additional information about how to set up a Practice Test or Training Test session, refer to the Test Administrator User Guide located on the West Virginia General Summative Assessments Portal at http://wv.portal.airast.org.
Do NOT use the live Student Interface or TA Interface for practice. Doing so constitutes a test security incident (breach). For all Training Test sessions, use the TA Training site and the Practice Tests or Training Tests.

It is highly recommended that all students access the Training Test site before taking a test. The Training Tests will be especially beneficial for those students who have not previously participated in online testing. Teachers are encouraged to conduct a group walk-through of the Training Test or Practice Test with their students to promote familiarity with the testing format and basic test rules and to allow for free and open communication on the testing process and/or content (see section 8.2 General Rules of Online Testing). This walk-through of the Practice and Training Tests provide opportunities for TAs to describe the limitations to the support they will be able to provide and the verbal interactions they can have with students during each live test session. As Practice and Training Tests do not exist for the science test(s), the mathematics Practice and Training Tests will allow students to interact with the item types found on the science test. The science test, containing only multiple-choice and equation/numeric items, is delivered using the same platform as the mathematics test.
APPENDIX E: TEST PAUSE RULE SCENARIOS

Scenarios:

1. If the computer adaptive test (CAT) portion of an ELA or mathematics test or the fixed-form science test is paused for less than twenty minutes, the student can return to previous test pages and change the response to any item he or she has already answered within a segment.

2. If the CAT portion of the ELA or math test or the science test is paused for more than twenty minutes, the test will return the student to the last page with unanswered items when the student resumes testing. If a page has both answered and unanswered items, the student may change any answers on that page. The student may not return to previous pages and cannot change answers to items on previous pages.
   a. Example: A single test page has items 4–10. A student answers items 4–7 and pauses the test for more than twenty minutes. When the student resumes testing, he or she can change answers to items 4–10 but cannot return to items 1–3 on an earlier page.
   b. Example: A page contains items 9–11 and a student answers all of those items before pausing the test for more than twenty minutes. When the student resumes testing, he or she will begin on item 12 and cannot return to items 1–11.
APPENDIX F: ACCESSIBILITY GUIDELINES FOR CLASSROOM ACTIVITIES

Students with disabilities are allowed to have accommodations, and English language learners should have access to language supports that they regularly use during classroom instruction. The information noted in the table below provides teachers with options that may be implemented during the activity as needed for students to have appropriate access to the information included in the Classroom Activity.

Overall Strategies for the Classroom Activity are as follows:

- Teachers may employ the same strategies for the Classroom Activity that they use during instruction to attend to the diversity of their individual student needs.
- Teachers can employ formative practices and professional judgment to determine whether individual students require additional support or scaffolding to meet the objectives of the Classroom Activity.
- Teachers can read and reread aloud any text included in the Classroom Activity.
- Teachers may employ assistive technologies that are typically available during instruction.
- The additional supports and strategies described in the table below may be made available to any student based on the student’s individual needs and are not limited to particular impairments or to students who have Individualized Education Programs (IEPs) or 504 plans.
- Teachers may adjust any Classroom Activity to allow for different instructional settings (e.g., individual student make-up activity, remote learning environment).
- Teachers may employ more than one suggested strategy listed in the table below to meet student needs.
- These strategies are not mutually exclusive.

**Classroom Activity Guidance for Needs-Specific Accessibility Options**

<table>
<thead>
<tr>
<th>Student Need</th>
<th>Guidance for Accessibility (Student IEP and 504 Plans supersede these guidelines)</th>
</tr>
</thead>
</table>
| Visual Impairments    | - Reading Materials: All materials that are required to be read by a student may be read aloud to the student.  
                        | - Pictures, Figures, Drawings, and Photographs: Descriptions may be read to students. In addition, teachers can provide students with further explanation of the descriptions. These explanations may clarify the description without adding additional content.  
                        | - Graphs: Further descriptions or repetition of descriptions may be necessary for a student. These explanations may clarify the description without adding additional content.  
<pre><code>                    | - Venn Diagrams: Venn diagrams may be described to the student. In addition, a teacher may use a different chart, diagram format, or graphic organizer. |
</code></pre>
<table>
<thead>
<tr>
<th>Student Need</th>
<th>Guidance for Accessibility</th>
</tr>
</thead>
</table>
| Reading Impairments          | - Reading Materials: All materials that are required to be read by students may be read aloud to the student.  
                              | - Writing Activities: All activities that require the student to write may allow for an oral response or the use of technology usually used by the student in a classroom environment. |
| Physical Impairments         | - Kinesthetic Activities: If a student cannot participate in a kinesthetic activity, the student may be asked to describe the activity orally.  
                              | - Activities Requiring Movement: Tasks such as moving around the room or coming up to the board can be modified to allow the teacher or other students to interact with the student or allow for the student to respond orally.  
                              | - Writing Activities: If helpful to a student, all activities that require the student to write may allow for an oral response or the use of technology usually used by the student in a classroom environment. |
| Hearing Impairments          | - Activities Requiring Listening: Listening activities may be presented in American Sign Language (ASL). For activities that require students to describe sounds, such as those from a thunderstorm, a sound may be described by the student as how it feels and looks.  
                              | - Activities Requiring Oral Responses: Oral responses may be provided via sign language or in writing. |
| Expressive Language Impairments | - Activities Requiring Oral Responses: Oral responses may be provided in writing, using a communication device, or any other means that the student uses to communicate. |
| English Language Learners     | - Reading Materials: All materials that are required to be read by students may be read aloud to the student.  
                              | - Writing Activities: All activities that require the student to write may allow for an oral response.  
                              | - Visual Supports: If helpful to a student, vocabulary and key contextual topics may be supplemented with visual supports.  
                              | - Flexible Grouping: Teachers may administer the Classroom Activity in flexible groups based on English language proficiency.  
                              | - Activities Requiring Oral Responses: Oral responses may be provided in writing.  
                              | - Students may use an English, non-English, and bilingual dictionary and thesaurus as needed. |
| Separate Setting              | - Group activities may be tailored to occur between a single student and his or her educator where the educator and student share discussion and work.  
                              | - Activities between student(s) and an educator may be conducted online or via a telephone connection.  
                              | - All student-facing information included in a Classroom Activity should be presented to students working in a separate setting. |
The WVDE is committed to providing assessments that are accessible to all students via a suite of resources available locally or directly in the test platform. Although many resources, particularly those embedded in the system, may appear new, many of the resources are similar to those used commonly during classroom instruction. The Resources and Practices Comparison Crosswalk lists the resources that are currently included in the accessibility guidelines document and assists educators and decision-makers by providing a description of both the resource and its classroom equivalent.

<table>
<thead>
<tr>
<th>No.</th>
<th>Guidelines Resource</th>
<th>Description (See Guidelines for Full Description)</th>
<th>Pedagogical Practices</th>
<th>Description</th>
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<tbody>
<tr>
<td>1.</td>
<td>Breaks</td>
<td>The number of items per session can be flexibly defined based on the student’s need.</td>
<td>Breaks</td>
<td>Students pace themselves while completing work. Students may move about the classroom or take a short break outside to refocus.</td>
</tr>
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<td>2.</td>
<td>Color Contrast</td>
<td>Enables students to adjust screen or printed background or font color, based on student needs or preferences.</td>
<td>Color coding (Varied printing color and paper color)</td>
<td>Students have instructional materials that have different font or background paper color(s). Students can use one color for a main idea and another color for details when outlining or taking notes.</td>
</tr>
<tr>
<td>3.</td>
<td>Color Overlays</td>
<td>Color transparencies are placed over a paper-based assessment.</td>
<td>Color overlays</td>
<td>Color transparencies are placed over a paper-based assessment.</td>
</tr>
<tr>
<td>4.</td>
<td>Digital Notepad</td>
<td>These tools are used for making notes, computations, or responses about an item or performance task.</td>
<td>AVID Style Notes, brainstorming ideas, writing down connections, scratch paper, whiteboards, or notepaper</td>
<td>Strategies allow students to create notes or work on computations. Students may create two-column notes to record main ideas and to make connections with previous knowledge or ask questions. Students can organize ideas by listing all ideas for each topic and then prioritize.</td>
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<td></td>
<td>Global Notes</td>
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<td>Scratch Paper</td>
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<td>5.</td>
<td>Highlighter</td>
<td>A digital tool for marking desired text, item questions, item answers, or parts of these with a color.</td>
<td>Highlighter</td>
<td>A digital or physical tool for marking desired text with a color. Students use highlighters to distinguish useful/meaningful text when completing an assignment. Students can denote main ideas, supporting details, and conclusion.</td>
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<td>No.</td>
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<td>6.</td>
<td>Keyboard Navigation</td>
<td>Navigation throughout text can be accomplished by using a keyboard.</td>
<td>Students applying keyboarding skills using knowledge/skill of software</td>
<td>Students use classroom software programs such as Accelerated Reader, Interactive Math, Rosetta Stone, or EDMODO to complete classroom assignments, and make use of keyboarding skills in doing so.</td>
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<tr>
<td>7.</td>
<td>Magnification</td>
<td>The size of specific areas of the screen (e.g., text, formulas, tables, graphics, and navigation buttons) may be adjusted by the student with an assistive technology device.</td>
<td>Large-print texts or use of magnifying devices during instruction</td>
<td>Visually impaired students are provided large-print versions of state textbooks to enable access to curriculum. Students use computer screen enlargement to work in teams.</td>
</tr>
<tr>
<td>8.</td>
<td>Mark for Review</td>
<td>Allows students to flag items for future review during the assessment.</td>
<td>Circle, star, or check (✓) the item numbers of problems or questions that have not been answered</td>
<td>Circling, starring, or placing a check mark by an item about which a student is unsure enables the student to proceed to the next item. Students may also use paper sticky flags to notate areas for review or rereading. Students can also circle steps within a mathematics problem to revisit or ask questions.</td>
</tr>
<tr>
<td>9.</td>
<td>Masking</td>
<td>Masking involves blocking off content that is not of immediate need or that may be distracting to the student. Students are able to focus their attention on a specific part of a test item by masking.</td>
<td>Use of white space on documents Masking device</td>
<td>During instruction, students use a masking device that covers up sections of text before/after they read it, to maintain visual attention. Teachers create a clean document for students to work from that is not too “busy” or crowded with distracting information. Students use paper to block test questions, to decrease distractions. Teachers block off text on classroom boards or overhead projectors to focus students on topics during whole-group discussions.</td>
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<td>Guidelines Resource</td>
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<td>10.</td>
<td>Spell Check</td>
<td>Writing tool for checking the spelling of words in student-generated responses.</td>
<td>Proofreading</td>
<td>Students proofread other students’ work using a dictionary. Teachers proofread students’ work and have students make specific corrections. Students use rubrics to evaluate their own work, including checking for spelling, grammar, or content. Automated spell-check device Students use an automated spell-check device during instruction.</td>
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<tr>
<td>11.</td>
<td>Strikethrough</td>
<td>Allows users to cross out answer options.</td>
<td>Process of elimination</td>
<td>Students cross out the answers to multiple-choice items that are obviously wrong. Students cross out incorrect words in sentences.</td>
</tr>
<tr>
<td>12.</td>
<td>Zoom</td>
<td>A tool for making text or other graphics in a window or frame appear larger on the screen.</td>
<td>Large-print texts</td>
<td>Students receive large-print versions of state textbooks, or other text, to enable access to curriculum. Students have access to enlarged mathematics problems to make sure all steps are completed.</td>
</tr>
<tr>
<td>13.</td>
<td>Bilingual Dictionary</td>
<td>A bilingual/dual-language word-to-word dictionary is a language support.</td>
<td>Bilingual/dual-language paper dictionaries</td>
<td>Students use electronic or paper bilingual/dual-language dictionaries to look up word meanings during instruction.</td>
</tr>
<tr>
<td>14.</td>
<td>English Dictionary</td>
<td>An embedded English dictionary will be available for the full write portion of an ELA/literacy performance task. A non-embedded English dictionary may be available for the same portion of the test.</td>
<td>Electronic or paper English dictionary</td>
<td>Students use an electronic or paper English dictionary to look up word meanings.</td>
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<td>No.</td>
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<td>15.</td>
<td>English Glossary</td>
<td>Grade- and context-appropriate definitions of specific construct-irrelevant terms are shown in English.</td>
<td>Identify useful text features for understanding new vocabulary</td>
<td>Students utilize embedded definitions in textbooks; definitions in footnotes, margins, photos, charts, and illustrations; and glossaries in the rear of textbooks to clarify word meanings.</td>
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<td>English glossaries (instructional materials)</td>
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<td>16.</td>
<td>Stacked Translations</td>
<td>Stacked translations provide the full translation of each test item above the original item in English.</td>
<td>Bilingual glossaries</td>
<td>Students utilize bilingual glossaries in the rear of textbooks to find unknown word meanings. Students use bilingual word list(s) appropriate to the subject area and language acquisition.</td>
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<td></td>
<td>Stacked or bilingual translations</td>
</tr>
<tr>
<td>17.</td>
<td>Thesaurus</td>
<td>A thesaurus contains synonyms of terms while a student interacts with text included in the assessment.</td>
<td>Electronic or paper thesaurus</td>
<td>Students utilize a thesaurus to enrich their writing vocabulary and to hone their knowledge of nuances in the English language.</td>
</tr>
<tr>
<td>18.</td>
<td>Translation Glossaries</td>
<td>Translation glossaries are provided for selected construct-irrelevant terms for mathematics.</td>
<td>Translation glossaries (instructional materials)</td>
<td>Students use a translation glossary at the rear of their text to facilitate transferring knowledge/skills from their primary language to English. Students use bilingual glossaries to find the meanings of content-specific words (e.g., mathematics, science, history). Glossaries may be located in the appendices of their textbooks or instructional materials.</td>
</tr>
<tr>
<td>No.</td>
<td>Guidelines Resource</td>
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<td>19.</td>
<td>Translated Test Directions</td>
<td>Students can see test directions in another language.</td>
<td>Translated test directions</td>
<td>Written translated test directions are provided on the page, on the board, or on a classroom visual media device. Students are provided both English and native-language directions to build skill and understanding in classroom directions.</td>
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<td>Translated instructions on assignments</td>
<td>Students have their assignment directions translated into their native language.</td>
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<td>20.</td>
<td>Abacus</td>
<td>This tool may be used in place of scratch paper for students who typically use an abacus.</td>
<td>Counting devices (blocks, tiles, chips, etc.) or scratch paper</td>
<td>Students use items to count during their instruction.</td>
</tr>
<tr>
<td>21.</td>
<td>Alternate Response Options</td>
<td>Alternate response options include but are not limited to adapted keyboards, large keyboards, StickyKeys, MouseKeys, FilterKeys, adapted mouse, touch screen, head wand, and switches.</td>
<td>Dictated responses</td>
<td>Students dictate responses to a teacher or an instructional assistant who records them. Students use communication boards, picture representations, or other individual expressive communication devices.</td>
</tr>
<tr>
<td>22.</td>
<td>American Sign Language (ASL)</td>
<td>Test content is translated into ASL video. An ASL human signer and the signed test content are viewed on the same screen.</td>
<td>American Sign Language</td>
<td>An ASL interpreter or ASL-certified instructor signs during instruction.</td>
</tr>
<tr>
<td>23.</td>
<td>Braille</td>
<td>A raised-dot code that individuals read with the fingertips. Graphic material (e.g., maps, charts, graphs, diagrams, and illustrations) is presented in a raised format (paper or thermoform). Contracted and non-contracted braille are available; Nemeth code is available for mathematics.</td>
<td>Braille</td>
<td>Instructional materials and assignments are completed in braille.</td>
</tr>
<tr>
<td>No.</td>
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<td>24.</td>
<td>Calculator</td>
<td>A calculator can be accessed for calculator-allowed items. The student may use the calculator offered with assistive technology devices (such as a talking calculator or a braille calculator).</td>
<td>Handheld calculators or computer calculators</td>
<td>Calculators can be used to do basic calculation in multi-step mathematics processes that are not being assessed. A student may use the calculator offered with assistive technology devices (such as a talking calculator or a braille calculator).</td>
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<tr>
<td>25.</td>
<td>Closed Captioning</td>
<td>Printed text that appears on the computer screen as audio materials are presented.</td>
<td>Instructional videos; movies</td>
<td>In-class videos and films are used that contain closed captioning. Closed captioning is used in foreign-language classes.</td>
</tr>
<tr>
<td>26.</td>
<td>Math Tools</td>
<td>Examples include embedded ruler or embedded protractor.</td>
<td>Rulers, protractors, number lines, manipulatives</td>
<td>Students can use rulers, protractors, and manipulative materials to complete graphs, rays, and circumferences.</td>
</tr>
<tr>
<td>27.</td>
<td>Multiplication Table</td>
<td>A paper-based single-digit (1–9) multiplication table.</td>
<td>Paper-based multiplication table</td>
<td>Students use a multiplication table (often it is a sticker on their desk) during regular instruction and assessments.</td>
</tr>
<tr>
<td>28.</td>
<td>Print on Demand</td>
<td>Paper copies of passages/stimuli and/or items are printed for students.</td>
<td>Printed materials</td>
<td>Teacher-provided print materials are used to facilitate learning activities. Photocopies of passages are used instead of textbooks so that students can write and/or highlight.</td>
</tr>
<tr>
<td>29.</td>
<td>Separate Setting</td>
<td>The test location is altered so that the student is tested in a setting different from that made available for most students.</td>
<td>Special seating arrangements</td>
<td>Students who are easily distractible are provided seating within the classroom, to improve focus. Students can come in during off periods to do homework or class assignments when the classroom has only a few students. During instruction and or testing, students are allowed to find an alternative environment to be in.</td>
</tr>
<tr>
<td>No.</td>
<td>Guidelines Resource</td>
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<td>30.</td>
<td>Speech-to-Text / Scribe</td>
<td>Allows students to use their voices as input devices to the computer (or a human), to dictate responses or give commands (e.g., opening application programs, pulling down menus, and saving work).</td>
<td>Tape recorders, scribes, specific computer programs</td>
<td>Students can use a tape recorder or scribe as an alternative to writing when a processing or physical challenge is present. A trained adult then transcribes the student’s response word-for-word on the student’s test or assignment.</td>
</tr>
<tr>
<td>31.</td>
<td>Text-to-Speech / Read-Aloud</td>
<td>Text is read aloud to the student via embedded text-to-speech technology or a human.</td>
<td>Teacher or assistant reads aloud instructions</td>
<td>Listening skills are taught using read-aloud material, and then students are checked for understanding. Students listen to a prerecorded audio interpretation (book-on-tape) of text or a book.</td>
</tr>
<tr>
<td>32.</td>
<td>Writing Tools</td>
<td>Examples include bold, italic, bullets, undo/redo.</td>
<td>Writing tools</td>
<td>Students use desktop publishing software (Microsoft Word) in order to type up a story or article during instruction. Students can use italics and bullets to cite a reference or to emphasize important ideas.</td>
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## APPENDIX H: MULTIPLICATION TABLE

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