

West Virginia General Summative Assessment

2021–2022

Volume 5

Test Administration



West Virginia DEPARTMENT OF
EDUCATION

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1. INTRODUCTION

The State of West Virginia implemented a new online assessment for operational use beginning in the 2017–2018 school year. This new assessment program, referred to as the West Virginia General Summative Assessment (WVGSA), replaced the West Virginia Smarter Balanced State Assessments in writing, reading, and mathematics. The WVGSA comprises mathematics assessments for grades 3–8 and English language arts (ELA) assessments for grades 3–8, which include writing and reading components for grades 3–8. In the 2021–2022 school year, all tests were administered online.

The assessment instruments established test administration procedures to support useful interpretations of score results, as specified in Standard 6.0 of the *Standards for Educational and Psychological Testing* (American Educational Research Association [AERA], American Psychological Association [APA], & National Council on Measurement in Education [NCME], 2014). This volume provides details on testing procedures, accommodations, test administrator (TA) training and resources, and test security procedures implemented for the WVGSA. Specifically, it provides the following evidence for the validity of the assessment results:

- A description of the population for whom the test is intended
- A description of the training and documentation provided to TAs in order for them to follow the standardized procedures for administration
- A description of available accommodations intended to remove barriers that would otherwise interfere with test takers' demonstration of their abilities
- A description of the test security procedures designed to mitigate any kind of loss, theft, or reproduction of test content or student data
- A description of Cambium Assessment, Inc.'s (CAI) Quality Monitor (QM) System and the test irregularity investigation measures taken to detect cheating, monitor real-time item quality, and evaluate test integrity

2. TESTING PROCEDURES AND TESTING WINDOWS

Administering the 2021–2022 West Virginia General Summative Assessment (WVGSA) required coordination, detailed specifications, and proper training. Because multiple individuals are involved in the testing process—from those setting up testing sites to those administering the assessments—proper training and coordination of these individuals was necessary to ensure that standardization of the test administration was not compromised. The West Virginia Department of Education (WVDE) works with Cambium Assessment, Inc. (CAI) to develop and provide training and documentation for the administration of the WVGSA under standardized conditions within all testing environments.

As required by Section 18-2E-5-(d)(3) of the West Virginia Statutes, the Department of Education Office of Assessment administers to public school students a test that is aligned to the state content and achievement standards in reading and mathematics. This test must be administered annually to all public school students in grades 3–8.

The accommodations made available to eligible students participating in the WVGSA English language arts (ELA) writing, ELA reading, mathematics, and science online assessments are described in the *Test Administration Manual* (refer to Appendix A), which was accessible before and during testing at <https://wv.portal.cambiumast.com/>.

All students had an opportunity to take a practice test conducted at their school prior to taking the computer-based spring 2022 WVGSA. The practice tests contained sample test questions to help students become familiar with the computer-based test system’s functionality and item types. In addition to participating in an official practice test session, students were encouraged to access the training test on the portal and to practice on their own. Students also had opportunities to take interim assessments in ELA and mathematics that could demonstrate their understanding of the standards prior to administration of the WVGSA.

The WVGSA ELA reading test was administered across two sessions, the writing test in one session, the mathematics test across two sessions (except for grade 6, which had three sessions), and the science test across two sessions. Students did not have a required time limit for each test session but were given approximate time allotments for each session to facilitate test administration planning. The spring 2022 test administration window ran from April 1–May 27, 2022.

2.1 ELIGIBLE STUDENTS

All students enrolled in tested grade levels and subjects participated in the spring 2022 WVGSA administration with or without accommodations, per Section 18-2E-5-(d)(3) of the West Virginia Statutes and federal law. Students were required to take the appropriate tests for the grade level and subject in which they were receiving instruction. For WVGSA ELA, students took the same grade-level test for ELA writing and ELA reading in order to receive an ELA score. The following summarizes the eligibility rules that were applied to various groups of students:

- **Public School Students.** Students enrolled in tested grade levels and subjects were required to participate in the WVGSA.

- **Home Education Program Students.** Students who received instruction at home and were registered appropriately with their district office as Home Education Program students were eligible to participate in statewide assessments. If parents or guardians identified a WVGSA test as a selected measure of their child’s annual progress, Home Education Program students could participate in a WVGSA administration, as directed by the district test coordinator (DC).
- **English Learners.** These students, designated as English learners (ELs), participated in statewide assessments. ELs who had been enrolled in school in the United States for less than one year could be exempted for one administration from WVGSA ELA assessments (reading and writing) if a student’s EL team agreed that exemption was appropriate. However, exempted ELs were required to participate in the state’s annual English language proficiency assessment. Additionally, all ELs enrolled in tested grade levels and subjects were expected to participate in mathematics assessments, regardless of how long these students had been enrolled in a U.S. school.
- **Students with Disabilities.** This group of students participated in the statewide assessment program by taking one of the following tests:
 - WVGSA without accommodations
 - WVGSA with accommodations
 - West Virginia Alternate Assessment

Per the Individuals with Disabilities Education Improvement Act (IDEA) of 2004 and the *West Virginia Guidelines for Participation in State Assessments*, Policy 2340, all students are required to participate in state assessments. Similarly, federal law requires that all students, including students with disabilities, be assessed through each state’s assessment system.

However, if a student has an acute medical emergency that precludes his or her participation in the statewide assessments, an exception is granted. A request for participation rate exemption is submitted to WVDE for review during the Not Tested window. Each request is reviewed by the WVDE Office of Assessment to determine whether the request and the circumstances warrant an exemption. Any request applies only to the accountability year of the request. Hospitalization and debilitating illness are two examples of “approved” medical emergencies, whereas non-limiting illnesses and typical pregnancies are examples of situations that would not be approved.

2.2 TESTING ACCOMMODATIONS

Students participating in the computer-based WVGSA are able to use the standard online testing features in the Test Delivery System (TDS). These features include the ability to select an alternate background and font color, mouse pointer size and color, and font size before testing. During the tests, students can zoom in and out to increase or decrease the size of text and images, highlight items and passages (or sections of items and passages), cross out response options by using the strikethrough function, use a notepad to make notes, and mark a question for review by using the flag function.

Accommodations are provided to students with disabilities enrolled in public schools with current Individualized Education Programs (IEPs) or Section 504 Plans, as well as to students identified

as ELs. Although students can decide not to use an accommodation, they are required to have been offered the opportunity to use the accommodations indicated on their IEPs or Section 504 Plans.

Descriptions for each are available in Appendix B, *Guidelines for Participation in West Virginia State Assessments*. Universal tools are accessibility features built into CAI’s TDS, which are delivered digitally (i.e., embedded) or separately (i.e., non-embedded). The *Test Administration Manual* posted on the WVGSA portal (refer to Appendix A, *Test Administration Manual*) provides instructions on how to access and use these features. Table 1 provides a list of universal tools, designated supports, and accommodations that were offered in the spring 2022 administration.

Table 1: Universal Tools and Accommodations Available in Spring 2022

Universal Tools	Accommodations
<i>Embedded</i>	
Breaks	American Sign Language
Desmos Calculator	Braille
Dictionary	Closed Captioning
Expandable Items	Color Choices
Expandable Passages	Dictation (Speech-to-Text) (Writing only)
Highlighter	Emboss
Keyboard Navigation	*Language Format (Spanish)
Mark for Review	Line Tracker
Notepad—Digital	Masking
Notes—Global	Mouse Pointer
Spell Check	Permissive Mode
Strikethrough	Print-on-Demand
Thesaurus	Streamlined Interface Mode
Zoom	Text-to-Speech
	Translations—Stacked
	Zoom
<i>Non-Embedded</i>	
Dictionary	100s Number Table
Scratch and/or Graph Paper	American Sign Language
Thesaurus	Braille
	Calculator
	Color Overlay
	Magnification
	Multiplication Table
	Noise Buffers
	Print-on-Demand
	Read-Aloud-English
	Scribe
	Speech-to-Text

Paper-Pencil	
Breaks	100s Number Table
Calculator	American Sign Language
Dictionary	Braille
Glossary	Calculator
Line Reader	Color Overlay
Scratch and/or Graph Paper	Dictionary
Thesaurus	Glossary Translations
	Large Print
	Magnification
	Masking
	Multiplication Table
	Noise Buffers
	Online Fixed-Form Mathematics
	Read-Aloud
	Scribe
	Speech-to-Text
	Translated—Test Directions

**Spanish translated tests only available in Math and Science.*

Students who require embedded accommodations (e.g., text-to-speech [TTS]) are provided the opportunity to participate in practice activities for the statewide assessments with appropriate allowable accommodations. Computer-based test settings and accommodations are required to be identified in the Test Information Distribution Engine (TIDE) before starting a test session. Some settings and accommodations cannot be changed once a student had started the test.

If an EL or a student with an IEP or Section 504 Plan uses any accommodations during the test administration, this information should be recorded by the test administrator (TA) in his or her required administration information.

The following four guidelines are recommended for making accommodation decisions:

1. Accommodations should facilitate an accurate demonstration of what the student knows or can do.
2. Accommodations should not provide the student with an unfair advantage or negate the validity of a test; accommodations must not change the underlying skills that are being measured by the test.
3. Accommodations must be the same, or nearly the same, as those needed and used by the student in completing daily classroom instruction and routine assessment activities.
4. Accommodations must be necessary for the student to be able to demonstrate knowledge, ability, skill, or mastery.

Students with disabilities not enrolled in public schools or receiving services through public school programs who require accommodations to participate in a test administration are permitted access to accommodations only if the following two pieces of information are provided:

1. Evidence that the student was found eligible as a student with a disability as defined by IDEA
2. Documentation that the requested accommodations are regularly used for instruction

2.2.1 Available Accommodations

The TA, along with the school test coordinator (SC), is responsible for ensuring that arrangements for accommodations have been made before the test administration date. Instructions are given in the *Test Administration Manual (TAM)* posted on the West Virginia portal: <https://wv.portal.cambiumast.com/>.

For eligible students with IEPs or Section 504 Plans participating in paper-pencil assessments, the following accommodations are available:

- Contracted English Braille American Edition (EBAE)
- One-item-per-page format

For eligible students with IEPs, Section 504 Plans, or Individualized Learning Plans (ILPs) participating in computer-based assessments, a comprehensive list of accommodations is given in Appendix C, *Test Information Distribution Engine (TIDE) User Guide*.

The *Accommodation Guidelines* provide information about the tools, supports, and accommodations that are available to students taking the West Virginia ELA and mathematics assessments (refer to Section 9 in the *TAM*). The West Virginia ELA and mathematics assessments provide three categories of accommodations for eligible students: (1) embedded, (2) non-embedded, and (3) paper-pencil. These accommodations include universal tools and accommodations.

3. ADMINISTRATOR TRAINING

The West Virginia Department of Education (WVDE) has established and communicated a clear, standardized procedure for test administration, including administration with accommodations, to its educators and key personnel involved with West Virginia General Summative Assessment (WVGSA) administration. Key personnel involved with WVGSA administration include district administrators (DAs), district test coordinators (DCs), school test coordinators (SCs), and test administrators (TAs). The roles and responsibilities of staff involved in testing are further detailed in Section 3.1.1, Roles and Responsibilities in the Online Testing System.

Before the spring 2022 WVGSA administration, all test administration personnel were invited to attend the district training coordinator meeting. Training materials were posted on the portal as a resource for school and district staff. TAs had the option to complete the online Cambium Assessment, Inc. (CAI) TA Certification Course before administering the test.

Test administration manuals and guides were available online for school and district staff. The WVGSA *Test Administration Manual (TAM)* (refer to Appendix A) was designed to familiarize TAs with the Test Delivery System (TDS) and contained tips and screen captures throughout the text. The user guide contained

- steps to take prior to accessing the system and logging in;
- navigation instructions for the TA Interface;
- details about the Student Interface, used by students for online testing;
- instructions for using the training sites available for TAs and students; and
- information on CAI Secure Browser features and keyboard shortcuts.

3.1 COMPUTER-BASED ADMINISTRATION

For the spring 2022 WVGSA administration, the *Test Administrator User Guide* provided instructions about creating test sessions, monitoring sessions, verifying student information, assigning test accommodations, and starting, pausing, and submitting tests. The *Quick Guide for Setting Up Your Online Testing Technology* (refer to Appendix D) and the *Configurations, Troubleshooting, and Advanced Secure Browser Installation Guide for Chrome OS, iPad, Linux, Mac, and Windows* (refer to Appendix E) provided information about hardware, software, and network configurations needed to install and run CAI's various testing applications on individual testing devices or school networks.

Personnel involved with statewide assessment administrations played an important role in ensuring the validity of the assessment by maintaining both standardized administration conditions and test security. Their roles and responsibilities are summarized in this section.

3.1.1 Roles and Responsibilities in the Online Testing Systems

All DCs, SCs, and TAs have specific roles and responsibilities in the online testing systems. Refer to the *TAM* for each role's specific responsibilities before, during, and after testing.

District Test Coordinators

DCs are responsible for completing the training as defined by WVDE Policy 2340. They add and remove SCs to and from the Test Information Distribution Engine (TIDE), creating or approving testing schedules and procedures for the schools in the district (consistent with WVDE procedures). They work with technology staff to ensure that secure browsers are installed and any other technical issues are resolved while monitoring testing progress and ensuring participation by all students. They address problems and ensure that all SCs and TAs are appropriately trained regarding the test administration and security policies and procedures. They report all test security incidents to the WVDE, create appeals in TIDE, and provide general oversight for all test administration activities in their district schools.

School Test Coordinators

SCs are responsible for completing training as defined by WVDE Policy 2340. They are responsible for adding and removing TAs to and from TIDE, identifying TAs, and ensuring that the TAs are properly trained. SCs enter, verify, and correct test settings for students. They create test schedules and procedures for the school (consistent with WVDE and district procedures and policies). SCs work with the technology staff to ensure that secure browsers are installed and any other technical issues are resolved. They monitor testing progress during the testing window and ensure that all students participate, as appropriate. SCs address testing problems as needed and work to mitigate and report all test security incidents to their respective DC in a manner consistent with WVDE procedures and policies. They provide general oversight for all test administration activities in their school and for all TAs.

Test Administrators

TAs administer the WVGSA and complete training as defined by WVDE Policy 2340. They are responsible for 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 their SC. TAs are also responsible for reporting all potential test security incidents to their SC in a manner consistent with WVDE procedures and policies.

3.2 TEST ADMINISTRATION RESOURCES

The following is a list of in-person training sessions, webinars, and training resources for the spring 2022 WVGSA administration (training materials were all posted online at <https://wv.portal.cambiumast.com/>):

- Systems overview as outlined at the DC training
- Reporting tutorials
- Centralized Reporting System (CRS) tutorial
- Student Interface tutorial
- TA Interface tutorial
- Teacher Item Previewer tutorial
- TIDE tutorial

- TA Certification Course

Administration resources, consisting of various tutorials and user guides (e.g., manuals, quick guides), are available on the [WVGSA portal](#). The tutorials include the presentation slides used in WVGSA administrator trainings. The training module titled *Administering WVGSA Tests* provides details of the TA Interface that is used to administer online tests. The training module titled *Test Information Distribution Engine* is a training module on TIDE that demonstrates the system features used to manage student test settings. Additional information about features in TIDE is available in the *TIDE User Guide* (refer to Appendix C). This training module also provides instructions on performing tasks in TIDE during a test administration and after testing is completed. The tasks during test administration include monitoring test progress and generating reports, such as a testing report, a test completion rates report, and a test status code report. The data clean-up event occurs after testing, primarily to run reports on non-participation codes.

Table 2 presents the list of available user guides and manuals related to the WVGSA administration. The table also includes short descriptions of each resource and its intended use.

Table 2: Guides and Manuals

Resource	Description
<i>Test Administration Manual</i>	The <i>Test Administration Manual</i> (TAM) for West Virginia's online and paper-pencil assessments discusses policies and procedures for ELA, mathematics, and science tests. The TAM includes detailed information on how to administer tests to students and the administrator script to be read to students before and during testing (refer to Appendix A).
<i>Guidelines for Participation in West Virginia State Assessments</i>	This document describes West Virginia's guidelines for participation in state assessments (refer to Appendix B).
<i>Test Information Distribution Engine (TIDE) User Guide</i>	This user guide is designed to help users easily navigate the Test Information Distribution Engine used for the WVGSA (refer to Appendix C).
<i>Quick Guide for Setting up Your Online Testing Technology</i>	This quick guide provides an overview on setting up online testing technology, including setting up student testing devices, configuring networks, and configuring assistive technologies (refer to Appendix D).
<i>Configurations, Troubleshooting, and Advanced Secure Browser Installation Guide for Chrome OS, iPad, Linux, Mac, and Windows</i>	This manual contains configurations, troubleshooting, and Secure Browser installation instructions for your network and various operating system workstation (refer to Appendix E).
<i>Test Administrator (TA) User Guide</i>	This user guide is designed to help users navigate the TDS, including the Student Interface and the TA Interface, and to help support teachers administering the WVGSA and the practice and training tests (refer to Appendix F).
<i>Assistive Technology Manual</i>	This manual provides an overview of the embedded and non-embedded assistive technology tools that students with accessibility needs can use to complete online tests in the TDS (refer to Appendix G).
<i>Data Entry Interface (DEI) User Guide</i>	This guide provides an overview of the DEI (refer to Appendix H).
<i>User Roles and Access to WVGSA Systems</i>	This document shows all user roles and their respective system access (refer to Appendix I).

3.2.1 Department Resources and Support

In addition to the resources listed in Table 2, the WVDE provides the following resources for districts:

- Weekly DC calls
- Annual DC trainings
- Regional WVDE trainings
- Communications to the field as needed via email memos. These emails generally address specific issues that have to be reported quickly to superintendents, DCs, principals, and special education directors.
- General information about the assessments posted on the WVDE website, such as testing-window dates for all state administered assessments. The *Guidelines for Participation in West Virginia State Assessments* is referenced to address questions pertaining to accommodations and overall accessibility.

3.2.2 WVGSA Practice Tests

The purpose of the practice tests is to familiarize students with the functionality of and item types in CAI's TDS. The items provide a grade-specific testing experience that includes a variety of question types. The practice tests are not intended to guide classroom instruction. Users can also take advantage of the tutorials to familiarize themselves with item types and the different features and response instructions for each item type.

Computer-based practice tests are available in the [WVGSA portal](#) throughout the testing window and are designed for use with the CAI Secure Browser or a supported web browser. The portal provides a list of supported web browsers and their versions for the practice tests. CAI's TDS delivers the training tests in two modes: (1) Guest Mode and (2) Secure Mode. In each mode, the training tests are deployed using the same test delivery engine as the operational test.

In Guest Mode, anyone can log on to the training test system anonymously and take any test offered in the system. Users can experience all item types presented in the Student Interface. Anonymity also implies that users may take as many tests as they like. Additionally, the user can select from among the available accommodations and supports at the beginning of the test.

The design of the Secure Mode ensures that students, teachers, and educators are familiar with the online testing system before operational testing begins. The same set of tools, accommodations, and embedded supports used in operational tests are available in Secure Mode because both training and operational tests are delivered through the same system.

4. TEST SECURITY PROCEDURES

Test security involves maintaining the confidentiality of test questions and answers and is critical to ensuring the integrity of a test and validity of test results. If non-embedded accessibility supports are used, test security can become an issue with alternate test formats (e.g., large print) or when someone other than the student is allowed to see the test (e.g., interpreter, reader, scribe). To ensure test security and confidentiality, test administrators (TAs) need to keep testing materials in a secure place to prevent unauthorized access, keep all test content confidential and refrain from sharing information or revealing test content, and return all materials as instructed.

Some of the same considerations for test security apply to embedded accessibility supports. For example, ensuring that only authorized personnel have access to the test and that test materials are kept confidential is critical in technology-based assessments. In addition, it is important to guarantee that students are seated in such a manner that they cannot see each other's terminals, students are unable to access any unauthorized programs or the Internet while they are testing, and students are unable to access any saved data or computer shortcuts while testing. In most cases, any special required hardware devices and appropriate applications, such as switches, should be compatible with online assessments. Prior to testing, educators should check on device compatibility and make appropriate adjustments if necessary.

The test security procedures for the WVGSA include the following:

- Procedures to ensure security of test materials
- Procedures to investigate test irregularities
- Guidelines to determine whether test invalidation is appropriate/necessary

If the TA has reason to believe that a violation in testing security has occurred, he or she should notify the school test coordinator (SC) immediately, who should then notify the district test coordinator (DC). For testing irregularities, the DC will enter the incident in the appeals module of the Test Information Distribution Engine (TIDE). Breach incidents require immediate notification by telephone to the WVDE by the DC, followed by documentation in the *Test Security Incident Log* and in the appeals module of TIDE (if appropriate).

Sections 4, 5, and 6 of the *Test Administration Manual (TAM)* (refer to Appendix A) outline the security procedures and requirements of the test environment; they also define testing irregularities and describe the timelines, activities, and action steps that are required to be taken in case of a breach in test security.

4.1 SECURITY OF TEST MATERIALS

All test items, test materials, and student-level testing data are deemed secure and are required to be appropriately handled. Secure handling protects the integrity, validity, and confidentiality of assessment questions, prompts, and student results. Any deviation from routine test administration procedures is required to be reported to protect the validity of the assessment results.

Secure storage and handling of all test materials is required before, during, and after test administration. Under no circumstances are students permitted to assist either in preparing secure

materials before testing or in organizing and returning materials after testing. After any administration, initial or retake, secure materials (e.g., passage booklets, test tickets, used worksheets, used work folders) are required to be returned immediately to the SC and placed in locked storage. Secure materials are never to be left unsecured and are not permitted to remain in classrooms or be removed from the school’s campus overnight. Secure materials are not allowed to be destroyed (e.g., shredded, discarded in the trash), except for soiled documents. In addition, any monitoring software that might allow test content on student workstations to be viewed or recorded on another computer or device during testing must be disabled.

It is considered a testing security violation for an individual to fail to follow security procedures set forth by WVDE. No individual is permitted to

- read or view the passages or test items before, during, or after testing;
- reveal the passages or test items;
- copy the passages or test items;
- explain the passages or test items to students;
- change or otherwise interfere with student responses to test items;
- copy or read student responses; or
- cause achievement of schools to be inaccurately measured or reported.

All special-format (e.g., braille, one-item-per-page) test materials are treated as secure documents, and processes are in place to protect these materials from loss, theft, and reproduction in any medium.

To access the computer-based WVGSA tests, a secure browser is required. The CAI Secure Browser provides a secure environment for student testing by disabling hot keys, copy-paste, and screen-capture capabilities, and by preventing access to the desktop (e.g., Internet, email, other files or programs installed on school machines). Users cannot not access other applications from within the Secure Browser, even if they know the keystroke sequences; students are unable to print from the Secure Browser; and, during testing, the desktop is locked down. The Secure Browser is designed to ensure test security by prohibiting access to external applications or navigation away from the test. Refer to the *TAM* (in Appendix A) for further details.

4.2 INVESTIGATING TEST IRREGULARITIES

Throughout the testing window, TAs should report breaches of protocol and testing irregularities to the appropriate district administrator (DA) and the WVDE. DCs submit online test invalidation requests, as appropriate, through the *Appeals/Invalidations* module under *Administering Tests* in the TIDE system.

CAI’s Quality Monitor (QM) System gathers data used to detect cheating, monitors real-time item function, and evaluates test integrity. Every completed test runs through the QM System, and any anomalies (such as unscored or missing items, unexpected test lengths, or other unlikely issues) are flagged. The forensic analysis report from the QM System flags unlikely patterns of behavior in test administrations aggregated at the test administration, TA, and school levels.

CAI psychometricians can monitor testing anomalies throughout the testing window. A variety of evidence is collected for evaluation. Evidence includes unusual changes in test scores across administrations, much shorter or longer item response times as compared to the state average, and item response patterns using the person-fit index. The flagging criteria used for these analyses are configurable and can be changed by the user. The analyses used to detect the testing anomalies can be run anytime within the testing window.

If any unexpected results are identified, the lead psychometrician alerts the project manager immediately to resolve any issues.

4.3 GUIDELINES FOR TEST INVALIDATION

During the testing window, TAs are required to report any test incidents (e.g., disruptive students, loss of Internet connectivity, student improprieties) to the SC immediately. A test incident could include testing that was interrupted for an extended period due to a local technical malfunction or severe weather. SCs notify DCs of any test irregularities that are reported, as DCs are responsible for submitting requests for test invalidations to the WVDE via TIDE. The WVDE makes the final decision on whether to approve the requested test invalidation. DCs can track the status and final decisions of requested test invalidations in TIDE.

4.4 CAI'S SYSTEM SECURITY

All of CAI's data stores and transmissions have built-in security controls. Unique user identification is a requirement for all systems and interfaces. All of CAI's systems encrypt data at rest and in transit. WVGSA data resides on servers at Rackspace, CAI's hosting provider. Rackspace maintains 24-hour surveillance of both the interior and exterior of its facilities. Staff at both CAI and Rackspace receive formal training in security procedures to ensure that they know the procedures and implement them properly.

Hardware firewalls and intrusion-detection systems protect our networks from intrusion. CAI's systems maintain security and access logs that are regularly audited for login failures that may indicate intrusion attempts. All of CAI's secure websites and software systems enforce role-based security models that protect individual privacy and confidentiality in a manner consistent with the Family Educational Rights and Privacy Act (FERPA).

CAI's systems implement sophisticated, configurable privacy rules that can restrict data access to authorized personnel only. CAI maintains logs of key activities and indicators, including data backup, server response time, user accounts, system events and security, and load test results.

REFERENCES

American Educational Research Association (AERA), American Psychological Association (APA), & National Council on Measurement in Education (NCME). (2014). *Standards for educational and psychological testing*. Lanham, MD: AERA.

Appendix A
Test Administration Manual



West Virginia DEPARTMENT OF
EDUCATION

West Virginia General
Summative Assessments
Grades 3-8

2021-2022

Published February 4, 2022



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2021-2022**

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Remember:

**Schools must follow
state and local health department guidance
during test administration.**

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WV GENERAL SUMMATIVE ASSESSMENTS CUSTOMER SERVICE

The [West Virginia Portal](https://wv.portal.cambiumast.com) at <https://wv.portal.cambiumast.com>, is the home for all online assessment administration information.

For questions regarding testing technical issues, please contact the West Virginia General Summative Assessment Help Desk at 1-844-560-7367 or WVHelpDesk@cambiumassessment.com.

The West Virginia General Summative Assessment Help Desk is open Monday–Friday from 6:00 a.m. to 6:00 p.m. Eastern Time

The Help Desk may be contacted for situations and questions such as the following:

1. Testing platform down or unavailable, and
2. Password resets for district and school users.

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 appearing (code and description);
- Operating system and browser information;
- Network configuration information;
- Your contact information for follow-up, including email address and phone number; and
- Statewide student identifier (SSID), this will be either their WVEIS number or Assessment ID number assigned by the WVDE; grade level; content area; and session ID.

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

Contact your district test coordinator for situations and questions such as the following:

1. Testing platform 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 not showing as available to students when they log in to begin testing; and
5. Settings not presenting as intended.

1.0 About the West Virginia General Summative Assessment Grades 3-8

What is the West Virginia General Summative Assessment?

The West Virginia General Summative Assessment (WVGSA) includes individual content assessments in the areas of English language arts (ELA) and mathematics in Grade 3-8 and science in Grades 5 and 8. These assessments 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 needing improvement. The parent/guardian will receive a student report indicating 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 the West Virginia General Summative Assessment for ELA, mathematics, and science.

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 Interim and Diagnostic Teacher Item Previewer, and the Reporting System.

Anywhere this manual references SSID, it is referring to the student's WVEIS number or Assessment ID number assigned by the WVDE.

This manual includes information pertaining to both the online assessments and the paper-pencil assessments.

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 3–8. Each content area will be assessed using an adaptive online test.

2.2 About the Science Test

The West Virginia General Summative Assessment in science will be given to students in Grades 5 and 8. The online test is a grade-band test assessing students using a matrix design.

2.3 Test Administration Roles and Responsibilities

The West Virginia General Summative Assessment uses a role-based system. Each user is assigned a specific role which has access to the different systems or features. All test administration and results reviewed/obtained are covered by West Virginia Board of Education (WVBE) Policy 2340. Users' roles and responsibilities for the tests are provided in Table 1.

Table 1: UserRoles and Responsibilities

User Role	Description
District Test Coordinator (DC)	<p>DCs are responsible for the following:</p> <ul style="list-style-type: none"> • Completing training as defined by WVBE Policy 2340; • Adding/removing school users in/from of TIDE; • Creating or approving testing schedules and procedures for the schools in the district (consistent with WVDE procedures); • Working with technology staff to ensure necessary secure browsers are installed and any other technical issues are resolved; • Monitoring testing progress during the testing window and ensuring all students participate, as appropriate; • Addressing testing problems, as needed; • Ensuring the school test coordinators (SC) and test administrators (TA) in their districts are appropriately trained regarding the test administration and security policies and procedures; • Reporting test security incidents to the WVDE; • Creating appeals in TIDE; and • Providing general oversight for all administration activities in their district schools.



User Role	Description
School Test Coordinator (SC)	<p>SCs are responsible for:</p> <ul style="list-style-type: none"> • Completing training as defined by WVBE Policy 2340; • Adding/removing TAs to/from TIDE; • Identifying TAs and ensuring they are properly trained; • Entering, verifying, and/or correcting test settings for students; • Creating testing schedules and procedures for the school (consistent with WVDE and district procedures and policies); • Working with technology staff to ensure necessary secure browsers are installed and any other technical issues are resolved; • Monitoring testing progress during the testing window and ensuring all students participate, as appropriate; • Addressing testing problems, as needed; • Mitigating and reporting all test security incidents to their DC in a manner consistent with WVDE procedures and policies; and • Providing general oversight for all administration activities in their school and for all TAs.
Test Administrator (TA)	<p>TAs are responsible for:</p> <ul style="list-style-type: none"> • Completing training as defined by WVBE Policy 2340; • Viewing student information prior to testing to ensure the correct student receives the proper test with the appropriate accommodations (TAs should report any potential data errors to SCs as appropriate.); • Administering the West Virginia General Summative Assessment; and • Reporting all potential test security incidents to their SC in a manner consistent with WVDE procedures and policies.

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, the *Guidelines for Participation in West Virginia State Assessments*, this manual, and the *TA User Guide* and should view the associated training modules. Additionally, DCs, SCs, and TAs should complete the test administrator certification course. All these resources are available on the [West Virginia Portal](#).

Prior to viewing assessment results, an individual should be trained on WVBE Policy 2340.

3.0 Test Administration Resources

This *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 which 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 General Summative Assessment Administration Resources

This manual is designed to complement a variety of other resources listed in Table 2 (manuals),

Table 3: Training Modules and Tutorials

(training modules and PowerPoints), and Table 3 (other resources). All resources can be found on the West Virginia Portal at <https://wv.portal.cambiumast.com/>. All manuals and user guides are located under Resources in the Test Administrator - or Test Coordinator - Manuals and User Guides folder.

Table 2: Manuals and User Guides

Resource	Description
<i>Data Entry Interface User Guide (DEI)</i>	The <i>Data Entry Interface (DEI) User Guide</i> provides instructions for entering student responses into the DEI. ALL student responses to questions on the paper-pencil tests MUST be entered into the DEI by a scribe.
<i>Test Information Distribution Engine (TIDE) User Guide</i>	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.
<i>Assistive Technology Manual</i>	The <i>Assistive Technology Manual</i> includes information about supported operating systems and required hardware and software for braille testing.
<i>Operating System-Specific Configuration, Troubleshooting, and advanced Secure Browser Installation Guide</i>	The <i>Operating System-Specific Configuration, Troubleshooting, and advanced Secure Browser Installation Guide</i> provides instructions for installing the secure browser on supported operating systems and is organized by operating system.
<i>Setting up Your Online Testing Technology Quick Guide</i>	The <i>Setting up Your Online Testing Technology Quick Guide</i> provides technology staff with the technical specifications for online testing, including information on the Internet and network requirements, general hardware and software requirements, secure browser installation, and the text-to-speech function.
<i>Test Delivery System TA User Guide (TDS)</i>	The <i>Test Delivery System User Guide</i> 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.

Resource	Description
<i>Teacher Item Previewer Product Guide</i>	The <i>Teacher Item Previewer Product Guide</i> helps users navigate the interim and diagnostic assessments.
<i>Reporting Quick Guides</i>	The <i>Reporting Quick Guides</i> are designed to help users easily navigate the Reporting System for applicable tests.

Table3: Training Modules and Tutorials

All Modules and Tutorials are located in the Test Administrators – Training Modules and Tutorials Folder located on the [West Virginia Portal](#).

Module Name	Primary Audience	Objective
Student Interface	Students, District/School Test Coordinators, Test Administrators, Teachers	This PowerPoint explains how to navigate the Student Interface. This PowerPoint 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.
Test Administrator (TA) Interface	District/School Test Coordinators, Test Administrators, Teachers	This PowerPoint presents an overview on how to navigate the Test Administrator Interface in the Test Delivery System (TDS).
Test Information Distribution Engine (TIDE)	District/School Test Coordinators, Test Administrators	This PowerPoint provides detailed information on how to register users, enroll students, manage and edit users/students, and process/view test invalidations.
Reporting	District/School Test Coordinators, Test Administrators, Teachers	This PowerPoint presents how to access student scores and reporting.
Teacher Item Previewer	District/School Test Coordinators, Test Administrators, Teachers	This PowerPoint presents how to navigate the Teacher Item Previewer, which allows users to view the interim assessments for administrative and instructional purposes.

Table3: Other Resources

Resource	Description
ELA and Mathematics Practice Tests	Practice Tests are available for Grades 3–8. The Practice Tests provide a preview of the item types students will encounter. Item types are listed and described in <i>Appendix B: Item Types</i> . This is the link to the student Practice Tests page on the West Virginia Portal: https://wv.portal.cambiumast.com/families.html See also <i>Appendix D: Practice Tests</i> for additional information about the Practice Tests.



Science Practice Test	Practice Test includes items for Grades 5 and 8. The Practice Test provides a preview of the item types students will encounter. This is the link to the student Practice Tests page on the West Virginia Portal: https://wv.portal.cambiumast.com/families.html See also <i>Appendix D: Practice Tests</i> for additional information about the Practice Tests.
Reporting Tutorials	These provide users with tutorials for accessing and utilizing the Reporting system for interim assessments. This is the link to the tutorials: https://wv.portal.cambiumast.com/resources/test-administrators/reporting-module

* Students or parents may use the Practice Tests by logging in as a “guest” without login credentials.

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 4 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 4: Requirements of the Test Environment

Requirement	Description
BEFORE TESTING	
Instructional materials removed or covered	Instructional materials must be removed or covered, including, but not limited to, information displayed on bulletin boards, chalkboards, dry-erase boards, white-boards or on charts which may assist students in answering.
Student seating	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.
Signage	Place a "DO NOT ENTER – TESTING IN PROGRESS" sign on the door or post signs in halls and entrances rerouting hallway traffic to promote optimum testing conditions.
DURING TESTING	
Quiet environment	Provide a quiet environment void of talking or other distractions that may interfere with a student's ability to concentrate or might compromise the testing situation.
Monitoring	Students are actively supervised.
Electronic devices	Test administrators (TAs) and students are prohibited from access to unauthorized electronic devices allowing availability to outside information, communication with others, or photographing or copying test content. This includes any device with cellular, messaging, or wireless capabilities, but is not limited to cell phones, iPods, mp3 players, cameras, and electronic translation devices.
Access to allowable resources only	Students must only have access to and use of those allowable resources identified by the WVDE (see section <i>10.1 Establishing Appropriate Testing Conditions</i> for examples) as permitted for each specific test (or portion of a test).
Access to assessments	Only students who are testing can view items. Unauthorized individuals must not be in the room where a test is being administered.

Requirement	Description
Testing through a secure browser	Administration of the West Virginia General Summative Assessment is permitted only through the WV Secure Browser. This is accessed through the WV Secure Browser icon on the computer desktop, or the SecureTestBrowser app on an iPad
DURING AND AFTER TESTING	
No access to responses	District test coordinators (DCs), school test coordinators (SCs), test administrators (TAs), and other individuals 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, 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, apps, 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, documents with student information, and large print and braille test booklets 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	
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 witness, are informed of, or suspect the possibility of a test security incident violating WVBE Policy 2340 and potentially affecting the integrity of the assessments or the data should follow the steps outlined in section *5.0 Responding to Testing Irregularities and Breaches* and section *6.0 Appeals* (as necessary) of this manual and the *TIDE User Guide* located on the

4.2 Secure Handling of Printed Materials

Print-on-Demand

When testing a student with the Print-on-Demand accommodation, the TA must ensure the printer is on and is monitored by staff who have been trained on WVBE Policy 2340. When a student sends a print request to the TA by clicking on the print icon, the TA must approve the request. This request needs to be made for each individual item.



IMPORTANT: Print-on-Demand cannot be used to create a printed test booklet.

Storage and destruction of printed materials and scratch paper

Large print and braille test booklets, printed materials from the Print-on-Demand accommodation, tactile graphics, 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 and then immediately shredded according to WVBE Policy 2340. DO NOT keep printed test items/passages or scratch paper for future test sessions.

5.0 Responding to Testing Irregularities

Test security incidents 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. Irregularities need to be reported in accordance with the instructions in this section for each severity level.

5.1 Impact and Definitions

Definitions for test security incidents are provided in Table 5. Additionally, *Appendix F: TEST SECURITY CHART* shows the test security incident levels and examples of types of issues.

Table 5: Definitions for Test Security Incidents

Type	Definition
Irregularity	An unusual circumstance affecting the individual or group of students who are testing and potentially having an impact on 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 if required. An irregularity must be reported to the school test coordinator, who should report it to the district test coordinator, who will enter it into the appeals module of TIDE if required.
Breach	An incident posing 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 test coordinator who will report it to the district test coordinator. The district test coordinator will report the incident to the WVDE and enter it into the appeals module of TIDE if required.

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

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 in the appeals module of TIDE (if appropriate).

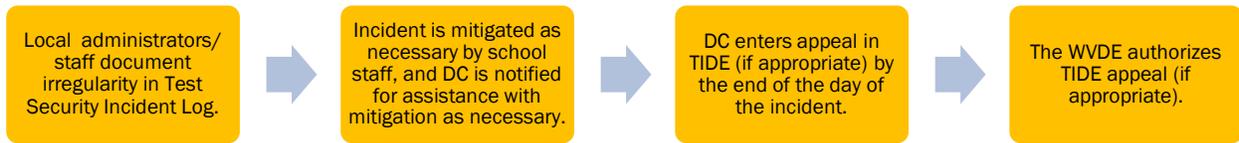
5.3 Test Security Required Action Steps

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

Irregularity

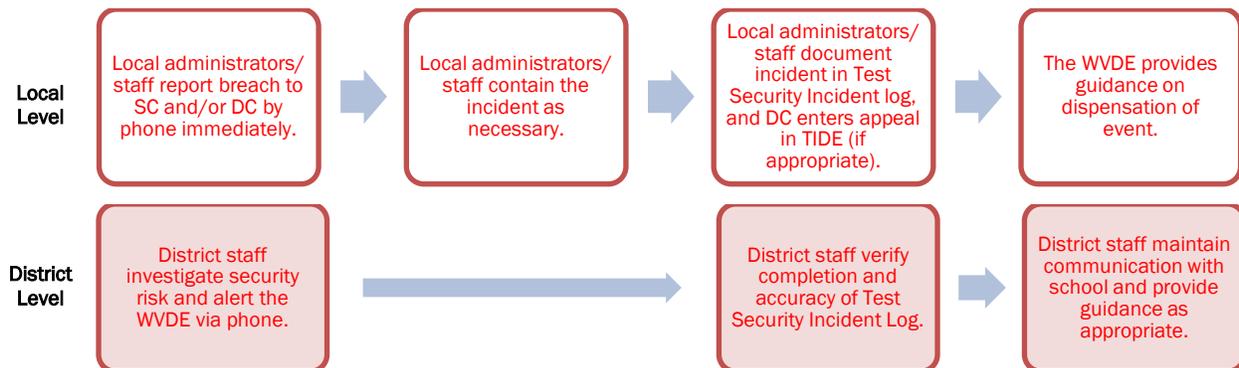
An unusual circumstance impacting the individual or group of students who are testing and potentially affecting student performance on the test, test security, or test validity. These circumstances can be contained at the local level. (Example: Disruption during the test session such as

a fire drill.) Should a student require a Reset, Reopen, or Invalidation, the DC enters the appeal in TIDE.



Breach

A test administration event posing 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. (Example: Administrators modifying student answers, or test items shared in social media.) Should a student require a Reset, Reopen, or Invalidation, the DC enters the appeal in TIDE.



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 all test security incidents are documented in the Test Security Incident Log. The Test Security Incident Log is located in the Assessment Forms folder under “Files” in the General channel on the District Test Coordinators Teams page. Contact your district test coordinator to obtain a copy.

TAs must use the Test Security Incident Log (available in their test packet) to log incidents immediately upon identification that one has occurred and submit the log 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 (appeal requests) 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 resulting 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.*

Because the Appeals system is for action only, all appeals should also be entered on the Test Security Incident Log. The log is located in the Assessment Forms folder under “Files” in the General channel on the District Test Coordinators Teams page. Contact your district test coordinator to obtain a copy.

6.1 Online System Appeals Types

The online Appeals process is described in Table 7. The *TIDE User Guide*, located on the West Virginia Portal at <https://wv.portal.cambiumast.com/>, contains specific instructions on submitting appeal requests.

Table 6: Online System Appeals Types

Type of Appeal	Description	Conditions for Use
RESET	Resetting a student’s test removes student access to the test and enables the student to start a new test.	<p>The WVDE may reset any test if any of the following settings need to be changed because they were incorrectly set:</p> <ul style="list-style-type: none"> • 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); <i>Note: Stacked translations are automatically provided when the selected language is Spanish.</i> • Text-to-speech (e.g., for ELA reading passages); and/or • Any non-embedded accommodation(s) <p><i>Note: All documentation must be received by the WVDE prior to approving a request to Reset a test.</i></p> <p>The WVDE will review individually other request submitting for resetting.</p>
INVALIDATE	Invalidating a student’s test eliminates the test. The test will not be scored, and the student will not have the opportunity to retest.	<p>The WVDE may invalidate any test if:</p> <ul style="list-style-type: none"> • There is a test security breach. • The test is administered in a manner inconsistent with the <i>Test Administration Manual (TAM)</i>. <p><i>Note: Invalidated tests will not be scored, and students will NOT have the opportunity to retest.</i></p>



Type of Appeal	Description	Conditions for Use
RE-OPEN TEST SEGMENT	Reopens a previous test segment. Students can modify responses to answered items in the reopened segment.	The WVDE may reopen a test segment so students can review/answer items in a test segment. This appeal will only be granted under extreme circumstances. The DC must call the WVDE.
RESTORE	Reverses a reset, restoring the student's responses on the test prior to when the reset was processed.	The WVDE may restore a test that was inadvertently reset.
GRACE PERIOD EXTENSION (GPE)	Allows the student to review previously answered questions upon resuming a test or test segment after expiration of the pause timer.	<p>This type of appeal is only available for pauses of longer than 20 minutes due to extraordinary circumstances, and approval by the WVDE is required prior to requesting a GPE.</p> <p>NOTE: Grace Period Extensions can only be requested for tests in Paused status. GPEs are not available for submitted tests.</p> <p>The following scenarios are possible:</p> <ul style="list-style-type: none">• Resuming test within 20 minutes, the student can review previously answered questions;• Resuming test after a pause greater than 20 minutes without a GPE, the student cannot review previously answered questions – the student can only work on unanswered questions; and• Resuming test after a pause greater than 20 minutes with a GPE, the student can review previously answered questions within the same test segment. Normal pause rules are applicable once the student resumes the test.

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 *Setting Up Your Online Testing Technology Quick Guide* and the *Configuration, Troubleshooting, and Advanced Secure Browser Installation Guides* are located on and available for download from the [West Virginia Portal](#). The *Setting Up Your Online Testing Technology* 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 used for testing must be equipped with a secure browser prior to the assessment.

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

See the *Setting Up Your Online Testing Technology Quick Guide* on the [West Virginia Portal](#) for more information on secure browser installation.

See the *Operating System-Specific Configuration, Troubleshooting, and Advanced Secure Browser Installation Guides* on the [West Virginia Portal](#) for additional technology information. There are several operating system-specific guides on the [West Virginia Portal](#). Technology Coordinators should use whichever guide is most appropriate for their district or school technology.

See *Appendix C: Secure Browser for Testing* for additional guidelines about using the secure browser.

8.0 General Test Administration Information

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 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 WVBE Policy 2340, all students, including students with disabilities, English 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 *Guidelines for Participation in West Virginia State Assessments*, for all students, including those with special assessment needs. The West Virginia General Summative Assessment also contains a variety of innovative digital accessibility tools as well as a variety of accommodations. The *Guidelines for Participation in West Virginia State Assessments* can be found on the [West Virginia Portal](#) (Test Administrator Resources).

All public school students (including virtual school students) enrolled in Grades 3–8 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 a state-selected or state-developed English language arts and mathematics alternate assessments based on alternate achievement standards (approximately one percent or fewer of the student population).

All public school students enrolled in Grades 5 and 8 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 a state-selected or state-developed science alternate assessment 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 Delivery System User Guide* located on the [West Virginia Portal](#)

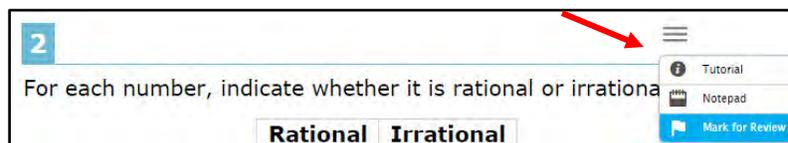
Basic Online Testing Parameters

- Students must be physically present for test administration; remote administration is not permitted for the West Virginia General Summative Assessment.
- Students may not return to any test once it has been completed and submitted.
- Within some tests there are segments. Once a student has had the opportunity to review a segment and proceeds to the next segment, he or she may not return to the previous segment.

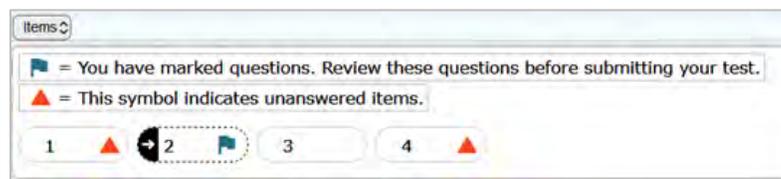


Within the Grade 6 Mathematics Test there are two segments. The “Calculator-allowed Segment” and the “No-calculator Segment.” Once a student has had the opportunity to review items in the first segment and proceeds to the next segment, he or she may not return to that previous segment.

- Students must enter an answer for all items on a page before they can access 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 using the context menu in the upper right portion of the question.



- To access items marked for review, use the Items drop-down list from the upper left corner of the screen to return to items within the current segment.



Pause Rules

During the ELA, mathematics, and science tests:

- If a test is paused for more than 20 minutes, the student is:
 - Required to log back in to the test;

- Presented with the page containing the item(s) the student 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 (except for items on a page containing at least one item not yet answered).
- 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. When a technical issue results in a pause greater than 20 minutes, SCs must document the technical issue on the Test Security Incident Log. The SC will then contact the district test coordinator concerning this event. The DC may contact the WVDE for technical issues meriting a grace period extension.



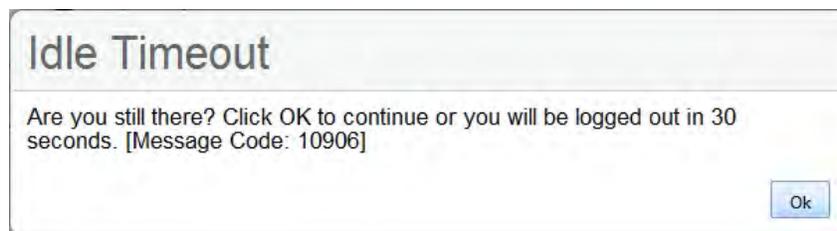
Important: If a test is paused, the test will resume on the first unanswered item. If a student has gone back to a previous page to review an item, has removed the answer to that item, and the test is then paused for more than 20 minutes, when the student resumes testing, he or she will begin on the item under review. After the student answers the item being reviewed he or she will be directed to the next unanswered item.

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

Test Timeout

As a security measure, students are automatically logged out of the test after 20 minutes of inactivity. *Activity* is defined as selecting an answer or navigation option in the assessment (e.g., clicking [Next] or [Back] or using the Questions drop-down list to navigate to another item). Moving the mouse or clicking on an empty space on the screen is not considered activity.

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 20-minute inactivity timer.



Caution: As a security measure, TAs are automatically logged out after 20 minutes of user and student inactivity in the session, which will result in the closing of the test session.

8.3 Testing Time and Recommended Order of Administration

All students participating in the assessments will receive English language arts (ELA), writing, and mathematics tests. The ELA and math tests are computer adaptive. The writing test consists of a writing task. All Grade 5 and 8 students participating in the science assessment will receive a matrix designed test. In a matrix designed test, all standards are covered within the test group of students. Each student within that group is administered a test covering a portion of the standards.

Scheduling Time for Testing:

Table 7 contains suggested time allotments to be used when scheduling sessions for the West Virginia General Summative Assessment. This information is for scheduling purposes only, as the assessments are not timed.

Table 7: Suggested Time Allotments for West Virginia General Summative Assessment

Assessment	Grades	Total hrs : mins
ELA - Reading	3-8	2:00 (breaks-as-needed)
ELA - Writing	3-8	2:00 (breaks-as-needed) Note: The ELA - Writing Test must be completed in one session. (The only exception is students who are sequestered during a lunch break.)
Mathematics	3-8	2:00 (breaks-as-needed)
Science	5, 8	2:00 (breaks-as-needed)

These estimates do not account for any time needed to start computers and log in students. TAs should work with SCs to determine precise testing schedules.

Important reminders:

1. The tests are not timed; all time estimates are approximate.
2. 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.
3. The ELA – Writing test must be completed in one session. (The only exception is students who are sequestered during a lunch break.)

Recommended Order of Online Administration for the ELA Tests

The ELA assessment is comprised of two components (tests): an adaptive portion and a writing test. The West Virginia Department of Education recommends students take these two tests on separate days.



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 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 raising 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 procedures and 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 procedures and 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 procedures and policies.

9.0 Accommodations

The *Guidelines for Participation in West Virginia State Assessments* is intended for school-level personnel and decision-making teams, including Individualized Education Program (IEP), English Learners (ELs), and Section 504 teams, as they prepare for and implement the West Virginia General Summative Assessment. The Participation Guidelines provides information for classroom teachers, English language development educators, special education teachers, and instructional assistants to use in selecting and administering accommodations for those students who need them. The Participation Guidelines is also intended for assessment staff and administrators who oversee the decisions made in instruction and assessment.

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

The *Guidelines for Participation in West Virginia State Assessments* can be found at:
<https://wv.portal.cambiumast.com>. (Test Administrator Resources)

Please be sure to review these guidelines thoroughly before test administration.

The West Virginia General Summative Assessment and Practice Tests contain embedded universal tools and accommodations. These are accessible via the computer administration system, whereas non-embedded resources are provided outside of the system; these are defined in Table 8.

Table 8: Definitions for Universal Tools and Accommodations

Type	Definition
Universal Tools	Access features of the assessments 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.
Accommodations	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, ELs with IEPs, or 504 Plans. Approved accommodations do not compromise the learning expectations, construct, grade-level standard, or intended outcome of the assessments. These are provided as embedded components of the test administration system or are non-embedded.

Accommodations must be uploaded in TIDE prior to starting a test session. Accommodation changes are uploaded every 60 minutes on a rolling basis to TIDE. The information uploaded is based on the information provided to the WVDE by the online accommodations process. Test administrators must confirm students' accommodations prior to approving students into a testing session. If a student's accommodations are incorrect, please contact your SC before allowing the student to begin testing.

For additional information about the availability of accommodations, refer to the *Guidelines for Participation in West Virginia State Assessments* on the [West Virginia Portal](#) (Test Administrator Resources, General Information).

The multiplication table and 100s number table are non-embedded accommodations and are available for Grade 4 and above mathematics assessments. These non-embedded resources need to be downloaded from the [West Virginia Portal](#) (go to Resources, Ancillary Materials, Math Materials) and printed prior to test administration. They are also located in *Appendix G: Multiplication Table and 100s Number Table*.



These resources are only allowed as an accommodation for students in Grades 4-8 with a documented and persistent calculation disability (i.e. dyscalculia).

10.0 Prior to Test Administration

10.1 Establishing Appropriate Testing Conditions

District test coordinators (DCs) and school test coordinators (SCs) will need to work together to determine the most appropriate testing schedule based on the number of computers available, the number of students in each tested grade, the estimated time needed to complete each test, and health department guidelines. Testing students in classroom-sized groups is preferable; however, testing in social distanced smaller groups is acceptable.

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

Maintain a quiet testing environment throughout the test session. Some students will finish more quickly than others. If students are expected to remain in the testing room until the end of the session, instruct them on what activities they may quietly engage in after they finish the test. 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.

During test administration, students may have access to and use of the additional required resources listed in Table 10. These resources are specific to each assessment and content area.

Table 9: Additional Required Resources

Assessment		Resources
ELA	Reading	<ul style="list-style-type: none"> Headphones are required for the listening portion for all students. Headphones are required for students requiring text-to-speech.
	Writing	<ul style="list-style-type: none"> Scratch paper should be provided for note taking if necessary.
Mathematics		<ul style="list-style-type: none"> Headphones are required for students requiring text-to-speech. An embedded calculator will be available for some mathematics items in Grade 6 and above. Scratch paper is required for all grades. Graph paper is also recommended for Grade 6 and above.
Science		<ul style="list-style-type: none"> Headphones are required for all students. An embedded calculator will be available. Scratch paper is required for all grades.

10.2 Tasks to Complete Prior to Test Administration

- ✓ DCs, SCs, and TAs should ensure students are provided the opportunity to practice using the Practice Test prior to testing.
- ✓ **DCs, SCs, and TAs must ensure all state and local health and safety guidelines are being followed before testing begins**

It is highly recommended ALL students be provided the opportunity to take the Practice Test. This allows students the opportunity to become familiar with all item types, universal tools, buttons, and any allowable accommodations.

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

- ✓ DCs, 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 are uploaded nightly from the WVDE.

In addition to the correct school and grade, DCs, SCs, and TAs should verify all students have accurate test settings in TIDE, including accommodations (embedded and non-embedded) for each content area prior to testing. Student information cannot be edited except for the following locally-set accommodations: default font size, background color, and turning off universal tools which occurs in TDS prior to the start of the test.



IMPORTANT: Changes to student information, excluding locally-set accommodations, must be completed through the nightly upload process – which may take 24-48 hours to appear in TIDE/TDS. Failure to correct test settings before testing could result in student(s) not being provided with the needed accommodations 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 Portal](#).



It is important for anyone with access to student information to remember 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 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. Please see the 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 Delivery System User Guide* located on the [West Virginia Portal](#) for detailed information on how to obtain session IDs.

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 will enable student settings to be viewed within one to three hours in the new school or district. Students moving within the state may test in any school or district; however, student information may be viewed only by the district/school of WVEIS record.

Students new to WVEIS (transferring in from out of state or nonpublic schools) cannot test until student information has been uploaded into TIDE. These students will take at least 48 hours to appear in TIDE. Once student information is in TIDE, test administration for the student may proceed.

11.0 Day of Test Administration – Online Test



Use the following information and scripts to assist students with the login procedures. Please refer to the *Test Delivery System User Guide* on the [West Virginia Portal](#) to become familiar with the Test Delivery System (TDS).

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 students do not have access to non-approved digital, electronic, or manual devices during testing.

The TA should verify students have access to and use of the additional required resources in Table 10 specific to each assessment and content area.

To ensure all students are tested under the same conditions, the TA should adhere strictly to the script for administering each test. Scripts and instructions for both online administration and paper-pencil administration are located in this section.

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 *Guidelines for Participation in West Virginia State Assessments*.

Please remember the scripts must be followed exactly and used each time a test is administered. All directions 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.



IMPORTANT: Students should be cautioned to NOT use the Function Key as it can cause the secure browser to think the computer is not secure, causing the student to be kicked out of the test session.

11.1 Administering the West Virginia General Summative Assessment - SCRIPTS

Generic Script for ELA (except Writing), Mathematics, and Science Tests - (TA must follow directions for specific tests.)

Starting a Test Session

The TA must create a test session before students can log in (but no more than 20 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 test session:

1. *Launch the Secure Browser on student testing device(s).*
2. *The TA may launch the Secure Browser prior to the student(s) entering the testing room, or the TA may instruct the student(s) to launch the Secure Browser. This decision is a local decision. If students launch the Secure Browser, the TA must read the following script.*
3. *If the students are to launch the secure browser, read the script below:*

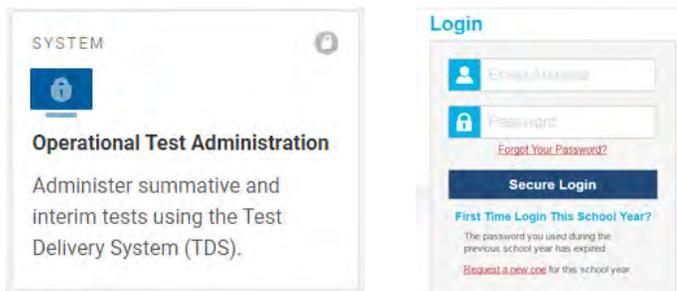
SAY: Please locate the Secure Browser icon on your desktop. Launch the browser.



IMPORTANT: The Secure Browser must be launched.

4. *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 Portal](#). The TA then enters his or her username and password and clicks [Log In] to log in to the TA Interface.



5. *The TA creates a test session.*

The test selection box appears upon login to the system. In the Test Selection window:

- Click on the + sign next to content area of the assessment to be given, and
- Select the appropriate grade and test.



Students will only be able to see and access those assessments for which they are eligible in TIDE. Completed assessments are shown in gray type.

6. *The TA begins the test session.*

After clicking on the assessment to be administered during the test session, the TA clicks on the [Start Operational Session] button to begin the test session and generate the session ID students use to join the test session.

7. *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 [*NAME OF TEST (e.g., ELA Reading Grade 4)*] Test. You will be given a test session ID that is required to start the test. Before logging in, let's go over some test rules.

You must answer each question on the screen before clicking NEXT. If you are unsure about an answer, provide what you think is the best answer. If you would like to review that answer later, mark the item for review before going on to the next question. You may go back and change the answer during this test session.

You may pause at any point in the test by clicking PAUSE rather than NEXT after answering a question. Please raise your hand if you need a break and ask permission before clicking PAUSE.

Additional information for mathematics tests

No calculators are permitted for Grades 3–5. Grade 6 has both a no-calculator and a calculator segment. During the calculator segment, students will have access to an embedded calculator. Students in Grades 7 and 8 will have access to an embedded calculator during the entire test.

For Grade 6 Mathematics Tests Only:

SAY: This test is divided into two segments. There is a calculator segment and a no-calculator segment. Once you have answered all items in the calculator segment, review your answers before moving into the no-calculator segment. Once you move into to the no-calculator segment, you will not be able to return to the calculator segment.

For all tests:

SAY: If you pause your test for more than 20 minutes, you will not be able to go back and change your answers.

SAY: Your answers need to be your own work. Please keep your eyes on your own test and remember, there should be no talking. If you have a cell phone or smartwatch, please raise your hand and I will collect it before the test begins.

SAY: If you finish your test early, please raise your hand and sit quietly.

Give students the test session ID and other login information. The test session ID, the statewide student identifier (SSID), and the student's first name may be provided to students ahead of time on a card or piece of paper to help them type it in the computer accurately. Student information is confidential; therefore, the cards/papers with this information must be collected after each test session and securely destroyed after testing is complete.

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 20 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 the test session ID must be entered exactly as it is written—without extra spaces or characters. Please refer to the *Test Delivery System User Guide* on the [West Virginia Portal](#) to become familiar with the online testing system.

SAY: Now we are ready to log in. Once you have logged in, you will have to wait for me to approve the test before you start. I will be checking that you have correctly entered the test session ID and other information.

SAY: Enter your legal first name, not your nickname, followed by your SSID number. Then enter the test session ID. Raise your hand if you need help typing this information on your keyboard.

SAY: Now click SIGN IN. Once you have successfully logged in, you will see a screen with your first name and other information about you. If all 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 all students have successfully entered their information.

The TA should ensure students use their legal first names (first name in WVEIS). 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 TDS or TIDE. TAs may assist students with logging in if necessary.

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

SAY: On the next screen, select the [INSERT NAME OF TEST (e.g., ELA Reading Grade 4)]. After you have selected your test, you will see a screen with a moving bar and message saying you are waiting for test administrator approval. Please wait quietly while I check and approve each of your tests.



If students are resuming a test already started, instead of Start *test name* the command will be Resume *test name*.

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).

Students may be able to select from more than one test. TAs should direct students to select the appropriate test name based on what the TA is planning to administer at that time. Students may only select from assessments for which they are eligible.

9. *The TA views and approves students who are waiting for test session approval.*

After students have selected a test, the TA verifies each student selected the appropriate test before approving the student for testing. It is very important 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 showing a list of students, organized by test name. The TA should review the list to ensure students are taking the correct content area test.
 - i. If a student selected a test other than the one the TA plans to administer to the student that day, 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 they are correct.
 - i. If a student's settings are incorrect, DO NOT APPROVE the student to begin testing. The TA will need to work directly with the 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 24-48 hours for*

changes to appear in the TIDE.) Ensuring the test settings are correct before the student begins testing is critical to avoid the need for a test reset resulting in additional testing for the student later.

- ii. TAs can change the default font size, text and background colors, and mouse size and color prior to the start of the test.



IMPORTANT: 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 and turn off universal tools prior to the start of the test.

- d. When the correct test is selected and test settings are verified, the TA clicks [Approve].

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.

SAY: After I approve you to begin testing, you may see a screen that prompts you to check that the video and sound on your computer are working. Put your headsets on and click the play button to hear the sound and see the video move. If you hear the chime, click I COULD PLAY THE VIDEO AND SOUND. If not, raise your hand. When you are ready, click CONTINUE.

For students with Text-to-Speech, they will be asked to check the audio at this time. Please confirm these students have no audio issues.

If a student's volume is not working, troubleshoot basic steps such as ensuring the headset is fully plugged in, mute is not inadvertently selected, and the volume setting is turned up. If the testing device continues to have audio problems, try a different computer, should one be available. Should audio problems persist, contact your SC.

SAY: Before your test appears, you will see an Instructions and Help page. You may review the Help Guide, your Test Settings, and Additional Test Information here. The Help Guide lists the test tools and buttons you may use during the test or that will appear on the test. Please read this carefully. You may select the question mark button in the top right corner during the test to access the Help Guide.

SAY: You must answer each question on the screen before going on to the next page. If you are unsure of an answer, provide what you think is the best answer.

If you would like to review an answer later, 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 you want to change the answer.

SAY: Are there any questions?

Answer student question(s).

SAY: The PAUSE button is used to stop the test. You may PAUSE at any point in the test by clicking PAUSE rather than NEXT after answering an item. Before PAUSING the test, raise your hand and talk with me. PAUSING for more than 20 minutes will prevent you from changing any answer on previous pages of the test.

SAY: Are there any questions?

Answer student question(s).

After answering the last question on the test, each student is presented with a screen prompting him or her to review all answers, including those marked for review.

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], review their answers, and then [SUBMIT TEST] after they have finished reviewing.

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

SAY: There may be items on this test that ask you to select word(s) or phrase(s). To determine which word(s) or phrase(s) may be selected, move the cursor over the text – when the cursor becomes a pointing hand, that word or phrase may be selected.

SAY: Are there any questions?

Answer student question(s).

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

SAY: When you have finished your test, you will be asked to review items. Review your items and then click SUBMIT

TEST. If you have any questions about how to submit your test, please raise your hand.

SAY: Click **BEGIN TEST NOW** at the bottom of the page.

10. The TA monitors student progress.

Monitoring Test Selection

It is very important TAs monitor student progress throughout the test session. This includes verifying students are participating in the appropriate content area test.

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.

Monitoring Test Progress

Once students have started their tests, the TA should circulate through the room to ensure 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 delivered to 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 a student is off task and believes a break from testing will benefit the student, the TA may say the following statement verbatim.



SAY: It is important 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 located in the context menu at the upper right of the item for help and let the student know he or she should try his or her best, but the TA cannot help answer an item. The TA may remind the student to reread the instructions for the item.



SAY: Try your best and choose the answer that makes the most sense to you. If you are unsure about how a question works,

you can review a tutorial by clicking on the “i” button on the right side of the screen.

IMPORTANT:

- If the TA is using the TA Interface and navigates to another Cambium system (TIDE, ORS, etc.), the session will stop, and all students in the session will be logged out. The session cannot be resumed. A new session will have to be created, and the students will have to log in to the new session to resume testing. When starting a new session, give the new session ID to the students so they can log in and resume testing.
- If the TA Interface is accidentally closed while students are still testing, the session will remain open until it times out after 20 minutes. The TA can open the browser and navigate back to the TA Interface. The TA will be prompted to enter the active session ID.
- As a security measure, TAs are automatically logged out of the TA Interface after 20 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 they can log in and resume testing. Please note students will not be able to return to items from previous sessions, even if the responses were marked for review.

11. Ending the test session and logging out of the Test Administrator Site after all students have finished testing.

The West Virginia General Summative Assessment is an untimed test. The test session is complete when all students have finished testing and submitted their tests. Once students have submitted their tests they should either sit quietly with a non-content related activity or go to a previously designated area. Students should not be permitted to be on any electronic devices.

After all students have submitted their tests, TAs should click [Stop Session] to end the test session. When finished, TAs can log out of the TA Interface by clicking the [Logout] button at the top right. TAs should collect any scratch paper.

SAY: This test session is now over. I will now collect any scratch paper or other materials.

Generic Script for Writing Tests

Note: The ELA Writing Test must be completed in one session. (The only exception is students who are sequestered during a lunch break.)

Starting a Test Session

The TA must create a test session before students can log in (but no more than 20 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 test session:

1. *Launch the Secure Browser on student testing device(s).*
2. *The TA may launch the Secure Browser prior to the student(s) entering the testing room, or the TA may instruct student(s) to launch the Secure Browser. This decision is a local decision. If students launch Secure Browser, the TA must read the following script.*
3. *If the students are to launch the secure browser, read the script below:*

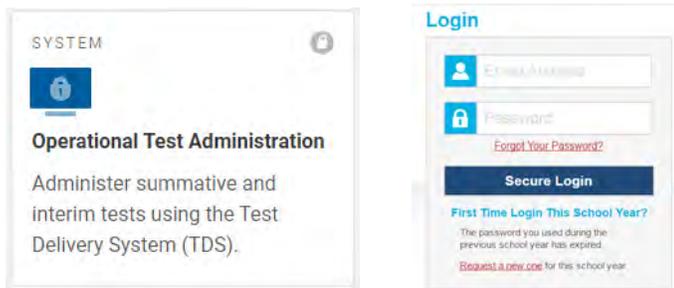
SAY: Please locate the Secure Browser icon on your desktop.
Launch the browser.



IMPORTANT: The Secure Browser must be launched.

4. *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 Portal](https://wv.portal.cambiumast.com/) at <https://wv.portal.cambiumast.com/>. The TA then enters his or her username and password and clicks [Log In] to log in to the TA Interface.



5. *The TA creates a test session.*

The test selection box appears upon login to the system. In the Test Selection window:

- Click on the + sign next to ELA, and
- Select the appropriate grade and writing test



Students will only be able to see and access those assessments for which they are eligible in TIDE. Completed assessments are shown in gray type.

6. *The TA begins the test session.*

After clicking on the assessment to be administered during the test session, the TA clicks on the [Start Operational Session] button to begin the test session and generate the session ID students use to join the test session.

7. *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 English Language Arts - Writing Test. You will be given a test session ID that is required to start the test. Before logging in, let's go over some test rules.

Please raise your hand if you need a break and ask permission before clicking PAUSE.

SAY: Your response needs to be your own work. Please keep your eyes on your own test and remember, there should be no talking. If you have a cell phone or smartwatch, please raise your hand and I will collect it before the test begins.

SAY: If you finish your test early, please raise your hand and sit quietly.

Give students the test session ID and other log-in information. The test session ID, the statewide student identifier (SSID), and the student's first name may be provided to students ahead of time on a card or piece of paper to help them type it in the computer accurately. Student information is confidential; therefore, the cards/papers with this information must be collected after each test session and securely destroyed after testing is complete.

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 20 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 the test session ID must be entered exactly as it is written—without extra spaces or characters. Please refer to the *Test Delivery System User Guide* on the [West Virginia Portal](#) to become familiar with the online testing system.

SAY: Now we are ready to log in. Once you have logged in, you will have to 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.

SAY: Enter your legal first name, not your nickname, followed by your SSID number. Then enter the test session ID. Raise your hand if you need help typing this information on your keyboard.

SAY: Now click SIGN IN. Once you have successfully logged in, you will see a screen with your first name and other information about you. 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 all students have successfully entered their information.

The TA should ensure students use their legal first names (first name in WVEIS). 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 TDS or TIDE. TAs may assist students with logging in if necessary.

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

SAY: On the next screen, select the Grade [#] ELA – Writing Test. After you have selected your test, you will see a screen with a moving bar and message saying you are waiting for test administrator approval. Please wait quietly while I check and approve each of your tests.



If students are resuming a test already started, instead of Start *test name* the command will be Resume *test name*.

Students may be able to select from more than one test. TAs should direct students to select the appropriate test name based on what the TA is planning to administer at that time. Students may only select from assessments for which they are eligible.

9. *The TA views and approves students who are waiting for test session approval.*

After students have selected a test, the TA verifies each student selected the appropriate test before approving the student for testing. It is very important 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:

- e. Select the [Approvals (#)] button.
- f. A new window opens showing a list of students, organized by test name. The TA should review the list to ensure students are taking the correct content area test.
 - i. If a student selected a test other than the one the TA plans to administer to the student that day, the TA must deny the student entry to the test session. The student may then log in again and select the correct test.
- g. The TA also should review the test settings assigned to each student to ensure they are correct.
 - i. If a student's settings are incorrect, DO NOT APPROVE the student to begin testing. The TA will need to work directly with a school test coordinator or district test coordinator to ensure the test settings are correct in TIDE before

approving the student to begin testing. *(Reminder: It may take 24-48 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 resulting in additional testing for the student later.

- ii. TAs can change the default font size and turn off universal tools prior to the start of the test.



IMPORTANT: 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 and turn off universal tools prior to the start of the test.

- h. When the correct test is selected and test settings are verified, the TA clicks [Approve].

SAY: After I approve you to begin testing, you may see a screen that prompts you to check that the video and sound on your computer is working. Put your headsets on and click the play button to hear the sound and see the video move. If you hear the chime, click I COULD PLAY THE VIDEO AND SOUND. If not, raise your hand. When you are ready, click CONTINUE.

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.

For students with Text-to-Speech, they will be asked to check the audio at this time. Please confirm these students have no audio issues.

If a student's audio is not working, troubleshoot basic steps such as ensuring the headset is fully plugged in, mute is not inadvertently selected, and the volume setting is turned up. If the testing device continues to have audio problems, try a different computer, should one be available. Should audio problems persist, contact your SC.

SAY: Before your test appears, you will see an Instructions and Help page. You may review the Help Guide, your Test Settings, and Additional Test Information here. The Help Guide lists the test tools and buttons you may use during the test or that will appear on the test. Please read this carefully. You may select the question mark button in the top right corner during the test to access the Help Guide.

SAY: Are there any questions?

Answer student question(s).

- SAY: Today's writing test has one or more passages to read and one prompt requiring your response.
- SAY: You may use the embedded dictionary and thesaurus. You may use scratch paper. When you have finished planning your response, you must enter your final response into the test on the computer.
- SAY: Remember your work must address the writing prompt and passages. Write only about the topic you have been given.
- SAY: When you have finished your test, click the End Test button and then you will be asked to review your response. Review your response and then click SUBMIT TEST. If you have any questions about how to submit your test, please raise your hand.
- SAY: Manage your time carefully so you can read the passages; plan your response; write your response; and review and edit your response.
- SAY: Be sure to include an introduction, information from the passages as support, and a conclusion.
- SAY: Your response should be in the form of a multi-paragraph essay. As you type your response, you will see a character count at the bottom of the screen. You may not write more than 4,000 characters.
- SAY: This test is not timed. However, you must complete the test by the end of this session during school hours today.
- SAY: Are there any questions?

Answer student question(s).

SAY: Click BEGIN TEST NOW at the bottom of the page.

Although the test is not timed, the approximate time for this section is two hours. If a student needs additional time, you must provide it. However, if during the additional time, the student stops for more than 10 minutes, it is recommended you end the test.

10. The TA monitors student progress.

Monitoring Test Selection

It is very important TAs monitor student progress throughout the test session. This includes verifying students are participating in the appropriate content area test.

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.

Monitoring Test Progress

Once students have started their tests, the TA should circulate through the room to ensure 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.

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 a student is off task and believes a break from testing will benefit the student, the TA may say the following statement verbatim.



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

If a student asks for assistance, the TA should gently instruct the student to try his or her best, but the TA cannot help answer with the response.

IMPORTANT:

- If the TA is using the TA Interface and navigates to another Cambium system (TIDE, ORS, etc.), the session will stop, and all students in the session will be logged out. The session cannot be resumed. A new session will have to be created, and the students will have to log in to the new session to resume testing. When starting a new session, give the new session ID to the students so they can log in and resume testing.
- If the TA Interface is accidentally closed while students are still testing, the session will remain open until it times out after 20 minutes. The TA can open the browser and navigate back to the TA Interface. The TA will be prompted to enter the active session ID.
- As a security measure, TAs are automatically logged out of the TA Interface after 20 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 they can log in and resume testing. Please note students will not be able to return to items from previous sessions, even if the responses were marked for review.

11. Ending the test session and logging out of the Test Administrator Site after all students have finished testing.

The West Virginia General Summative Assessment is an untimed test. The test session is complete when all students have finished testing and submitted their tests. Once students have submitted their tests they should either sit quietly with a non-content related activity

or go to a previously designated area. Students should not be permitted to be on any electronic devices.

After all students have submitted their tests, TAs should click [Stop Session] to end the test session. When finished, TAs can log out of the TA Interface by clicking the [Logout] button at the top right. TAs should collect any scratch paper.

SAY: This test session is now over. I will now collect any scratch paper or other materials.

Collect all scratch paper. Scratch paper contains secure information and must be shredded by the school test coordinator.

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.

12.2 Reporting Testing Irregularities and Breaches

Throughout testing, ensure all test security incidents were reported in accordance with the guidelines in sections *4.0 Ensuring Test Security* and *5.0 Responding to Testing Irregularities* in this manual.

13.0 Day of Test Administration – Pencil-Paper Test

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 students do not have access to non-approved digital, electronic, or manual devices during testing.

The TA should verify students have access to and use of the additional required resources in Table 10 specific to each assessment and content area.

To ensure all students are tested under the same conditions, the TA should adhere strictly to the script for administering each test. Scripts and instructions for both online administration and paper-pencil administration are located in this section.

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 *Guidelines for Participation in West Virginia State Assessments*.

Please remember the scripts must be followed exactly and used each time a test is administered. All directions 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.

13.1 Preparing for Paper-Pencil Testing

Test administrators should:

- Have a copy of the Test Administration Manual;
- Check out testing materials from the school test coordinator at the beginning of each day of testing;
 - WVGSA content area test booklet for content area being assessed
 - Dictionaries and thesauruses for ELA tests
 - Calculators for mathematics tests – Grades 6-8
 - WVS.326 forms
 - Pencils
 - Scratch paper
 - Graph paper for mathematics tests – Grades 6-8
 - Test Security Incident Log
 - “Do Not Enter – Testing in Progress” sign for door
- Keep testing materials secure at all times; and
- Return all materials to the school test coordinator at the end of each day of testing.

13.2 Paper Administration Precautions

Students must enter all responses in test booklets.

Do not photocopy test booklets.

Do not disassemble or pull pages from the test booklets.

Do not erase any stray marks, duplicate responses, or any other student-created response from a student test booklet.

WVGSA Calculator Policy for Paper-Pencil Tests

Calculators are permitted on some mathematics tests. On tests where calculators are permitted, it is ideal for a student to use the recommended acceptable calculator. If the recommended calculator is not available, students may use a calculator with less functionality.

WVGSA Calculators

Test/Grade	Calculator Policy
Mathematics Grades 3-5	No calculators permitted.
Mathematics Grade 6	Scientific calculators permitted on the first portion of section 1 of the test. No calculators are permitted on the second portion of section 1 or on section 2.
Mathematics Grades 7-8	Scientific calculators are permitted. Scientific calculators should include these functions: <ul style="list-style-type: none"> Standard four functions (addition, subtraction, multiplication, division), decimal, change sign (+/-), parentheses, square root, and π. The calculator may NOT include: <ul style="list-style-type: none"> Any problem solving or programing capabilities, place values, and inequalities. Sample acceptable calculator: TI-30X IIS or similar.

Additional Calculator Guidance

- No laptop, tablet, or phone-based calculators are allowed to be used during the WVGSA assessment.
- Students are not allowed to share calculators during a testing session.

13.3 Administering the West Virginia General Summative Assessment - SCRIPTS

The WVGSA ELA Reading, Mathematics, and Science Tests are each administered in two sections. There is a break between test sections. The WVGSA ELA Writing Test is administered in one test session. Students using the paper-pencil tests will have three test booklets: English language arts, mathematics, and science. The English language arts booklets are divided into three sections: Reading Section 1, Reading Section 2, and Writing Section 3. Reading Sections 1 and 2 must be administered and completed on the same day. Writing Section 3 will be administered and completed on a different day. The mathematics and science test booklets are divided into two sections. Mathematics Section 1 and

Mathematics Section 2 must be administered and completed on the same day. Science Section 1 and Science Section 2 must be administered and completed on the same day.

Distribute the scratch paper and test booklets to students. Students must print their names on their test booklets. Do not allow students to use ink, colored pens/pencils, markers, or highlighters in their test booklets. Students may use a No. 2 pencil for any annotation or underlining.

For the Grades 6-8 mathematics tests, students may use approved calculators. For Grade 6, the students must only have access to calculators for the first portion of Section 1 of the test.

Script for English Language Arts – Reading Test

Distribute the appropriate test booklets and scratch paper to each student.

ELA – Reading, Section 1

SAY

Today, you will be taking the West Virginia General Summative Assessment English Language Arts – Reading Test.

Do not open your test booklet until I tell you to do so. Talking during the test is not allowed, and you may not discuss the questions or your answers during the break or after the test. Keep your eyes on your own test booklet.

Personal electronic devices, including but not limited to cell phones and smartwatches, are not permitted during the test or break.

Any student who has any personal electronic device in his or her possession during this test session may have his or her test invalidated.

If you have a question or need help with something during the test, raise your hand, and I will come to you.

This test is not timed. However, you must complete the test by the end of today's school day.

Are there any questions?

Answer any questions.

SAY

On the front cover of your test booklet you will see a place to print your legal name. On the line please print your name and student number (your 9-digit WVEIS or lunch number).

Make sure students complete the information correctly.

SAY

Today's reading test contains several reading passages followed by questions about those passages. You may refer back to the passages when answering the questions. You will mark your answers in the test booklet by filling in the bubble or bubbles that match the answer you choose.

Before you test, please remember the following:

- Use a No. 2 pencil for your answers.
- You may write in your test booklet, but do not write or mark near the bubbles where you will fill in your answers.
- Do not use ink, colored pens/pencils, markers, or highlighters in your test booklet. You can use your No. 2 pencil for any annotations or underlining.
- If you want to change an answer, completely erase the mark you made before making a new mark.

The reading test has two sections. We will begin with Section 1. When you finish Section 1, you will see the stop sign. Do not go beyond the stop sign.

When you finish Section 1, please check your answers in Section 1. Be sure to check the following:

- Every question in this part of the test booklet has been answered;
- For answers with bubbles, the bubbles are filled in completely; and
- All other bubbles are empty.

You may not go ahead to any other part of this test booklet at any time.

Are there any questions?

Answer any questions.

SAY

Open your test booklet to Page 2.

Make sure all students have turned to the correct page.

SAY

Page 2 contains the directions for the ELA – Reading Test.

We will read the directions together.
Directions:

1. Read each question carefully. Think about what is being asked. Then choose the answer you think is best.
2. Fill in the circle next to your answer choice or choices. If you change your answer, make sure you erase your old answer completely. Do not cross out or make any marks on the other choices.
3. If you do not know the answer to a question, skip it and go on to the next questions. If you have time, go back to the questions you skipped and try to answer them before turning in your Student Test Booklet.
4. Check your work when you are finished.

Are there any questions?

Answer any questions.

When you see the words **GO TO NEXT PAGE** at the bottom of the page, turn the page and continue working. When you come to the word **STOP**, you have finished Section 1.

SAY

You may go back and check your answers in this section only. After you have checked your answers to the questions, close your test booklet.

Then, sit quietly and work on some activity while others are completing the test.

Are there any questions?

Answer any questions.

SAY

This test is not timed.

Now turn the page, and you may begin Section 1 of the reading test.

Make sure all students have turned to the correct page in their test booklets. While students are taking Section 1 of the reading test, move around the room and make sure students are progressing through the test. Test administrators may answer student questions about test directions. Test administrators may not answer student questions about test content.

Although the test is not timed, the approximate time for this section is 45 minutes. If a student needs additional time, you must provide it. However, if during the additional time, the student stops for more than 10 minutes without closing his or her test booklet, it is recommended you end the test.

When all students are finished, continue with the directions.

SAY

This is the end of Section 1. We are now going to take a break. You are not allowed to discuss the test or its contents or use any electronic devices during the break.

Have students put their scratch paper inside their test booklets. Follow security procedures during the break.

Ten-Minute Break

ELA – Reading, Section 2

SAY

You will use the same test booklet for all ELA test sessions. Please check to see the test booklet in front of you has your name on the front cover.

Make sure each student has his or her own test booklet.

SAY

You are now going to begin Section 2 of the ELA – Reading Test. Open your test booklet to Section 2.

SAY

When you see the words GO TO NEXT PAGE at the bottom of the page, turn the page and continue working. When you come to the word STOP, you have finished Section 2.

You may go back and check your answers in this section only. After you have checked your answers to the questions, close your test booklet.

Then, sit quietly and work on some activity while others are completing the test.

Are there any questions?

Answer any questions.

SAY

This test is not timed.

Now turn the page, and you may begin Section 2 of the reading test.

Make sure all students have turned to the correct page in their test booklets. While students are taking Section 2 of the reading test, move around the room and make sure students are progressing through the test. Test administrators may answer student questions about test directions. Test administrators may not answer student questions about test content.

Although the test is not timed, the approximate time for this section is 45 minutes. If a student needs additional time, you must provide it. However, if during the additional time, the student stops for more than 10 minutes without closing his or her test booklet, it is recommended you end the test.

When all students are finished, continue with the directions.

SAY This is the end of Section 2. Sit quietly while I collect all the materials.

Collect all test booklets and record their return on the Security Checklist. Collect all scratch paper. Scratch paper contains secure information and must be shredded by the school test coordinator.

Script for English Language Arts – Writing Test

Note: The ELA – Writing Test must be completed in one session. (The only exception is students who are sequestered during a lunch break.)

Distribute the appropriate test booklets, scratch paper, dictionaries, and thesaurus to each student.



This test does not have a break scheduled for students. It is recommended students be allowed to take a break, if needed. Students in the testing room and students on break must be monitored at all times.

SAY

Today, you will be taking the West Virginia General Summative Assessment English Language Arts – Writing Test.

Do not open your test booklet until I tell you to do so. Talking during the test is not allowed, and you may not discuss the questions or your answers during the break or after the test. Keep your eyes on your own test booklet.

Personal electronic devices, including but not limited to cell phones and smartwatches, are not permitted during the test or break.

Any student who has any personal electronic device in his or her possession during this test session may have his or her test invalidated.

If you have a question or need help with something during the test, raise your hand, and I will come to you.

This test is not timed. However, you must complete the test by the end of this session during school hours today.

Are there any questions?

Answer any questions.

SAY

Today's writing test has one or more passages to read and one prompt requiring your response.

You may use a dictionary and thesaurus.

You may use scratch paper to plan your response. When you have finished planning your response, you must write your final response in your test booklet on the three pages designated "Final Copy." Your final response may be in cursive or printed letters. However, it is important that your response be legible.

Remember your work must address the writing prompt and passages. Write only about the topic you have been given.

Before you test, please remember the following:

- Use a No. 2 pencil for your writing response.
- Do not use ink, colored pens/pencils, markers, or highlighters in your test booklet. You can use your No. 2 pencil for any annotations or underlining.
- Only what is written on the three pages marked "Final Copy" will be scored. Write only on the lines provided.
- Do not write in the margins.

Are there any questions?

Answer any questions.

SAY

You will use the same test booklet for all ELA test sessions. Please check to see the test booklet in front of you has your name on the front cover.

Make sure each student has his or her own test booklet.

SAY

Please open your test booklet to Section 3 – Writing.

We will read the directions together.

Directions:

Read the writing prompt and passages. Then write your final essay on the three pages designated “Final Copy.”

Manage your time carefully so you can

- Read the passages;
- Plan your response;
- Write your response; and
- Revise and edit your response.

Be sure to include

- An introduction;
- Information from the passages as support; and
- A conclusion.

Your response should be in the form of a multi-paragraph essay. Write your response in the space provided.

Are there any questions?

Answer any questions.

When you see the words GO TO NEXT PAGE at the bottom of the page, turn the page and continue working. When you come to the word STOP, you have finished the Writing Section 3.

Go back and review your essay. You may not return to previous sections of your test booklet.

After you have completed your review, close your test booklet.

Then, sit quietly and work on some activity while others are completing the test.

Are there any questions?

Answer any questions.

This test is not timed. However, you must complete the writing test by the end of this session during school hours today.

Now turn the page, and you may begin Section 3 – the Writing Test.

Make sure all students have turned to the correct page in their test booklets. While students are taking Section 3 – the Writing Test, move around the room and make sure students are progressing through the test. Test administrators may answer student questions about test directions. Test administrators may not answer student questions about test content.

Although the test is not timed, the approximate time for this section is two hours. If a student needs additional time, you must provide it. However, if during the additional time, the student stops for more than 10 minutes without closing his or her test booklet, it is recommended you end the test.

When all students are finished, continue with the directions.

SAY

This is the end of Section 3 – the Writing Test. Sit quietly while I collect all the materials.

Collect all test booklets and record their return on the Security Checklist. Collect all scratch paper. Scratch paper contains secure information and must be shredded by the school test coordinator.

Script for Mathematics Test

Distribute the appropriate test booklets, scratch paper, and/or graph paper to each student. For Grades 6-8 distribute calculators.

Mathematics, Section 1

SAY

Today, you will be taking the West Virginia General Summative Assessment Mathematics Test.

Do not open your test booklet until I tell you to do so. Talking during the test is not allowed, and you may not discuss the questions or your answers during the break or after the test. Keep your eyes on your own test booklet.

Personal electronic devices, including but not limited to cell phones and smartwatches, are not permitted during the test or break.

Any student who has any personal electronic device in his or her possession during this test session may have his or her test invalidated.

If you have a question or need help with something during the test, raise your hand, and I will come to you.

This test is not timed. However, you must complete the test by the end of

today's school day.

Are there any questions?

Answer any questions.

SAY

On the front cover of your test booklet you will see a place to print your legal name. On the line please print your name and student number (your WVEIS or lunch number).

Make sure students complete the information correctly.

SAY

Today's mathematics test contains several types of math problems. You will mark your answers in the test booklet in the designated area for each question.

Before you test, please remember the following:

- Use a No. 2 pencil for your answers.
- You may write in your test booklet, but do not write or mark near the bubbles where you will fill in your answers.
- Do not use ink, colored pens/pencils, markers, or highlighters in your test booklet. You can use your No. 2 pencil for any annotations or underlining.
- If you want to change an answer, completely erase the mark you made before making a new mark.

The mathematics test has two sections. We will begin with Section 1. When you finish Section 1, you will see the stop sign. Do not go beyond the stop sign.

When you finish Section 1, please check your answers in Section 1. Be sure to check the following:

- Every question in this part of the test booklet has been answered;
- For answers with bubbles, the bubbles are filled in completely; and
- All other bubbles are empty.

You may not go ahead to any other part of this test booklet at any time.

Are there any questions?

Answer any questions.

SAY Open your test booklet to Page 2.

Make sure all students have turned to the correct page.

SAY Page 2 contains the directions for the mathematics test.
We will read the directions together.
Directions:
1. For questions with bubbled responses, fill in the circle next to your answer choice. If you change your answer, make sure you erase your old answer completely. Do not cross out or make any marks on the other choices.
2. For questions with response boxes, write your answer neatly, clearly, and in the space provided.

For Grades 3-5, read the following:

SAY 3. For questions with response grids,
a. Write your answer in the answer boxes at the top of the grid.
i. Write only one digit or symbol in each answer box.
ii. Be sure to write a fraction bar or decimal point in the answer box if it is a part of the answer.
b. You may fill in a bubble under each box in which you wrote your answer.
i. Fill in one and **ONLY** one bubble for each answer box. Do **NOT** fill in a bubble under an unused answer box.
ii. Fill in each bubble by making a solid mark that completely fills the circle.
c. You can record a mixed number in several different ways. You can write it as:
i. A whole number and a fraction ($5 \frac{1}{2}$). Be sure to include a space between the whole number and the fraction.
ii. An equivalent fraction ($11/2$).
iii. An equivalent decimal (5.5).

For Grades 6-8, read the following:

SAY 3. For questions with response grids,

- a. Write your answer in the answer boxes at the top of the grid.
 - i. Write only one digit or symbol in each answer box.
 - ii. Be sure to write a negative sign or decimal point in the answer box if it is a part of the answer.
- b. You may fill in a bubble under each box in which you wrote your answer.
 - i. Fill in one and **ONLY** one bubble for each answer box. Do **NOT** fill in a bubble under an unused answer box.
 - ii. Fill in each bubble by making a solid mark that completely fills the circle.

For all grades, read the following:

SAY Are there any questions?

Answer any questions.

For Grade 6, read the following:

SAY Approved calculators are allowed during the first portion of Section 1 of the test. No calculators are allowed during the second portion of Section 1 or during Section 2.

When you reach the end of the calculator portion of Section 1, raise your hand and I will collect your calculator. You may then go on to the remainder of Section 1 **ONLY**. Do not advance to Section 2 until instructed to do so.

Are there any questions?

Answer any questions.

For all grades, read the following:

SAY Be sure to read the directions within each question carefully. Some questions will require you to give your answers in different ways.

You may use scratch paper, but you need to record your answer in the test booklet.

When you see the words **GO TO NEXT PAGE** at the bottom of the page, turn

the page and continue working. When you come to the word STOP, you have finished Section 1.

You may go back and check your answers in this section only. After you have checked your answers to the questions, close your test booklet. Then, sit quietly and work on some activity while others are completing the test.

Are there any questions?

Answer any questions.

SAY

This test is not timed.

Now turn the page, and you may begin Section 1 of the mathematics test.

Make sure all students have turned to the correct page in their test booklets. While students are taking Section 1 of the mathematics test, move around the room and make sure students are progressing through the test. Test administrators may answer student questions about test directions. Test administrators may not answer student questions about test content.

Although the test is not timed, the approximate time for this section is 45 minutes for Grades 3-5 and 1 hour for Grades 6-8. If a student needs additional time, you must provide it. However, if during the additional time, the student stops for more than ten minutes without closing his or her test booklet, it is recommended you end the test.

When all students are finished, continue with the directions.

SAY

This is the end of Section 1. We are now going to take a break. You are not allowed to discuss the test or its contents or use any electronic devices during the break.

Have students put their scratch/graph paper inside their test booklets. Follow security procedures during the break.

Ten-Minute Break

Mathematics, Section 2

SAY

You will use the same test booklet for both mathematics test sections. Please check to see the test booklet in front of you has your name on the front cover.

Make sure each student has his or her own test booklet.

SAY

You are now going to begin Section 2 of the mathematics test. Open your test booklet to Section 2.

SAY

When you see the words GO TO NEXT PAGE at the bottom of the page, turn the page and continue working. When you come to the word STOP, you have finished Section 2.

You may go back and check your answers in this section only. After you have checked your answers to the questions, close your test booklet.

Then, sit quietly and work on some activity while others are completing the test.

Are there any questions?

Answer any questions.

SAY

This test is not timed.

Now turn the page, and you may begin Section 2 of the mathematics test.

Make sure all students have turned to the correct page in their test booklets. While students are taking Section 2 of the mathematics test, move around the room and make sure students are progressing through the test. Test administrators may answer student questions about test directions. Test administrators may not answer student questions about test content.

Although the test is not timed, the approximate time for this section is 45 minutes for Grades 3-5 and 1 hour for Grades 6-8. If a student needs additional time, you must provide it. However, if during the additional time, the student stops for more than ten minutes without closing his or her test booklet, it is recommended you end the test.

When all students are finished, continue with the directions.

SAY

This is the end of Section 2. Sit quietly while I collect all the materials.

Collect all test booklets and record their return on the Security Checklist. Collect all scratch/graph paper. Scratch/graph paper contains secure information and must be shredded by the school test coordinator.

All test booklets are to be returned to the school test coordinator at the end of each testing day.

Script for Science Test

Distribute the appropriate test booklets, calculators, scratch paper, and/or graph paper to each student.

Science, Section 1

SAY	<p>Today, you will be taking the West Virginia General Summative Assessment Science Test.</p>
	<p>Do not open your test booklet until I tell you to do so. Talking during the test is not allowed, and you may not discuss the questions or your answers during the break or after the test. Keep your eyes on your own test booklet. Personal electronic devices, including but not limited to cell phones, smartwatches, or any other electronic devices, are not permitted during the test or break.</p>
	<p>Any student who has any personal electronic device in his or her possession during this test session <u>may</u> have his or her test invalidated.</p>
	<p>If you have a question or need help with something during the test, raise your hand, and I will come to you.</p>
	<p>This test is not timed. However, you must complete the test by the end of today's school day.</p>
	<p>Are there any questions?</p>

Answer any questions.

SAY	<p>On the front cover of your test booklet you will see a place to print your legal name. On the line please print your name and student number (your WVEIS or lunch number).</p>
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Make sure students complete the information correctly.

SAY	<p>Today's science test contains several types of problems. You will mark your answers in the test booklet in the designated area for each question.</p>
	<p>Before you test, please remember the following:</p> <ul style="list-style-type: none">• Use a No. 2 pencil for your answers.• You may write in your test booklet, but do not write or mark near the bubbles where you will fill in your answers.

- Do not use ink, colored pens/pencils, markers, or highlighters in your test booklet. You can use your No. 2 pencil for any annotations or underlining.
- If you want to change an answer, completely erase the mark you made before making a new mark.

The science test has two sections. We will begin with Section 1. When you finish Section 1, you will see the stop sign. Do not go beyond the stop sign.

When you finish Section 1, please check your answers in Section 1. Be sure to check the following:

- Every question in this part of the test booklet has been answered;
- For answers with bubbles, the bubbles are filled in completely; and
- All other bubbles are empty.

You may not go ahead to any other part of this test booklet at any time.

Are there any questions?

Answer any questions.

SAY Open your test booklet to Page 2.

Make sure all students have turned to the correct page.

Page 2 contains the directions for the science test.

We will read the directions together.

Directions:

1. For questions with bubbled responses, fill in the circle next to your answer choice. If you change your answer, make sure you erase your old answer completely. Do not cross out or make any marks on the other choices.
2. For questions with response boxes, write your answer neatly, clearly, and in the space provided.
3. For questions with response grids,
 - a. Write your answer in the answer boxes at the top of the grid.
 - i. Write only one digit or symbol in each answer box.
 - b. You may fill in a bubble under each box in which you wrote your answer.

SAY

- i. Fill in one and **ONLY** one bubble for each answer box. Do **NOT** fill in a bubble under an unused answer box.
- ii. Fill in each bubble by making a solid mark that completely fills the circle.

Are there any questions?

Answer any questions.

SAY

Be sure to read the directions within each question carefully. Some questions will require you to give your answers in different ways.

You may use scratch paper, but you need to record your answer in the test booklet.

When you see the words **GO TO NEXT PAGE** at the bottom of the page, turn the page and continue working. When you come to the word **STOP**, you have finished Section 1.

You may go back and check your answers in this section only. After you have checked your answers to the questions, close your test booklet.

Then, sit quietly and work on some activity while others are completing the test.

Are there any questions?

Answer any questions.

SAY

This test is not timed.

Now turn the page, and you may begin Section 1 of the science test.

Make sure all students have turned to the correct page in their test booklets. While students are taking Section 1 of the science test, move around the room and make sure students are progressing through the test. Test administrators may answer student questions about test directions. Test administrators may not answer student questions about test content.

Although the test is not timed, the approximate time for this section is 55 minutes. If a student needs additional time, you must provide it. However, if during the additional time, the student stops for more than ten minutes without closing his or her test booklet, it is recommended you end the test.

When all students are finished, continue with the directions.

SAY

This is the end of Section 1. We are now going to take a break. You are not allowed to discuss the test or its contents or use any electronic devices during the break.

Have students put their scratch/graph paper inside their test booklets. Follow security procedures during the break.

Ten-Minute Break

Science, Section 2

SAY

You will use the same test booklet for both science test sections. Please check to see the test booklet in front of you has your name on the front cover.

Make sure each student has his or her own test booklet.

SAY

You are now going to begin Section 2 of the science test. Open your test booklet to Section 2.

SAY

When you see the words GO TO NEXT PAGE at the bottom of the page, turn the page and continue working. When you come to the word STOP, you have finished Section 2.

You may go back and check your answers in this section only. After you have checked your answers to the questions, close your test booklet.

Then, sit quietly and work on some activity while others are completing the test.

Are there any questions?

Answer any questions.

SAY

This test is not timed.

Now turn the page, and you may begin Section 2 of the science test.

Make sure all students have turned to the correct page in their test booklets. While students are taking Section 2 of the science test, move around the room and make sure students are progressing through the test. Test administrators may answer student questions about test directions. Test administrators may not answer student questions about test content.

Although the test is not timed, the approximate time for this section is 55 minutes. If a student needs additional time, you must provide it. However, if during the additional time, the student stops for more than 10 minutes without closing his or her test booklet, it is recommended you end the test.

When all students are finished, continue with the directions.

SAY This is the end of Section 2. Sit quietly while I collect all the materials.

Collect all test booklets and record their return on the Security Checklist. Collect all scratch/graph paper. Scratch/graph paper contains secure information and must be shredded by the school test coordinator.

Once the student has completed testing and turned in the test booklet, no student or adult can go back and review, change, or correct the test booklets for any reason. This includes checking for missing responses, duplicate responses, stray marks, etc.

All WVGSA test booklets are to be returned to the school test coordinator at the end of each testing day.

13.4 Using the Data Entry Interface for Accommodated Special Paper Version Tests

The Data Entry Interface (DEI) is a component of the online testing system that must be used to transfer all responses for students taking a paper test. This includes the writing response, multiple-choice responses, and extended or open-ended responses. Student responses must be transferred appropriately into a computer-based test using the Data Entry Interface. Student responses not transferred into DEI will not be scored. No student responses in the paper test booklets will be scored. The DEI can be accessed on the [West Virginia Portal](#).

Appendix A: Frequently Used Terms

The following table defines terms specific to the West Virginia General Summative Assessment.

Frequently Used Terms

Term	Definition
Accommodation	Changes in procedures or materials that increase equitable access during the West Virginia General Summative 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 Individualized Education Programs (IEPs), English Learners (ELs), or 504 Plans. Approved accommodations do not compromise the construct, grade-level standards, or intended outcome of the assessments. See the <i>Guidelines for Participation in West Virginia State Assessments</i> on the West Virginia Portal . (Test Administrator Resources, General Information) for complete information.
Appeal	District test coordinators may submit and view appeal requests for resetting, reopening, invalidating, or restoring students' assessments and grace period extensions in accordance with WVDE procedures. These appeal requests must result from a test security incident or incorrect test setting that impacted testing. All requests must be approved by the WVDE.
Break	There is no limit on the number of breaks or the length of a break a student may be given. Breaks should be given according to each student's unique needs. However, for some portions of the test, breaks of more than 20 minutes will prevent the student from returning to items already attempted by the student.
District Test Coordinator (DC)	District-level staff member who is responsible for the overall administration of the summative assessment in a district. DCs should ensure the school test coordinators (SCs) and test administrators (TAs) in their districts are appropriately trained and aware of policies and procedures.
Invalidation	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. Students may NOT retest once they have a test invalidated. Invalidation is often the outcome for assessments impacted by a test security incident.
Item	A test question presented to a student to elicit a response.
Pause	Action taken by a student or TA to temporarily halt the test. Pauses of more than 20 minutes will prevent the student from returning to items already attempted, completed, and/or flagged for review. More information on test pausing is available in section 8.2 <i>General Rules of Online Testing</i> .

Term	Definition
Writing Test	The writing test was 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.
School Test Coordinator (SC)	School staff member responsible for monitoring the test schedule, process, and TAs. SCs are also responsible for ensuring TAs have been appropriately trained and testing is conducted in accordance with the test security and other policies and procedures established by the <i>WVBE Policy 2340</i> .
Secure Browser	A web browser 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 each content area test and prevent students from accessing specific hardware and software functions (e.g., other browsers, screenshot programs) not allowed during the assessments.
Segment	A part of a test within the test delivery system. When a student completes a segment of the test, he or she will receive a message indicating once the segment is submitted, it is no longer possible to return to that segment.
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. <i>Note: A test session does not need to end when a segment ends.</i>
Statewide Student Identifier (SSID)	The WVEIS number or the Assessment ID number. In some cases, this <i>may</i> be the same identifier used on other state assessments.
Stimulus/Stimuli	Material(s) 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 to which students listen; simulated web pages for students to use for research; or scenarios to which students react.
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 <i>Online Test Administration Manual</i> .

Term	Definition
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 Test Security Incident Log can be downloaded from the District Test Coordinators Teams page, General channel, under files, Assessment Forms folder.
Testing Breach	A security incident posing 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 <i>5.0 Responding to Testing Irregularities and Breaches</i> of this manual.
Testing Irregularity	An unusual circumstance impacting the individual or group of students who are testing and potentially affecting 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 <i>5.0 Responding to Testing Irregularities</i> of this manual.
Universal Tools	Available to all students based on student preference and selection. See the <i>Guidelines for Participation in West Virginia State Assessments</i> on the West Virginia Portal (Test Administrator Resources) for complete information.

Appendix B: Item Types

Item and Response Types

As students engage with the West Virginia General Summative Assessment, they will be asked test questions requiring 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. As pointed out in *Appendix D* of this manual, it is *highly recommended* ALL students access the Practice Test site *BEFORE* taking the test. Doing so will provide students an opportunity to view and practice each of the item types.

The Practice Tests are available through the [West Virginia Portal](#).

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.

Item and Scoring Types

Content Area	Type of Item	Brief Description of How to Respond
ELA, Mathematics, and Science	Multiple Choice, single correct response	Select a single option
	Multiple Choice, multiple correct responses	Select one or more options
	Matching Interactions (with a variation True/False or Yes/No)	Match text or images in rows to values in columns
	Short answer text response	Keyboard entry
Mathematics and Science Only	Grid Item – Drag-and-Drop	Drag-and-drop single or multiple elements into a background image
	Grid Item – Hot Spot	Select certain area(s) of an image
	Table Interaction	Keyboard entry into table cells
	Grid Item – Graphing	Plot points and/or draw lines
	Equation/Numeric	Enter equation or numeric response using an on-screen panel containing mathematical characters
ELA Only	Two-part multiple choice, with evidence-based response (EBSR)	Two-part item – respond to a multiple-choice item and then respond to a multiple selection item

	Hot Text	Select sections of text or drag-and-drop sections of text
	Writing Extended Response	Keyboard entry

Technical Skills to Access Embedded Resources

To access some of the embedded resources (such as strikethrough, highlighter, and text-to-speech) 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 devices used and close all applications except those identified as necessary by the technology coordinator. After closing these applications, the TA should open the secure browser on each device.
- The secure browser and Student Interface automatically detect certain applications 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 a forbidden application is running. A message will also display listing 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.

Secure Browser Error Messages

Message	Description
Secure Browser Not Detected	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 an operational test using a non-secure browser.
Unable to Establish a Connection with the Test Delivery System	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.

Force-quit Commands for Secure Browsers

In the rare event the secure browser or test becomes unresponsive and you cannot pause the test or close the secure browser, users can “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

Windows: [Ctrl] + [Alt] + [Shift] + [F10]

Mac OS X: [Ctrl] + [Alt] + [Shift] + [F10]

Linux: [Ctrl] + [Alt] + [Shift] + [Esc]

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 Tests

In preparation for the test and to expose students to the various item-response types in ELA, mathematics, and science (see *Appendix B* for item types), it is highly recommended all students access the Practice Tests, available through the [West Virginia Portal](#). Each resource offers students a unique opportunity to experience a test in a manner similar to what they will see on the summative assessments. These resources will not be scored; however, scoring guides are available on the [West Virginia Portal](#).

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 ELA and mathematics test includes a variety of item response types and difficulty levels—approximately thirty items each in ELA and mathematics—at each grade level (3–8). The Science Practice Tests includes multiple choice and equation/numeric item response types – approximately 6-10 per test—at grade levels 5 and 8.

It is *highly recommended* all students access the Practice Test site before taking a test. Teachers are encouraged to conduct a group walk-through of Practice Test with their students to promote familiarity with the testing format, 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*). The walk-throughs of the Practice 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.

Appendix E: Computer Test Pause Rule Scenarios

Pause Guidelines:

1. There is no pause rule for the ELA – Writing Test.
2. If an ELA - Reading, Mathematics, or Science Test is paused for less than 20 minutes, the student can return to previous test pages and change the response to any item he or she has already answered within the current segment.
3. If an ELA - Reading, Mathematics, or the Science Test is paused for more than 20 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 20 minutes. When the student resumes testing, he or she can change answers to items 4–7 and enter answers for items 8-10 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 20 minutes. When the student resumes testing, he or she will begin on item 12 and cannot return to items 1–11.
 - c. Example: A student answers items 1–15, marks item 12 for review, returns to the page with item 12 and removes the answer to item 12. The test is paused for more than 20 minutes. When the student resumes testing, he or she will begin on item 12 but when the student hits next, he or she will be taken to item 16 and will not be able to return to items 1-15.
4. Grace period extension – 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. When a technical issue results in a pause greater than 20 minutes, SCs must document the technical issue on the Test Security Incident Log. The SC will then contact the district test coordinator concerning this event. The DC may contact the WVDE for technical issues meriting a grace period extension.

Appendix F: Test Security Chart

The Test Security Chart shows the test security incident levels and examples of types of issues.

	Types of Issues
Irregularity	Student(s) cheating or providing answers to each other, including passing notes, giving help to other students during testing, or using hand-held electronic devices to exchange information.
	Student(s) accessing the Internet or any unauthorized software or applications during a testing event.
	Student(s) accessing or using unauthorized electronic equipment (e.g., cell phones, iPods, or electronic translators) during testing.
	Disruptions to a test session such as a fire drill, school-wide power outage, earthquake, or other acts.
	Administrator or coordinator failing to ensure administration and supervision of the assessments by qualified, trained personnel.
	Administrator giving incorrect instructions that are not corrected prior to testing.
	Administrator or coordinator giving out his or her username/password (via email or otherwise), including to other authorized users.
	Administrator allowing students to continue testing beyond the close of the testing window.
	Administrator or teacher coaching or providing any other type of assistance to students that may affect their responses. This includes both verbal cues (e.g., interpreting, explaining, or paraphrasing the test items or prompts) and nonverbal cues (e.g., voice inflection, pointing, or nodding head) to the correct answer. This also includes leading students through instructional strategies such as think-aloud, asking students to point to the correct answer or otherwise identify the source of their answer, or requiring students to show their work.
	Administrator providing students with nonallowable materials or devices during test administration or allowing inappropriate accommodations during test administration.
	Administrator allowing anyone other than a student to log in to the test unless prescribed as an allowable accommodation in the student's Individualized Education Program (IEP). This includes test administrators (TAs) or other staff using student information to log in or allowing a student to log in using another student's information.
Administrator providing a student access to another student's work/responses.	
BREACH	Administrator or coordinator modifying student responses or records at any time.
	The live Student Interface or TA Interface being used for practice instead of the Practice Tests.
	Adult or student posting items or test materials on social media (Twitter, Facebook, etc.).
	Administrator allowing students to take home printed test items, reading passages, writing prompts, or scratch paper that was used during the test or failing to otherwise securely store test materials.

	Adult or student copying, discussing, or otherwise retaining test items, reading passages, writing prompts, or answers for any reason. This includes the use of photocopiers or digital, electronic, or manual devices to record or communicate a test item. This also includes using secure test items, modified secure test items, reading passages, writing prompts, or answer keys for instructional purposes.
	Secure test materials being shared with the media (such as the writing prompts, test items, or reading passages), or allowing media to observe a secure test administration.
	Adult or student improperly removing secure testing materials such as test items, stimuli, reading passages, writing prompts, or scratch paper from the testing environment.

Appendix G: Multiplication Table and 100s Table



The Multiplication Table and 100s Table may only be used in Grades 4 and above by students with the appropriate accommodation.

A single-digit (1–9) multiplication table is a non-embedded accommodation for Grades 4 and above mathematics items. The multiplication table is to be used *only* for students with a documented and persistent calculation disability (i.e., dyscalculia). This table can be printed for students requiring this accommodation from the [West Virginia Portal](https://wv.portal.cambiumast.com/) at <https://wv.portal.cambiumast.com/>. Use of other multiplication tables is prohibited.

Multiplication Table

×	1	2	3	4	5	6	7	8	9
1	1	2	3	4	5	6	7	8	9
2	2	4	6	8	10	12	14	16	18
3	3	6	9	12	15	18	21	24	27
4	4	8	12	16	20	24	28	32	36
5	5	10	15	20	25	30	35	40	45
6	6	12	18	24	30	36	42	48	54
7	7	14	21	28	35	42	49	56	63
8	8	16	24	32	40	48	56	64	72
9	9	18	27	36	45	54	63	72	81

A table listing numbers from 1-100 is a non-embedded accommodation for Grades 4 and above mathematics items. The 100s number table is to be used only for students with visual processing or spatial perception needs as documented in their IEP or 504 plan. This table can be printed for students requiring this accommodation from the [West Virginia Portal](https://wv.portal.cambiumast.com/) at <https://wv.portal.cambiumast.com/>. Use of other 100s number tables is prohibited.

100s Number Table

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

Appendix B

**Guidelines for Participation in West Virginia State
Assessments**



GUIDELINES FOR PARTICIPATION in WEST VIRGINIA STATE ASSESSMENTS

2020-2021

Guidance for Accommodations for State Testing

<http://wvde.us/assessment/participation-guidelines/>



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Suggested Citation

West Virginia Department of Education (2020). *Guidelines for Participation in West Virginia State Assessments, 2020-2021: Guidance on accommodations for students with disabilities and/or English learners in state and district-wide testing*. <https://wvde.us/assessment/participation-guidelines/>

FOREWORD

West Virginia uses multiple state assessments to measure student achievement and inform program decision-making. The Individuals with Disabilities Education Improvement Act of 2004 requires participation of students with disabilities in statewide assessments to be consistent with the Elementary and Secondary Education Act of 2001 and current with the requirements of the Every Student Succeeds Act of 2015.

States are required to provide guidance for appropriate participation of all students, including English Learners and those with disabilities, in required state assessments. States are further required to:

- adopt challenging academic content and student achievement standards that apply to all schools and all children in the state;
- align assessments to state standards;
- assess all students;
- provide accommodations for students with disabilities;
- measure the progress of all students, including students with disabilities, relative to the state standards for the grade in which the student is enrolled; and
- develop one or more alternate assessments to measure performance relative to grade-level expectations for those students with disabilities who, based on the findings of their individualized education program teams, cannot participate in the state's general assessments, even with accommodations.

The West Virginia Department of Education has crafted this document, *2020-2021 Guidelines for Participation in West Virginia State Assessments*, to offer policy guidance to teams and Section 504 committees to provide appropriate access for students in statewide assessments and assist teachers and schools to work within the framework of federal law and state policies. The guidelines are referenced by West Virginia Board of Education (WVBE) Policy 2340, West Virginia Measures of Academic Progress; WVBE Policy 2419, Education of Exceptional Students; and WVBE Policy 2417, Regulations and English Language Proficiency Standards for English Learners; as such, this document is an addendum to the above-mentioned state policies. Additional copies of this document may be accessed on the Office of Assessment website <https://wvde.us/assessment/> or may be obtained by calling (304) 558-2546.



W. Clayton Burch
State Superintendent of Schools

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What's New in this Version?

Information about these topics has been added or enhanced in this version.

Topic
Removed unnecessary appendix
Retiring of accommodation code P33 – Turn off universal tools for computer-based assessments
Addition of new codes for <i>ELPA21</i> accommodations – R26, R27, R28, R29, and R30
Renamed P44 for clarification to “Line Tracker”
Renamed T13 for clarification “Outside of traditional school setting”
Addition of new appendix for Requests of Non-Defined Accommodations
Addition of new appendix for Braille Accommodation Selections and <i>WVGS A Grades 3-8</i> guidance
Addition of new appendix for Familiar Listener and Speaking Domain Exemption Guidance

Preface

The West Virginia Department of Education (WVDE) has developed a continuous improvement and evaluation process for examining accommodations available during statewide testing to any student with a plan: Individualized Education Program (IEP) plans, Section 504 plans, and English learner (EL) plans. The process has three major components:

- Technical aspects of West Virginia’s assessment are reviewed by national experts who serve on the West Virginia Technical Advisory Committee (WVTAC).
- The information in this document is reviewed annually for comprehensiveness and clarity by the *Guidelines for Participation in West Virginia State Assessments* Stakeholder Group.
- The WVDE Office of Assessment performs an annual evaluation of the implementation of assessment accommodations.

West Virginia Technical Advisory Committee

The WVTAC was established to provide guidance and recommendations to the WVDE in meeting federal requirements for state accountability assessment programs. Members of the WVTAC were selected based on their expertise in assessments, standards, systems alignment, and inclusion of students with disabilities and/or limited English proficiency. The WVTAC has provided crucial input on reporting, sampling, standard setting, accommodations, universal design, ESEA peer review, and designs for assessment research studies. Members of the WVTAC include the following national and state experts:

- Dr. Vaughn Rhudy, Director, WVDE Office of Assessment
- Dr. William Auty, Consultant, Education Measurement Consulting
- Dr. Damian Betebenner, Senior Associate, The National Center for the Improvement of Educational Assessment, Inc.
- Dr. Alan Sheinker, Educational Consultant, Sheinker Educational Services, Inc.
- Dr. Jane Rogers, Associate Professor at the University of Connecticut
- Dr. Phoebe Winter, Consultant in Assessment Design and Research, formerly VP for Education Policy, Pacific Metrics
- Dr. Paul Williams, Managing Research Scientist (ret.), American Institutes for Research
- Dr. Vicky Cline, Director of Instruction, Greenbrier County Schools

Stakeholders Group for Guidelines for Participation Document Review

The purpose of the Stakeholders Group is to review annually the *Guidelines for Participation in West Virginia State Assessments* for comprehensiveness and clarity and to recommend revisions as needed. This review and revision cycle is coordinated by the Office of Assessment.

Members of the Stakeholders Group include representatives from the WVDE's Office of Assessment; Office of Legal Services; Office of Special Education; Office of Federal Programs; district special education directors; district Title III directors; district test coordinators; school administrators; teachers; and parent advocates/agencies. Members individually review the current document and identify any areas that need clarification, updates, or corrections, and make suggestions for improvement of the document. They submit their individual recommendations for revision to the topical revision leaders. Listed below are the WVDE staff revision leaders for the 2020–2021 edition and each leader's area of responsibility:

- Vickie Baker—Office of Assessment, Coordinator, *National Assessment of Educational Progress (NAEP)*
- Timothy Butcher— Office of Assessment – Coordinator, *West Virginia General Summative Assessment*, science, investigations
- Mary Clendenin — Office of Special Education, Coordinator, Low Incidence
- Sonja Phillips— (editor of the *Guidelines for Participation in West Virginia State Assessments*) Office of Assessment, Coordinator, accessibility, accommodations, monitoring and reporting, federal requirements, state policies and *West Virginia Alternate Summative Assessment*
- Susan Beck — Director Office of Special Education, District-required monitoring, special education issues, policies
- Mami Itamochi—Office of Federal Programs, Coordinator, English learner (EL) accommodations, English language development, *ELPA21*
- Michael Knighton—Office of Special Education, Coordinator, Online IEP
- Dr. Stacey Murrell— Office of Assessment, Coordinator, *West Virginia General Summative Assessment*, benchmarks, English language arts
- Jason Perdue— Office of Assessment, Coordinator, *West Virginia General Summative Assessment*, home-schooled students, data specialist, investigations
- Dr. Vaughn Rhudy—Director Office of Assessment, Policy 2340, federal assessment system requirements and reporting, college and career readiness
- Terry Riley – Office of Special Education, Coordinator, Section 504
- Terri Sappington— Office of Assessment, Coordinator, *West Virginia General Summative Assessment*, mathematics, investigations
- Robert Surface— Office of Assessment, Coordinator, *West Virginia General Summative Assessment*, medical emergencies, data specialist, *West Virginia Alternate Summative Assessment*
- Amber Stohr— Office of Special Education, Coordinator, Research

Annual Evaluation of Statewide Implementation of Accommodations

For the better part of a decade, the West Virginia Department of Education (WVDE) Office of Assessment and the Office of Special Education have led an ambitious and comprehensive research agenda to address the appropriateness and impact of accommodations identified for students with disabilities and English learners (ELs). Beyond the appropriateness and impact of accommodations, the research agenda also sets a goal of empirically determining the comparability of test scores for students from both accommodated and non-accommodated conditions and the impact of the assessment accommodations upon student performance.

To date, efforts to achieve the goals set in the research agenda have included multiple reports beginning with the 2006 publication, *Special Education Testing Accommodations in West Virginia: An Overview of Practices in 2003-2004* (Hughes et al., 2006). This study, conducted by an external research organization, provided a comprehensive overview of accommodations provision during the 2003-2004 school year and examined student performance on the state's summative assessment disaggregated by each available accommodation.

Three years later, the WVDE Office of Research, Accountability and Data Governance replicated this study internally to re-examine the distribution of accommodations and the academic performance of those students who were identified to receive accommodations during the first administration of the state's newly developed summative assessment—The West Virginia Educational Standards Test 2 (WESTEST 2). This report, *Examining Accommodations in West Virginia (2008-2009)* (White, Hixson, D'Brot, & Perdue, 2009), provided a first look at accommodations use with the new assessment.

In 2011, the WVDE Office of Research, Accountability and Data Governance completed a third research report titled, *Examining Accommodations in West Virginia: A Descriptive Analysis of Accommodations Specified for Students in Individualized Education Programs, 504 Plans, and Limited English Proficient Plans in 2009-2010* (Hixson & Hammer, 2011). Beyond examining accommodations for students with disabilities, this report is noteworthy in that it represents the first systematic examination of the distribution of assessment accommodations provided to ELs in West Virginia, a historically small population of students in our state, which at the time of publication included approximately 1,700 students across all grades.

Reporting efforts in 2012–2013 were two pronged. First, West Virginia worked closely with the George Washington University Center for Equity and Excellence in Education (GWU-CEEE) to examine the appropriateness of accommodations for English learners (ELs) via a special technical assistance project. The project has informed West Virginia about the extent to which instructors' accommodation recommendations for ELs are in line with recommendations from the research literature given students' English language proficiency levels.

Second, the WVDE Office of Research, Accountability and Data Governance conducted an examination of the WVS.326 accommodations data (described below) for WESTEST 2 and produced data tables for each school district in the state. These reports supplied districts with detailed information on accommodation assignments, provision, refusal, and over accommodation for each available accommodation type for all WESTEST 2 content areas (mathematics, reading language arts, social studies, and science). For the first time, districts and district test coordinators (DTCs) had access to their accommodation data, allowing them to:

1. Systematically review their data by individual accommodation type along with comparing their results to state averages;
2. Use accommodation data to inform and drive changes to Individualized Education Programs (e.g., investigating the appropriateness of a refused accommodation on a student's IEP);
3. Investigate occurrences of over-accommodation and under-accommodation to assess validity of WESTEST 2 results;

4. Provide targeted assistance to schools that experienced technical issues related to accommodations; and
5. Actively self-monitor accommodations provision as they relate to instructional utility.

The State Education Agency (SEA), (or, in the case of a district-wide assessment, Local Education Agencies [LEAs]) must make available to the public, and report to the public with the same frequency and in the same detail as it reports on the assessment of nondisabled children: (1) the number of children with disabilities participating in: (a) regular assessments, and the number of those children who were provided accommodations in order to participate in those assessments; (b) alternate assessments aligned with the State's challenging academic content standards and student achievement standards; and (c) alternate assessments aligned with alternate achievement standards; and (2) the performance of children with disabilities on regular assessments and on alternate assessments, compared with the achievement of all children, including children with disabilities, on those assessments. [20 U.S.C. 1412 (a)(16)(D); 34 CFR §300.160(f)]

Traditionally accommodations data were collected and maintained by LEAs in West Virginia; however, in 2011-2012 the WVDE piloted a fillable accommodations form, WVS.326, and began collecting statewide data. The development of the WVS.326 form was a crucial step in creating a statewide process to monitor, collect, and warehouse identifier-linked accommodations provision data from all schools.

Another tool developed by the WVDE is the *ACCM.14* application powered by the WVEIS engine with the capability to retrieve accommodations directly from the Online IEP program as well as the accommodations entered into WVEIS for students with 504 and EL plans. Administrators are able to access reports to verify accommodation information and provide support throughout the districts.

Since piloting the WVS.326 form in 2018, the WVDE has worked closely with the Stakeholder Group for the document, *Guidelines for Participation in West Virginia State Assessments*, to improve the functionality of the WVS.326 form, resulting in notable improvements in the quality of accommodations data collected each school year. Improved data quality will ensure accurate accommodations reporting at the state and local levels, as well as allow the WVDE to further its research agenda which includes Differential Item Functioning (DIF) analysis.

Beyond the prospect of conducting DIF analysis, the WVDE is also working to display WVS.326 Accommodations Reports online. Currently, the WVDE is in the process of digitizing the WVS.326 forms to place on ZoomWV-e, the secure data dashboard accessible to our state's educators. ZoomWV (publicly accessible data dashboard) and its secure counterpart, ZoomWV-e, comprise the state's single source for accurate, high-quality education information pertaining to students in pre-kindergarten through Grade 12. With improved accessibility and timeliness, it is anticipated these reports will continue to drive the decision-making process among district level staff and DTCs concerning accommodations.

Another project West Virginia participated in is the National Center for Education Outcomes (NCEO) partnership of nine states titled the DIAMOND Project (DIAMOND, 2018) - Data Informed Accessibility – Making Optimal Needs-based Decisions. This project aims to improve the validity of assessment results by developing guidelines for making informed decisions about accessibility tools and accommodations.

West Virginia is also working in conjunction with NCEO and the Office of English Language Acquisition (OELA) at the U.S. Department of Education to develop two professional development modules on accessibility and accommodations decision making for instruction and assessment for English learners. One module is for educators and the other is for parents/guardians and families. The project will also examine the efficacy of these modules by conducting several pre- and post-module administration analyses.

West Virginia is continuing their partnership with the Council for Chief State School Officers' research programs. One collaborative effort led to the 2019 publication of a whitepaper titled *English Language Proficiency (ELP) Standards for English Learners with Significant Cognitive Disabilities*. This document presents standards around which students with significant cognitive disabilities, who are also English learners (EL), will receive instruction. These standards present skills the students are expected to practice while learning English in their classrooms with the understanding that students with significant cognitive deficits have unique learner characteristics and needs which may present barriers to overcome so they can demonstrate English fluency.

List of Abbreviations and Terms

AAAS Alternate Academic Achievement Standards – Including Policies 2520.16, 2520.161, and 2520.162, which define the alternate academic achievement standards in reading/language arts (Policy 2520.161), mathematics (Policy 2520.162), and science (Policy 2520.16) for students with the most significant cognitive disabilities.

Accommodations

Changes in *how* a student learns or is evaluated on the standards

ACCM.14

Accommodations application developed within WVEIS on the Web

ADA Americans with Disabilities Act

AEM Accessible Educational Materials

ASL American Sign Language

ATC Assistive Technology Compatible

CAI Cambium Assessment, Inc.

CA-CIA Computer Adaptive Comprehensive Interim Assessment – Assessments administered throughout the school year based on teacher and student needs between the administration of the *WVGSA Grades 3-8* assessment

CAT Computer-adaptive test

CCSSO Council of Chief State School Officers

CSR Confidential Summary Report – Assessment report

DEI Data Entry Interface

DIA Diagnostic Assessments

District Assessments

Assessment given to students of an entire grade without exclusion (e.g., students who take the alternate assessment or are on an IEP, EL plan, or Section 504 plan)

DLM Dynamic Learning Maps

DTC District Test Coordinator

EL English Learner – Student identified as acquiring English for their education; students who speak a language other than English in their home

ELPA21 English Language Proficiency Assessment replaced ELDA in 2015-2016

ESEA Elementary and Secondary Education Act

ESL English as a second language

ESSA Every Student Succeeds Act

FF-CIA Fixed Form Comprehensive Interim Assessment – Assessments administered throughout the school year based on teacher and student needs between the administration of the *WVGSA Grades 3-8* assessment

IASA Improving America's Schools Act – Reauthorization of the Elementary and Secondary Education Act (ESEA) in 1994 (predecessor to the No Child Left Behind Act of 2001)

IDEA 2004

Individuals with Disabilities Education Improvement Act of 2004

IEP Individualized Education Program

IMA Interim Module Assessment – Specific domains of CIAs

JAWS Job Access with Speech – screen reader program

Kite Kansas Interactive Testing Evolved – platform used to deliver test for students with significant cognitive disabilities

LEA Local Education Agency

Modifications Changes *what* a student is taught or expected to learn of state standards

NAEP *National Assessment of Educational Progress* – Sometimes known as the Nation's Report Card, conducted by the National Center for Education Statistics at the U.S. Department of Education

NAGB National Assessment Governing Board

NAR Non-standard Administration Report (*SAT School Day*)

NCEO National Center on Educational Outcomes

NCES National Center for Education Statistics

NCLB No Child Left Behind Act – Elementary and Secondary Education Act reauthorization for 2001

NOCTI *National Occupational Competency Testing Institute*

ORS Online Reporting System

OSE Office of Special Education, West Virginia Department of Education

Participation Guidelines (PG)

Guidelines for Participation in West Virginia State Assessments, 2020-2021

PLP Personal Learning Profile

PNP Personal Needs Profile

Policy 2340

West Virginia Measures of Academic Progress – West Virginia Board of Education policy establishing rules governing the administration and operation of the West Virginia Measures of Academic Progress (WV-MAP)

Policy 2417

Regulations and English Language Proficiency Standards for English Learners – West Virginia Board of Education legislative rule defining the expectations for programs of study for improving the English language proficiency of students with limited English proficiency

Policy 2419

Regulations for the Education of Students with Exceptionalities – West Virginia policies that apply to preschool, early childhood, middle childhood, adolescent, and adult students whose educational programs require special education and related services

Policy 2510

Assuring the Quality of Education: Regulations for Education Programs – West Virginia Board of Education policy that establishes the regulations for all education programs that are designed to prepare students for the 21st century

SAT School Day

SAT School Day is the annual summative assessment for all 11th grade West Virginia students, except for those students who are eligible to participate in the *West Virginia Alternate Summative Assessment*.

SC School Coordinator

SEA State Education Agency

Section 504 Plan

An amendment to the Rehabilitation Act of 1973 prohibiting exclusion from participation in, denial of benefits to, or discrimination against individuals with disabilities based on their disability, in federally assisted programs or activities.

SEE Signed Exact English

SSD College Board’s Services for Students with Disabilities (*SAT School Day*)

Standard Conditions

General testing conditions, described in test administration materials, which are followed for all students. An IEP team, Section 504 committee, or EL committee may require specific assessment accommodation(s) for individual students, which augment the standard conditions.

SWD Students with Disabilities

TAM Test Administration Manual

TIDE Test Information Distribution Engine

TIPS Test Information Page

USED United States Department of Education

WVASA *West Virginia Alternate Summative Assessment*

WVBE West Virginia Board of Education

WVCCRS

West Virginia College- and Career-Readiness Standards, defined in Policy 2520

WVDE West Virginia Department of Education

WVEIS West Virginia Education Information System

WVEIS WOW

West Virginia Education Information System; WVEIS On the Web

WVGSA *West Virginia General Summative Assessment*

WVS.326 Monitoring Process

Monitoring process provided during state and district assessments that documents the provision of accommodations to students with disabilities and/or limited English proficiency

WVTAC West Virginia Technical Assistance Committee

WV-MAP

West Virginia Measures of Academic Progress—multiple assessments conducted by the WVDE, including the *West Virginia General Summative Assessment Grades 3-8*; *SAT School Day*; *West Virginia Alternate Summative Assessment*; *ELPA 21*; and *NAEP*

Section I.

Introduction

Section I. Introduction

Assessment is an important part of an overall quality educational program and is, in fact, an integral part of classroom instruction. The purpose of educational 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 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. Additionally, the state summative assessments ensure West Virginia meets federal accountability requirements.

Furthermore, assessments:

- are utilized by teachers and administrators to pinpoint areas of weakness and customize instruction as a student progresses from one year to the next;
- provide student results that are used by many agencies and organizations in awarding scholarships, awards, honors, and special recognition (such as selection to Governor's Schools);
- provide data on how a school is educating all students which is used to keep schools accountable;
- are objective and immune from scoring interpretation;
- provide gap analysis that allows a teacher to see a student's missing knowledge, skills, and abilities; and
- have undergone extensive content, bias, and sensitivity reviews which ensure validity and reliability for all students, including those with disabilities and limited English abilities.

Taking standardized tests is part of life. Individuals must take a test to enter the military and colleges. Many professionals — including hairdressers, engineers, teachers, doctors — must take tests to earn licenses. Taking these end-of-year tests helps prepare students for what lies ahead: standardized tests for technical schools, college, the military, and many professions.

West Virginia strives to ensure every student has a positive and productive assessment experience. West Virginia also strives to ensure the assessments are accessible to all students, including English learners and students with disabilities.

The purposes of the *Guidelines for Participation in West Virginia State Assessments* (Participation Guidelines) include the following:

- Providing policy guidance to individualized education program (IEP) teams, Section 504 committees, and English learner (EL) committees for appropriately accommodating students in statewide and district-wide assessments;
- Helping teachers and schools work within the framework of federal law and state policies; and
- Providing information for documentation of implementation and assurances for federal requirements under the [Every Student Succeeds Act](#) (ESSA 2015) which has replaced requirements within the Elementary and Secondary Education Act (ESEA) enacted in 2002. This document includes requirements set by the Individuals with Disabilities Education Improvement Act of 2004 (IDEA 2004).

Assessments Covered in These Guidelines

The *Participation Guidelines* document focuses on the West Virginia Board of Education (WVBE) Policy 2340, “West Virginia Measures of Academic Progress” (WV-MAP) as follows:

The West Virginia General Summative Assessment (WVGSA) Grades 3-8 are customized tests used to measure students’ levels of achievement of the West Virginia College- and Career-Readiness Standards (WVCCRS). The general summative assessment assesses English language arts and mathematics in Grades 3–8 and science in Grades 5 and 8. The *WVGSA Grades 3-8* are assessments aligned to the College- and Career-Readiness Standards in English language arts and mathematics (Policies 2520.1A and 2520.2B) that are designed to help prepare all students. *WVGSA Grades 3-8* are computer adaptive form tests. The *WVGSA Grades 3-8* is used for accountability purposes.

The *SAT School Day* is the state’s general summative assessment for high school. It is administered to all Grade 11 students, except those who take the *West Virginia Alternate Summative Assessment*. The *SAT School Day* is given during a regular school day in the spring of each year. It is a nationally recognized college- and career-readiness assessment administered by the College Board and is accepted at colleges and universities throughout West Virginia and the nation for both college admissions and placement. It also can be used to qualify for the Promise Scholarship. Students have access to practice SAT tests through Khan Academy, which also provides West Virginia educators and students access to online content and resources to help prepare students for taking the *SAT School Day*. The *SAT School Day* is used for accountability purposes.

The *West Virginia Alternate Summative Assessment (WVASA)* is the assessment for students with the most significant cognitive disabilities. Dynamic Learning Maps (DLM) (Accessible Teaching, Learning, and Assessment Systems, 2019) is the online system linked to alternate academic achievement content standards that assesses students in the areas of English language arts and mathematics in Grades 3-8 and 11, and science in Grades 5, 8, and 11 (Policies 2520.161, 2520.162, and 2520.16). The *WVASA* is used for accountability purposes.

The *West Virginia English Language Proficiency Assessment for the 21st Century (ELPA21)* is an online system that measures the English language proficiency of all public-school English learners in the state. The assessment is aligned to the state’s English language proficiency standards and measures the annual progress students make in the domains of speaking, listening, reading, and writing (Policy 2417).

The *National Assessment of Educational Progress (NAEP)* is a national assessment of a representative sampling of America's students in Grades 4, 8, and 12. *NAEP* measures what America's students know and can do in various subject areas. *NAEP* assessments are conducted periodically in reading, mathematics, science, writing, U.S. history, civics, geography, and the arts. Although *NAEP* is not used for accountability, it is part of WV-MAP as defined by Policy 2340 and required by West Virginia Code §18-2e-2. Accommodations allowable for *NAEP* are determined by the National Center for Educational Statistics (NCES), not the West Virginia Department of Education (WVDE).

The *National Occupational Competency Testing Institute (NOCTI)* provides standardized assessments for Career and Technical Education Centers that are aligned with industry standards and created by industry experts in conjunction with educators across the country.

Legislative and Policy Foundations

The *Participation Guidelines* document integrates and explains what is legally required by various authorities governing education in West Virginia, regarding providing testing accommodations to several classifications of students, as outlined below:

Policy 2340 requires participation in statewide assessments for all students, including general education students, students with IEPs, students with Section 504 plans, and English learners. The *Participation Guidelines* is subject to change based on revisions to the statewide assessment system.

The U.S. Education Department (USED) and the Office for Civil Rights have emphasized exclusion from assessment undermines the value of assessment and violates Section 504 of the Rehabilitation Act of 1973, which prohibits exclusion from participation by, denial of benefits to, or discrimination against, individuals with disabilities based on their disability in federally assisted programs or activities (Heumann & Cantu, 1997). The reauthorization of IDEA in 2004 addresses nondiscrimination in assessment for students with disabilities and ensures that *standards* are measured and not the student's *disability*. To comply with the requirements of IDEA and Section 504, IEP teams and Section 504 committees must determine assessment participation and, if any, necessary accommodations for individual students as specified in this document.

The USED and the Office of Elementary and Secondary Education monitor for ESSA state and district compliance of assessment and accountability for all students. Policy 2340 includes students who are English learners (ELs). Policy 2340 established the rules governing the administration and operation of WV-MAP, requiring the WVDE to (a) provide an operational framework to administer an effective and efficient statewide assessment program, (b) protect the integrity of the test data, and (c) support the use of assessment data to improve instruction. The policy addresses special concerns regarding appropriate professional practices within WV-MAP, as well as appropriate professional conduct. Accordingly, special forms (reprinted from Policy 2340 in [Appendices A through I](#)) are required to be signed and dated by all personnel involved in state assessments and maintained in files at the appropriate office .

The purposes of the state required assessments vary—and the participation of students varies by grade levels. The administration/examiners' manuals for WV-MAP assessments describe the required testing conditions for students participating in each assessment. These *standard conditions* described in the administration materials must be followed unless a student has demonstrated a need for individual supports and accommodations for assessments that are documented on a plan (IEP, 504, or EL plan).

The *Participation Guidelines* addresses other special circumstances for student participation in the WV-MAP. Procedures are included for homebound students, home-schooled students, students in alternative schools, and nonpublic students.

IDEA and WVBE Policy 2419, "Regulations for the Education of Students with Exceptionalities," set high expectations for students with disabilities by requiring they have access to—and the opportunity to make progress in—the general education curriculum and they be included in state and district assessment programs with appropriate accommodations when necessary. Both ESSA and IDEA require assessment on grade-level content standards for all students, including students with the most significant cognitive disabilities who are unable to participate in the general assessment and are eligible for the alternate assessment.

Policy 2340 requires all students who are English learners participate annually in state assessments. West Virginia does not offer an exemption for students attending less than 12 months. One exception is *NAEP*, which allows the use of a Spanish version for some assessments. Districts should carefully consider the potential for distraction before this accommodation is used.

The WVDE is required by Federal Programs Consolidated Monitoring Requirements (EDGAR 34 C.F.R. 76.770) (EDGAR, 2008) and peer review requirements (U.S. Department of Education, 2015) to report the state's procedure for ensuring accommodations specified on all IEPs and Section 504 plans are the

ones provided to students during assessments. Under Policy 2340, West Virginia includes monitoring of supports and accommodations to apply to any students having a plan, which includes English learners. The monitoring process is described later in this section.

In summary, federal law and/or state policy require provisions of accommodations identified in students' IEPs, Section 504 plans, and EL plans. Therefore, examiners must provide accommodations as identified on the current plan. Any change in accommodations should be reviewed through an IEP team, Section 504 committee, and/or EL committee.

WVBE Policy 2419: Regulations for the Education of Students with Exceptionalities and IDEA describe students who are eligible for special education services as gifted-only students as having an exceptionality, not a disability. Therefore, they are not eligible for assessment accommodations.

Research Base

The WVDE used the nationally recognized research base of acceptable and recommended accommodations for students with disabilities (Thompson et al., 2000; Thompson et al., 2002; Thompson et al., 2005; Thurlow et al., 2001; Thurlow et al., 2011). These documents guide the work of the WVDE and West Virginia Technical Advisory Committee in reviews and approval of the accommodations for use in WV-MAP. Additionally, WV-MAP assessments were developed using principles of universal design and computer-based testing practices (Thurlow et al., 2010).

West Virginia has membership in two consortia for the development of rigorous assessments, Dynamic Learning Maps and *ELPA21*. Both consortia have agreed upon sets of accommodations and/or access tools specifically related to and designed for each specific assessment. The research base of accommodations from these consortia have been reviewed and accepted by the WVDE. The parameters of each assessment are provided within the *Participation Guidelines*, but in no way seek to replace the approved set of tools and accommodations for each consortia requirement.

The WV-MAP assessments have been built on principles of universal design based on a framework of accessibility for all students, including English learners (ELs), students with disabilities, and ELs with disabilities, but not limited to those groups. In the process of developing assessments to measure students' knowledge and skills as they progress toward college and career readiness, the WVDE recognizes the validity of assessment results depends on each student having appropriate universal tools and accommodations when needed based on the constructs being measured by the assessment.

The development of the alternate assessment accessibility tools is based on principles of universal design identified by the Dynamic Learning Maps (DLM) consortium. The assessment was developed to align to the alternate achievement standards for English language arts, mathematics, and science. Refer to the section on *WVASA* for information regarding participation and guidance on accessibility.

The *English Language Proficiency Assessment for the 21st Century* ([ELPA21](#)) is an assessment for a consortium of states committed to supporting member states in implementing the *English Language Proficiency (ELP) Standards* and *WV College- and Career-Readiness Standards*. The ELP Standards inform instruction with the goal that all ELs be fully prepared for college and career success. Accommodations appropriate for students who are English learners were developed by the *ELPA21* consortium. Research indicates that students who are English learners who have tools/accommodations assigned to them match their linguistic and cultural needs scored higher than (a) EL students with incomplete accommodations (i.e., accommodations assigned without matching to EL-responsive criteria) and (b) EL students who were not assigned any accommodations at all (Kopriva et al., 2007). Refer to the section on English learners ([Section V](#)) for more information.

Test Administration Options for West Virginia Measures of Academic Progress (WV-MAP)

The *WVGSA Grades 3-8*, *WVASA*, *SAT School Day*, *ELPA21*, *NOCTI*, and *NAEP* have been designed to allow a variety of test administration options and accommodations that do not change what is intended to be measured by the assessment or the meaning of the resulting scores. Each assessment has its own guidelines for options and accommodations. See sections listed below for individual assessments:

- [WVASA – Section IV](#)
- [ELPA21 – Section V](#)
- [WVGSA Grades 3-8 – Section VI](#)
- [SAT School Day – Section VII](#)
- [NAEP – Section VIII](#)
- [NOCTI – Appendix Y](#)

Modifications

Modifications change what is intended to be measured by the assessment or the meaning of the resulting scores and *are not allowed*. One example of unallowable modifications is off-grade-level testing for assessments. The WVDE distinguishes among assessment options, accommodations, and modifications as shown in Table 1 which may be useful when a special accommodations request is being considered.

Table 1. Characteristics of Options and Accommodations versus Modifications

Options and Accommodations versus Modifications	
Options and Accommodations (allowed)	Modifications (not allowed)
Provide equitable access during assessments by mitigating the effects of a student’s disability or limited English proficiency.	Provide unfair advantage by reducing the difficulty of a test or altering the nature of the test.
Do not reduce learning or achievement expectations for a student.	Reduce the learning or achievement expectations for a student.
Do not change the construct being assessed.	Change the construct being assessed.
Do not compromise the integrity or validity of the test.	Compromise the integrity of the test, resulting in invalid scores that are not meaningful.

Ensuring Accommodations

As mentioned earlier, federal and state laws require accommodations specified in a student’s IEP, Section 504 plan, or EL plan be provided during testing. Any change(s) to accommodations should be reviewed and based on the decisions of an IEP team, Section 504 committee, or EL committee.

The WVDE has established the WVS.326 Accommodations Monitoring Process to ensure all eligible students are provided the assessment accommodations specified on their plans (IEP, Section 504, or EL) during testing; and documentation is available for monitoring and accountability purposes. The procedures for the WVS.326 process have met federal review requirements and are required for state and district assessments.

Required state assessments include the *WVGSA Grades 3-8*, *WVASA*, *SAT School Day*, *ELPA21*, *NOCTI*, and *NAEP*. Because *NAEP* is a national assessment and has different monitoring procedures, the WVS.326 procedure is not required. *NOCTI* accommodations will be monitored via a different procedure.

District assessments include any assessment given to students of an entire grade without exclusion of students who have an IEP, EL plan, or Section 504 plan or participate in the *WVASA*.

Provision of Accommodations

West Virginia requires documentation and monitoring for the provision of all accommodations documented within an individual student plan (IEP, Section 504, or EL).

Prior to assessment

1. Six weeks prior to any state assessment window, the principal/SC should use the WVEIS WOW *Accommodations 14 Application (ACCM.14)* (see also [Appendix Z](#).) to identify students who receive accommodations. The *ACCM.14* displays data from current plans. Any changes must be addressed through the plan (IEP, 504, or EL) process. The *ACCM.14* should be used by principals/SCs to periodically review accommodations provided both instructionally and with assessments.

Please note:

- For *ELPA21*, the Title III director or the EL specialist designee will fulfill the role of the principal/SC throughout the process.
- For *SAT School Day*, the Test Supervisor will coordinate with College Board and the principal/SC throughout the process.

District	School	Student ID	Student Name	Grade	Standard Type	Accommodations
1.				C04	C	P01 P02 P13 P14 P18 R20 T09
2.				C07	C	P13 R11 T03
3.				C07	C	P01 P02 P13 P14 P18 R20 T09
4.				C04	C	
5.				C06	C	P01 P02 P13 P14 P18 R20 T09

Screenshot of ACCM.14 app student accommodation information.

Note: The principal/SC should work with the student’s case manager to ensure all IEP plans are finalized in the WV Online IEP program at the end of each IEP meeting – there is no waiting period for finalizing an IEP. This process is to ensure the most recent IEP’s accommodations are pulled to be printed on WVS.326 forms.

This provision in no way limits the fact IEPs can continue to be reviewed and updated throughout the testing window. This is so those whose IEPs have been reviewed and updated will have their accommodations entered in WVEIS correctly in time for the data pull to print the pre-slugged WVS.326 forms.

2. Two weeks before test administration, the DTC receives the pre-slugged WVS.326 accommodations monitoring forms (to view a copy of the WVS.326 form, see **Appendix J**). The DTC, or designee, distributes the WVS.326 forms to each school.
3. Two weeks prior to *SAT School Day* test administration, the SSD coordinator and the Building Level Supervisor review the Non-standard Administration Report (NAR) and plan for accommodated testing of students.
4. Upon receipt of the WVS.326 forms, the principal/SC must:
 - Review the WVS.326 forms to verify accuracy of the student data information (student name, district, school codes, student WVEIS ID, grade, and assessment). The data for the WVS.326 form should match the data displayed in *ACCM.14* which identifies the current supports/accommodations. Changes cannot be made in the *ACCM.14* program. Changes are made on individual student plans which will then be reflected in the *ACCM.14* after the next upload (typically overnight).
 - Verify all data errors are corrected and updated in WVEIS data system for each student. Verification is completed by ensuring the accommodations on the WVS.326 form match the data in the *ACCM.14*.
 - Verify student data in *ACCM.14* matches student information in the STU.301 record and/or other fields within the WVEIS data system.
 - The information for students with IEPs is changed by entering and finalizing data in the Online IEP.
 - The information for students with a 504 plan is entered by tagging the students in the STU.301 file and entering the correct supports/accommodations in the WVEIS green screen 504 Application.
 - The information for students who are EL students is submitted by entering the information into the EL PLAN in WVEIS WOW. (When entering accommodations in WVEIS, the UPPER case must be used. P03 is correct - p03 is not.)
 - Follow these options to correctly prepare the WVS 326 forms:
 - If a pre-slugged form *has not been provided* for a student, a blank WVS.326 must be completed. A **#2 pencil** must be used to fill out the blank form. Be careful to include all student information.
 - If the received pre-slugged form contains *incorrect data* (either in the student information or accommodations information), a new form must be filled out.
 - If an accommodation is *missing* but the remaining information is *correct*, the accommodation can be added to a pre-slugged form.
 - Verify the correct WVS.326 form is being completed for *WVGSA/SAT School Day* versus the *WVASA*.
 - The principal/SC distributes the forms to teacher(s) responsible for implementing students' plans to verify accommodations listed match those identified in the most current IEP, Section 504 plan, or EL plan.
 - Principals/SCs should document and verify any reported data inconsistencies.
 - Immediately before the test window opens, the principals/SCs must verify all corrections and changes have been made.
5. The educator responsible for implementing a student's plan should review the WVS.326 form for accuracy since they will have access to the most recent plan. The educator will use the procedures to correctly prepare the forms.

- A missing accommodation may be added by filling in the bubble beside the accommodation on the pre-slugged form using **only a #2 pencil**.
- If an accommodation is marked incorrectly, the teacher must fill out a new form for the student including all student information using **only a #2 pencil**. This step includes a comparison of the WVS.326 forms to current plans (see step 3 preparing forms for making changes).

If the monitoring teachers find an error, they must notify the principal/SC immediately and proceed with corrective action(s).

All changes on forms must be verified and the correction of all errors must be entered/verified in the WVEIS data system. Report any changes to the principal/SC, who will enter the corrections into WVEIS if necessary.

6. All forms are returned to the principal/SC to be stored in a secure location. The principal/SC confirms any changes with monitoring teacher and verifies the accuracy of WVS.326 forms to current student plans, to await the opening of the assessment window.
7. Upon opening of the assessment window, the principal/SC will distribute the WVS.326 forms to the assigned examiner who will again review each student's listed testing accommodation(s) on the WVS.326 form. It is the test examiner's responsibility to ensure all embedded and non-embedded accommodations are provided and functional prior to the student being given access to the test materials.

If the assigned examiner has any questions on the provision of an accommodation, the principal/examiner will clarify any questions. If the principal/SC is not sure, they will contact the DTC.

The provision of accommodations is a requirement under Policy 2340.

All WVS.326 form(s), including those containing errors, must be returned and reported to the principal/SC at the end of testing each day as these are secure, confidential documents.

During the administration of the assessment

The examiner will complete the WVS.326 form (pre-slugged and manually gridded forms) during the administration of the test and the principal/SC will monitor the test administration to ensure the examiner is providing the accommodations as specified by the plan.

1. During the test, the examiner reviews and implements the accommodations specified and completes the individual student's WVS.326 accommodations form, following these steps:
 - Verify the student name, district and school codes, assessment, and 9-digit WVEIS ID are correct.
 - Provide the identified accommodations listed on the form.
 - Using a **#2 pencil**, complete the form indicating whether highlighted accommodations were provided to the student by marking, Yes (Provided) or No (Not Provided). When marking No, indicate either Code 1 (Refused) or Code 2 (Not Allowed or Not Applicable for this assessment). Codes 1 and 2 represent the only acceptable reasons for not providing an accommodation listed on the WVS.326.
 - Code 1 is used when the student either refuses to accept an accommodation or finishes the test before extra breaks (T03) were necessary. (Should a student refuse an accommodation, mark "No" and "Code 1".)
 - Code 2 is used when accommodations are *not allowed* or *not applicable* for the test being administered. For example, accommodation R24 (Use calculator) is not permitted for Grades 3-5.

- If an accommodation was *not provided for any other reason*, do not mark Code 1 or Code 2. Provide a comment on the back of the form explaining why the accommodation was not provided.
 - The examiner signs (signature only may be in pen) all WVS.326 forms with a legible signature and fills in the date of test administration at the bottom of each form. More than one examiner may sign the form, if appropriate. Make sure any comments on the form are legible.
2. The examiner reviews and returns all the WVS.326 accommodations forms to the school principal/SC with the testing materials and provides notification if there were any accommodation administration errors.
 3. The principal/SC verifies the return of the WVS.326 accommodations forms each day. The WVS.326 forms are secure test materials and must always be secured.
 4. The principal/SC monitors the provision of accommodations. This includes following up immediately on accommodation administration errors (see next section).

After the assessment

The principal/SC should review the forms for accommodations that were not provided. If any form contains a “no” without a code 1 or 2, there should be documentation or comments on the back of the form. The principal/SC must review all accommodation administration errors. If no accommodation administration errors took place during testing, proceed to “[Managing the WVS.326](#).” If such an error did take place, follow the procedures outlined below.

Reviewing an accommodations administration error

- If an accommodation was not provided for any reason other than those represented by Codes 1 or 2, or if an accommodation was given that was not indicated on the WVS.326 form, follow these procedures:
 - The principal/SC immediately informs the DTC of accommodation administration errors, including incidents of students being over-accommodated or under-accommodated. These incidents represent a breach in the integrity and accuracy of test results and require written documentation.
 - The principal/SC informs the parent or guardian of the accommodation administration error and offers the following options:
 - **Option 1.** Reset the test and, if the testing window is still open, retest the student using a *different form*.
 - **Option 2.** Accept the test as administered. This option is available *only* if a student was under-accommodated.
 - **Option 3.** Invalidate the test. This option is available but not recommended for an under-accommodated student. Parents of students who are over-accommodated can only choose Option 1 or 3.

For all cases where the parent chooses Option 2 or 3, there must be a signed written agreement between the parent or guardian and principal/SC. A copy of the agreement must be kept on file at the school and with the DTC or district special education director, Section 504 coordinator, or Title III director. A copy must also be included in the affected student’s record.

- The DTC will review accommodation administration errors with principals/SCs and report any findings to the district superintendent and to the district special education, Title III director and or Section 504 coordinator. The DTC will also contact the WVDE Office of Assessment for further instruction.
- The DTC and the WVDE Office of Assessment may further investigate and document this event. The district must follow up with a written report of any corrective action taken because of the investigation within 30 days, and submit it to the following address:

Office of Assessment
West Virginia Department of Education
1900 Kanawha Blvd., East
Building 6, Suite 243
Charleston, WV 25305

- Copies of the WVS.326 forms and any investigation reports must be maintained for 3 years by the district for review by the Office of Federal Programs and the Office of Special Education.

Notice

In accordance with both special education monitoring and state special education compliance procedures, district noncompliance with federal statutory requirements results in corrective actions and technical assistance, if appropriate. Continued and/or persistent noncompliance at the district or school can result in state-imposed enforcement which may include a variety of sanctions, including the withholding or redirection of federal and/or state funds.

Managing and returning the WVS.326 forms

1. The principal/SC makes two copies of all WVS.326 forms and any parent contact documentation. One copy of each WVS.326 (including a copy of any parent contact documentation for WVS.326s with administration errors) is to be retained at the school for verification should there be a WVDE or federal review. **Do not send the WVS.326 forms to any testing vendor/company.** The other copy **and** the original forms are sent to the DTC no later than 1 week following testing using the following procedure:
 - *Copies for DTC*— Sort all copies in a separate envelope or box labeled “WVS.326 Copies”. Be sure to include the school name. DTCs maintain these for their records.
 - Form copies indicating an accommodation administration error should have the original signed and dated parent contact documentation attached. Place these forms with administration errors on top of the remaining WVS.326 copies. DTCs must maintain these records.
 - *Originals for DTC*—All *original* WVS.326 forms must be returned to the DTC.
 - Do not use staples, paperclips, or rubber bands on these forms. Each envelope or box should include the school name (see [Appendix K](#), for label information). Sort all *original* forms into four categories and place them into appropriately labeled envelopes or boxes:
 - Blank Forms
 - Completed and Correct (valid forms only - these represent what happened on test day)
 - Not Completed (pre-slug error, not used for test, or absent students)
 - Accommodations Administration Errors (under-accommodated and/or over-accommodated and a *copy* of the parent contact documentation)
2. The DTC, or designee, should:
 - verify the return of the WVS.326 forms from each school;
 - separate the WVS.326 forms from any other testing materials;
 - sort the **originals** from all schools into the same four categories listed above (i.e., Blank Forms, Completed and Correct, Not Completed, and Accommodations Administration Errors);
 - retain a copy of the WVS.326 forms that are “completed and correct” and the “accommodation administration errors” for district records and destroy any “not completed” forms. Retain the original parent agreements; and
 - return the “Completed and Correct” original WVS.326 forms and the “Accommodations Administration Error” forms with a copy of the documentation to the:

Office of Assessment
West Virginia Department of Education
1900 Kanawha Blvd., East
Building 6, Suite 243
Charleston, WV 25305

Special Assessment Circumstances

Medical Emergency/Medically Fragile Exemptions

Policy 2340 requires all students participate in state assessments. Similarly, federal law requires all students, including students with disabilities and English learners, be assessed through each state’s assessment system.

However, if a student has an acute medical emergency (e.g., coma, chemotherapy, etc.) that precludes him or her from participating in the statewide assessments, an exception can be granted. A request for participation rate exemption can be submitted to the WVDE for review. Each request will be reviewed by the WVDE Office of Assessment to determine whether the request and the circumstances warrant an exemption from participation. Additional information may be requested to better understand the situation to decide for accountability purposes. Any request applies only to the accountability year of the request.

Information that will need to be submitted for review should include:

- Brief description of the emergency
- Date(s) of the emergency
- Date(s) the assessment is scheduled to be administered at the school
- Student attendance with attendance codes for the year
- Confirmation a doctor’s note is on file

Hospitalization and severe, debilitating illness are two examples of “approved” medical emergencies, whereas non-limiting illnesses and typical pregnancies are examples of situations that would not be approved. Students receiving homebound instruction are to be provided the opportunity to participate in their assessment(s), if their health allows. *Homebound instructors can be trained to administer most assessments.*

Please contact the Office of Assessment with any questions by phone at 304-558-2546.

Virtual learning students

Students who are enrolled in a county virtual learning option are public school students who receive instruction outside the school facility. They are enrolled and rostered in WVEIS to their school of record. Virtual learning students are expected to participate in all appropriate aspects of the WV-MAP.

Homebound students

Homebound students are students enrolled in public school who, due to injury or for any other health-related issue (a) are temporarily confined to home or a hospital for a period that has lasted or will last more than 3 consecutive weeks during the assessment window; (b) are certified in writing by a licensed physician or other licensed health care provider; and (c) meet the eligibility criteria for home/hospital instruction in WVBE Policy 2510, Assuring Quality Education: Regulations for Education Programs.

All homebound public-school students are to be assessed at the schools in which they are enrolled or at alternate testing sites approved by the district test coordinator. (This includes all state required WV-MAP – *WVGSA Grades 3-8, SAT School Day, WVASA, and ELPA21.*) All participating educators and students shall be required to follow all testing guidelines and security procedures set forth in WV-MAP WVBE Policy 2340, §4.8. The examiner must meet the definition of an examiner as defined in Policy 2340. Further,

- all signed agreements must be on file at the student’s home school;
- no family member may be present in the testing area during the test administration;
- no family member may read any of the test materials; and
- all test security procedures and schedules must be followed.

If it is possible for the homebound student to come to the school for testing, he or she should follow the school's testing schedule. If it is impossible for the homebound student to go to the school, the district will determine how the administration of the assessment will occur.

Note: If the student has a Section 504/IEP/EL plan with assessment accommodations, these accommodations should be followed and documented in the same manner as if the student was participating in the typically administered assessment(s) at his/her home school.

Alternative schools

An alternative education program is a temporary, authorized departure from the regular school program, designed to provide educational and social development for students whose behavior places them at risk of not succeeding in the traditional school structure and in adult life without positive interventions (WVBE Policy 4373, p. 59). Students in public alternative education programs are tested at the school site where they receive instruction. All test security procedures and schedules must be followed exactly as prescribed in this guide (referenced as WVBE Policy 4373, p. 62; WVBE Policy 2340).

Note: If the student has a Section 504/IEP/EL plan with assessment accommodations, these accommodations should be followed and documented in the same manner as if the student was participating in the typically administered assessment(s) at his/her home school.

Instructions for Nonpublic Students and Schools

DTCs are responsible for requesting student numbers for homeschooled and nonpublic school students participating in a WV-MAP. Instructions for requesting these numbers are provided in the months prior to the scheduled assessment.

Homeschooled students

Homeschooled students may participate in the WV-MAP administered in the public schools of the district in which they reside. Each academic year, the home instructor must notify the district test coordinator of the intent to participate in the WV-MAP. Students may participate in the *WVGSA Grades 3-8* or the *SAT School Day* provided the home instructor notifies the district test coordinator of the intention to participate at least three months prior to the testing window.

Homeschooled students will be assigned: 1) a location for testing with an approved educator who has completed the required training as an examiner/scribe and signed the *WVBE Examiner's/Scribe's Secure Materials and Test Procedures Agreement* ([Appendix F](#) and [Appendix M](#)), and 2) test dates by the district test coordinator during the testing window. All educators and nonpublic school students participating in the assessments of the WV-MAP shall be required to follow all testing guidelines and procedures set forth in this policy. Violations of this policy shall result in the loss of testing privileges. No family member may be present in the testing area during the administration of the test. All test security procedures and schedules must be followed.

Homeschooled students will not receive accommodations on the *WVGSA*, nor participate in the *West Virginia Alternate Summative Assessment*.

If a homeschooled student wishes to receive accommodations for the *SAT School Day* assessment, they must provide appropriate documentation to the school to be uploaded and verified by College Board deadlines. These decisions by College Board are final.

Nonpublic schools – Private Schools

All nonpublic school students may participate in WV-MAP. Each academic year, the nonpublic school administrator must submit a Participation Form and a Verification of Certification Form to the Office of Assessment and to the district test coordinator in the district where the nonpublic school is located by a date to be determined by the Office of Assessment. The district test coordinator, not the nonpublic school, will receive all testing material and release the testing materials to the nonpublic principal/assigned school coordinator upon completion of the required training and receipt of signed *WVBE Principal and/or School Coordinator Secure Materials and Test Procedures Agreement* (required annually).

All educators and nonpublic school students participating in the assessments of the WV-MAP shall be required to follow all testing guidelines and procedures set forth in this policy. All educators who have access to secure test materials must be trained annually. The district test coordinator, in conjunction with the principal/school level coordinator at the participating nonpublic school, will determine training dates. Violations of this policy shall result in the loss of testing privileges.

Note: If a nonpublic school student participating in the *WVGSA Grades 3-8* has a public school created plan (Section 504/IEP/EL) that calls for assessment accommodations, and the plan is less than one years old without having been accepted and updated by the nonpublic school in which the student is enrolled, these accommodations shall also be provided once the parent/guardian provides the district with a copy of the plan. The plans may be subject to verification. The district is responsible for entering required accommodations into the testing platform (e.g., TIDE).

Note: If a nonpublic schooled student wishes to receive accommodations for the *SAT School Day* assessment, they must provide appropriate documentation to the district/school to be uploaded and verified by College Board. These decisions by College Board are final.

Non-Defined Accommodation(s) Requests

IEP teams, Section 504 committees, and EL committees may request permission to use accommodations other than those included in this manual. Such requests should be received by the Office of Assessment no later than four (4) weeks prior to the testing window.

The request must come from the district test coordinator, district special education director, Section 504 coordinator or Title III coordinator. The following information must be included in the request:

- Student's name, West Virginia Education Information System (WVEIS) number, school, and district
- Specific requested accommodation(s)
- Rationale for the request provided by the IEP team, Section 504 committee, or EL committee
- Verification the student receives the accommodation(s) on a regular basis during classroom instruction and classroom assessment, and is familiar with the accommodation(s)
- Impact on student's assessment results if the student is not permitted to use the requested accommodation(s)
- Send written requests at least 4 weeks prior to the assessment to:

Office of Assessment
West Virginia Department of Education
Building 6, Suite 243
1900 Kanawha Boulevard East
Charleston, WV 25305-0330

These requests can also be emailed to Sonja Phillips at Sonja.phillips@k12.wv.us and your District Test Coordinator.

Upon completion of the review of the request, district test coordinator, district special education director, Section 504 coordinator or Title III coordinator (EL students only) will be notified of the review committee's decision.

Please see [Appendix AA. Request for Non-Defined Accommodations](#) for the appropriate form and signatures to submit.

WV-MAP Online Resources

- The Office of Assessment: <https://wvde.us/assessment/>
- WVGSA Grades 3-8 Portal: <https://wv.portal.cambiumast.com/>
- SAT School Day: <https://collegereadiness.collegeboard.org/sat/k12-educators/sat-school-day/about>
- Official SAT Practice on Khan Academy: <https://www.khanacademy.org/sat>
- WVASA: <http://dynamiclearningmaps.org/westvirginia>
- West Virginia State Board Policies: <http://wvde.state.wv.us/policies/>
- Metametrics, Inc. (Lexile & Quantile resources and research): <https://metametricsinc.com/>

References

IDEA <https://sites.ed.gov/idea/regs/b/b/300.160/c>

Section II. Guidelines for Supporting and Accommodating Students with Disabilities

Section II. Guidelines for Supporting and Accommodating Students with Disabilities

Federal laws governing student participation in assessments must meet the requirements of the Every Student Succeeds Act (ESSA) of 2016, the Individuals with Disabilities Education Improvement Act of 2004 (IDEA), and Section 504 of the Rehabilitation Act of 1973 (reauthorized in 2008). To appropriately assess all students, the West Virginia Department of Education (WVDE) must ensure assessments are valid, reliable, and consistent with national assessment standards. When using assessments to identify students and schools needing improvement over a period of time, assessment administration and content must be consistent, and scores must be comparable. The challenge is to maintain a fair assessment that meets the technical quality requirements of statewide assessment and accountability, while avoiding discrimination against students with disabilities or English learners. To this end, these guidelines are provided to aid schools and districts in their decision-making and assessment responsibilities.

This section offers guidance on the assessment of students with disabilities, which includes:

- students with disabilities as defined by the Individuals with Disabilities Education Improvement Act of 2004 (IDEA 2004), and more specifically, those meeting the eligibility criteria in West Virginia Board of Education (WVBE) Policy 2419, whose Individualized Education Programs (IEPs) must address assessment participation;
- the criteria for participation in an alternate assessment for students with disabilities as defined by the Individuals with Disabilities Education Improvement Act of 2004 (IDEA 2004), and more specifically, those meeting the eligibility criteria in West Virginia Board of Education (WVBE) Policy 2419;
- students who are not eligible under WVBE Policy 2419 and do not have an IEP, but who meet the definition of disability under Section 504 of the Rehabilitation Act of 1973, and whose Section 504 plans call for instructional and assessment accommodations; and
- students who are EL's with disabilities, who are eligible for both IEP or Section 504 Plan and EL plans and are eligible for supports and accommodations. For guidance in addressing accommodations for students who are ELs without disabilities (refer to Section V of this document). For guidance in addressing EL students with disabilities refer to Sections VI and VII.

Students with disabilities are those eligible under IDEA 2004 and WVBE Policy 2419 (i.e., students with IEPs) or Section 504 of the Rehabilitation Act of 1973. The students with disabilities subgroup includes students with either an IEP or 504 plan for reporting and accountability. Any student with a disability may receive appropriate accommodations identified on the student's current plan by his/her respective IEP team or Section 504 committee. During the decision-making process for provision of accessibility supports the team/committee should consider student characteristics, classroom instruction and assessment tasks and accessibility policies (Shyyan, V. et al., 2016).

CCSSO accessibility manual: *How to select, administer, and evaluate use of accessibility supports for instruction and assessment of all students*. Washington, DC: CCSSO - this resource contains information on the decision-making process. More information on accessibility is available at <https://www.ccsso.org/sites/default/files/2017-10/CCSSO%20Accessibility%20Manual.docx>

Guidelines in this document for IEP teams and Section 504 committees serve the following purposes:

- to define appropriate and nationally researched and accepted accommodations and how they are to be implemented for all West Virginia Measures of Academic Progress (WV-MAP) assessments except the *National Assessment of Educational Progress (NAEP)* (see *NAEP* section for available accommodations);
- to prohibit modifications that change what the test measures;
- ensure modifications are not written into IEPs or Section 504 plans for students participating in the *WVGSA Grades 3-8, SAT School Day, or ELPA21*;
- to define criteria for participation in statewide assessments; and
- to describe how decisions are documented in IEPs or Section 504 plans.

Role of Educational Committees in Determining Accommodations

IEP teams

Special education law and policy require an IEP be developed and implemented to meet the individual needs of each eligible student with a disability as defined under IDEA 2004. An IEP is a written plan, developed by a team as defined in WVBE Policy 2419, Regulations for the Education of Students with Exceptionalities. The IEP describes the specially designed instruction and appropriate accommodations, if any, needed for an eligible student to access the content standards and objectives as outlined in policy, and to prepare for postsecondary education and the workplace. The IEP also identifies the assessment supports and accommodations a student needs to receive. *Both general and special education federal laws and state policies require the provision of these assessment accommodations for eligible students with disabilities.*

IDEA 2004 also requires state guidelines for provision of appropriate accommodations to students with disabilities in statewide assessments and for participation in alternate assessment when necessary as determined by students' IEP teams. According to the January 12, 2001, joint memorandum issued by the U.S. Department of Education (USED), Office of Elementary and Secondary Education (which governs the administration of ESEA)¹, and the USED Office of Special Education and Rehabilitative Services (which ensures the provisions of IDEA 2004), decisions regarding accommodations must be based on a full understanding of the consequences for reporting and accountability. The IEP will document the student's participation in general assessments, with or without accommodations or if the student is eligible for an alternate assessment. If the student needs accommodations, they are documented in the student's current IEP. Tools for teams are available in Appendices [L](#), [M](#), [O](#), [P](#), [Q](#), [R](#), and [S](#).

¹ Specifically, these requirements include ESEA requirements as amended by the No Child Left Behind Act of 2001 (PL 107-110); WVBE Policy 2510, Assuring the Quality of Education; Regulations for Educational Programs; WVBE Policy 2340, WV-MAP; the Individuals with Disabilities Education Act of 2004 (IDEA-PL108-446); and WVBE Policy 2419, Regulations for the Education of Students with Exceptionalities.

Section 504 committees

For students with disabilities as defined under Section 504, the Section 504 committee determines any needed accommodations for WV-MAP assessments.² The Section 504 plan is developed by a group of stakeholders qualified to evaluate and determine whether the student meets the definition of a student with a disability under Section 504, and plan for the educational needs of the student. LEAs are required to have written procedures for developing Section 504 plans. For any student who needs accommodations the procedures for assigning the current supports and accommodations are contained in WVEIS.

English Learners with Disabilities

For appropriate selection of accommodations for students who are English learners (ELs) with disabilities, the IEP or Section 504 team must include a member to specifically address the individual language needs of the student. The EL team member appropriately identifies any language supports and accommodations for the student's plan for instruction and assessment. Educators on the teams should fully account for the complexity of both language and disability implications during the instruction and assessment of ELs with disabilities (Shyyan, Christensen, Touchette, Lightborne, Gholson and Burton, 2013). Both the IEP or Section 504 plan and EL plan are maintained, and each committee should contain members to address the specific individual needs of the student.

Guidelines for Instructional Practice

Students with disabilities can have both supports and or accommodations. English learners with disabilities should have access to language supports they regularly use during classroom instruction. Language supports and strategies 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 Section 504 plans. *Accommodations* are made only to students with disabilities and documentation of need.

The chart below assists teams in recognizing student need for accessibility for instruction. The supports and accommodations a student received routinely may indicate the selection of the language supports and accommodations needed for state assessments. The comparison of the resources and practices is included in the section on assessment codes.

Guidance for Needs-Specific Accessibility Options

Accessibility in learning environments is addressed when barriers are removed so regardless of abilities, all students can access instructional and assessment materials. Incorporating the characteristics of Universal Design into lesson plans and assessment tools, ensures all students have the ability to access their environment throughout their educational journey.

Table A provides some suggestions for addressing common accessibility needs. This table should not be considered to be inclusive, but rather a resource to encourage decision making committees to consider potential solutions to student needs.

² The Americans with Disabilities Act Amendments Act of 2008 (Amendments Act), effective January 1, 2009, amended the Americans with Disabilities Act of 1990 (ADA) and included a conforming amendment to the Rehabilitation Act of 1973 (Rehabilitation Act) that affects the meaning of disability in Section 504.

Table A: Guidance for Needs-Specific Accessibility Options

Student Need	Guidance for Accessibility
Visual Impairments	<ul style="list-style-type: none"> • 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. • Venn Diagrams: Venn diagrams may be described to the student. In addition, a teacher may use a different chart, diagram format, or graphic organizer.
Reading Impairments	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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 Loss	<ul style="list-style-type: none"> • Activities Requiring Listening: Listening activities may be presented in American Sign Language (ASL) or Signed Exact English (SEE). 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. • Word-to-Sign glossaries are permitted on <i>SAT School Day</i> (see approved list) and <i>WVGSA Grades 3-8</i>.
Expressive Language Impairments	<ul style="list-style-type: none"> • Activities Requiring Oral Responses: Oral responses may be provided in writing, using a communication device, or any other means the student uses to communicate.
English Learners	<ul style="list-style-type: none"> • 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.

Student Need	Guidance for Accessibility
Separate Setting	<ul style="list-style-type: none"> • 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.

Selecting WVGSA Grades 3-8 and SAT School Day Accommodations: Three Steps

When participation in the *WVGSA Grades 3-8* or *SAT School Day* is determined to be the appropriate assessment choice, the student will participate in all other components of WV-MAP (except for students on *WVASA*). IEP teams, Section 504 and EL committees must actively engage in a planning process that addresses the provision of accommodations if needed, to facilitate student access to grade-level instruction and state assessments. That is, IEP teams, Section 504 committees and EL committees must determine if the student will participate under (a) standard conditions for all students, (b) standard conditions with options available to all students (see *Options to Standard Conditions* and/or universal tools), or (c) standard conditions with accommodations. If the latter is chosen, the following three-step process should be followed for deciding which accommodations are needed, for which tests and subtests.

EL students without disabilities may be eligible to receive language supports (see subsequent sections for more information). Students with disabilities including students with IEPs or Section 504 plans may be eligible for further accommodations based on demonstrated and documented need. Many accommodations for the *WVGSA Grades 3-8* and other tests in the WV-MAP are considered *options* to standard conditions for the *WVASA*; therefore, they are not considered accommodations but universal tools.

Step One — Select appropriate accommodations

Decisions about appropriate assessment accommodations must be reviewed annually. The parent(s) and student, if appropriate, must be involved in and informed of decisions regarding assessment participation. The implications of the decisions must be carefully explained to the parent(s) and student.

When making decisions about which assessment accommodations to allow, IEP teams, EL, and Section 504 committees should consider the following:

- What classroom and assessment supports are needed for a student with an educational plan (e.g. Section 504, IEP, or EL plan)?
- Would using this accommodation in the various assessments in the WV-MAP result in getting the best measure of what the student knows and can do on the skill being tested?
 - Not every accommodation used in instruction is appropriate or helpful in assessment. Consider whether accommodations used to assist a student in learning also are needed to show what he or she has learned. Accommodations should address the barriers to accessing the test resulting from the student’s disability; therefore, ensuring the skill, rather than the disability, is being measured.
 - Other factors to consider in making accessibility decisions may include the effectiveness of the support/accommodation according to available research and difficulties encountered when using the accommodation.
- Will the student use the accommodation when testing occurs? When possible, the student should be involved in the decision. An accommodation is more likely to be effective if the student understands how to use it and is willing to do so.

- Which specific assessment accommodations, if any, should be required when assessing for the WVGSA and other components of the WV-MAP—and to which tests and subtests do these accommodations apply?

The CCSSO Accessibility Manual is a reference for teams to use in decision-making processes for administering accessibility supports. This manual is available in a pdf document on the following link: <http://ccsso.org/resource-library/how-select-administer-and-evaluate-use-accessibility-supports-instruction-and>.

Step Two — Document the reasons for accommodations selected

All accommodations must be specified on the IEP, EL plan, or Section 504 plan. In the documentation, the committee must articulate the reasons for differentiating supports/accommodations for the student.

1. What does this individual student need, in order to show us what he/she really knows?
2. If provided, will the accommodation change what the test is trying to measure?
3. If supports/accommodations are deemed appropriate has the student had prior experience using them?

Step Three — Verification of information in WVEIS

Testing conditions and accommodations identified, if any, must also be documented in the student’s IEP, Section 504 plan, and/or EL plan. The same information should be verified in the WVEIS student information, as applicable. The *Accommodations 14 Application* should reflect any codes that are currently on a plan.

Universal Tools (available for all students)

Universal tools are accessibility tools that allow any student access to the assessment and are available under standard conditions. They are access features of the assessment 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. Embedded universal tools are available to all students as part of the technology platform. Some universal tools are non-embedded, may need to be provided outside of the computer test administration system and must be provided locally for students. Although these tools are generally available to all students, educators may determine one or more might be distracting for a student, and thus might indicate the tool should be turned off for the administration of the assessment to the student. It is recommended all students practice with the tools prior to the assessment.

Tables [B](#) and [C](#) specifically list universal tools for the *WVGSA Grades 3-8* that may support any student and will not need to be identified on the assessment page of an IEP or Section 504 plan. Consider using these tools if these are provided to students instructionally.

Tools will be referred to as either “embedded” or “non-embedded”. An embedded tool is one that is provided by the test vendor within the testing system. A non-embedded tool is one that is provided to the student locally – by the district or school.

Table [D](#) lists universal tools for *SAT School Day* assessment. These are supports available to any student. Consider using these tools if these are provided to students instructionally.

Table B: Embedded Universal Tools available for the WV GSA Grades 3-8

Table B: Embedded Universal Tools available for the WV GSA Grades 3-8	
Universal Tool	Description
Breaks	The number of items per session can be flexibly defined based on the student’s need. Breaks of more than 20 minutes (on Reading, math, and science sections) will prevent the student from returning to items already attempted by the student. There is no limit on the number of breaks a student might be given. The use of this universal tool may result in the student needing additional overall time to complete the assessment.
Calculator (for calculator-allowed items only, Grades 6-8) (See Non-embedded Accommodations for students who cannot use the embedded calculator)	An embedded on-screen digital calculator can be accessed for calculator-allowed items when students click on the calculator button. This tool is available only for the specific items for which it would be appropriate. When the embedded calculator, as presented for all students, is not appropriate for a student (e.g. for a student with visual impairments), the student may use the calculator offered with assistive technology devices (such as a talking calculator or a braille calculator).
Global Notes and Digital Notepad	These tools are used for making notes, computations, or responses about an assessment item. These strategies allow students to create notes or work on computations. Students may create 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. <u>Global Notes:</u> Notes will continue to be saved and moved from item to item across the assessment segment or if the test is paused. <u>Digital Notepad:</u> This tool is item-specific and is available through the end of the test segment. However, when the student moves to the next item, the notes created do not follow to the next item. Notes are not saved when the student moves on to the next segment or after a break of more than 20 minutes. To enter notes for a question, select Notepad from the context menu. After entering a note, a pencil icon appears next to the question number on the test page.
English Dictionary (for ELA)	An online English dictionary is available for the ELA assessment. The use of this universal tool may result in the student needing additional overall time to complete the assessment.
Expandable Passages	Each passage or stimulus can be expanded so it takes up a larger portion of the screen. Typically, the screen is split between the passage on the left and the questions on the right. This tool is accessed via a small arrow at the top left of the passage half of the screen the student may select to have the passage be expanded in order for it to be viewed on the whole screen.
Highlighter	A digital tool for marking desired text, item questions, item answers, or parts of these with a color. Highlighted text remains available throughout each test segment.
Keyboard Navigation	Navigation throughout text can be accomplished by using a keyboard.
Mark for Review	Allows students to flag items for future review during the assessment. Markings are not saved when the student moves on to the next segment or after a break of more than 20 minutes.
Math Tools	These digital tools (i.e., embedded ruler, embedded protractor) are used for measurements related to mathematics items. They are available only with the specific items for which they would be appropriate.
Spell Check (for ELA Writing)	Writing tool for checking the spelling of words in student-generated responses. Spell check gives an indication a word is misspelled and offers a correct spelling. Spell

Table B: Embedded Universal Tools available for the <i>WVGSA Grades 3-8</i>	
Universal Tool	Description
	check is bundled with other embedded writing tools for all full writes (planning, drafting, revising, and editing).
Strikethrough	Allows users to cross out answer options. If an answer option is an image, a strikethrough line will not appear, but the image will be grayed out.
Writing Tools	Students use publishing software to format text when completing the ELA Writing session. Examples include bold, italic, bullets, and undo/redo.
Zoom	A tool for making text or other graphics in a window or frame appear larger on the screen. The default font size for all tests is 14 pt. The student can make text and graphics larger by clicking the <i>Zoom In</i> button. The student can click the <i>Zoom Out</i> button to return to the default or smaller print size. When using the zoom tool, the student only changes the size of text and graphics on the current screen. To increase the default print size of the entire test (from 1.5X to 3.0X default size), the print size must be set for the student in the Test Information Distribution Engine (TIDE) or set by the test administrator in the TA Interface prior to the start of the test. This is the only tool test administrators can set. The use of this universal tool may result in the student needing additional overall time to complete the assessment.

Non-embedded Universal Tools for Online Assessments – *WVGSA Grades 3-8*

Some universal tools may need to be provided outside of the computer test administration system. These tools, shown in Table 2, are to be provided locally for those students. They can be made available to any student.

Table C: Non-Embedded Universal Tools for Online Assessments – *WVGSA Grades 3-8*

Table C: Non-Embedded Universal Tools for Online Assessments – <i>WVGSA Grades 3-8</i>	
Non-embedded Universal Tools <i>WVGSA Grades 3-8</i>	Description
Breaks	Breaks may be given as predetermined intervals or after completion of sections of the for students taking a paper-based test. Sometimes students are allowed to take breaks when individually needed to reduce cognitive fatigue when they experience heavy assessment demands. The use of this universal tool may result in the student needing additional overall time to complete the assessment.
English Dictionary (for ELA)	An English dictionary can be provided for the ELA assessment. The use of this universal tool may result in the student needing additional overall time to complete the assessment. The student may use only specific test approved dictionaries.
Scratch Paper	Scratch paper to make notes, write computations, or record responses should be made available. Only plain paper or lined paper is appropriate for ELA. Graph paper is required beginning in sixth grade and can be used on all mathematics assessments. All scratch paper must be collected and securely destroyed at the end of each assessment session to maintain test security. All notes on whiteboards or assistive technology devices must be erased at the end of each session.

Table C: Non-Embedded Universal Tools for Online Assessments – <i>WVGSA Grades 3-8</i>	
Non-embedded Universal Tools <i>WVGSA Grades 3-8</i>	Description
Thesaurus (for ELA)	A thesaurus contains synonyms of terms while a student interacts with text included in the assessment. The use of this universal tool may result in the student needing additional overall time to complete the assessment.

Non-embedded Universal Tools for Paper-Pencil Assessments – *SAT School Day*

As *SAT School Day* is a paper-pencil based assessment, any universal tools provided will be non-embedded. They must be provided at the local level.

Table D: Non-Embedded Universal Tools for Online Assessments – *SAT School Day*

Table D: Non-Embedded Universal Tools for Online Assessments – <i>SAT School Day</i>	
Non-Embedded Universal Tools <i>SAT School Day</i>	Description
Repeat Directions	Directions may be repeated.
Time Remaining Notifications	Remaining time will be posted as well as announced verbally.
Calculator for “With Calculator Section”	Calculators used must come from approved list.
Translated Test Directions	Translation of test directions is a language support available. Printed test directions in Albanian, Arabic, Bengali, Chinese/Mandarin, Gujarti, Haitian-Creole, Hindi, Polish, Portuguese, Russian, Spanish, Urdu, and Vietnamese. (PDF available for download) Students who have limited English language skills can use the translated directions support. This support should only be used for students who are proficient readers in the other language and not proficient in English.
Word-to-Word Glossaries	Students who have limited English language skills have access to approved word-for-word dictionaries/bilingual glossaries. (PDF available for download)

Section III. Guide to Accommodations

Section III. Guide to Accommodations

Acceptable accommodations for summative assessments with specific guidance on each of the WV-MAP components in subsequent sections (*WVGSA Grades 3-8*, *SAT School Day*, *WVASA*, and *ELPA21*) are detailed below. Allowable *NAEP* accommodations are determined at the federal level and are described in the *NAEP* section (Section VIII) of this document.

Standard accommodations fall into three categories:

- *Presentation*—affecting how test items are presented to students;
- *Response*—affecting how students can convey their responses to items; and
- *Setting and Time*—affecting where, when, and on what schedule testing takes place.

All allowable accommodations for students with disabilities fall into these categories and are described in detail by category of presentation, response, and timing. The codes to the left of each accommodation/option heading are the WVEIS codes associated with the allowed accommodation.

Note: When entering accommodation codes into WVEIS for English learner plans, utilize the UPPER case for the letters. T07 is not the same as t07.

Presentation

Presentation accommodations allow students to access instruction and assessments through alternate modes. These alternate modes of access include auditory, tactile, visual, and a combination of auditory and visual accommodations. Students who benefit most from presentation accommodations are those with print disabilities, defined as difficulty or inability to read standard print visually because of a physical, sensory, or cognitive disability.

The following is a list of all WVEIS presentation codes for accommodations for state assessments listed in WV-MAP.

P01 Text-to-speech (TTS), excluding ELA reading passages

Allowed for: *WVGSA Grades 3-8*

Description: Text is read aloud to the student via embedded text-to-speech technology. The student can control the speed as well as raise or lower the volume of the voice via a volume control.

Instructional practices: Text is read aloud to the student via embedded text-to-speech technology.

When to select: For students who are struggling readers and who may need assistance accessing the assessment by having the assessment read aloud, excluding ELA reading passages. This accommodation may be needed by students with reading-related or visional impairment disabilities. This option may also be appropriate for EL students.

Notes for implementation:

- If not used regularly during instruction, this accommodation is likely to be confusing and may impede the performance on assessments.
- Students who use text-to-speech will need headphones unless tested individually in a separate setting.

P02 Human read aloud, excluding ELA reading passages

Allowed for: WVGSA Grades 3-8 and ELPA21

Description: Text is read aloud to the student by a trained and qualified human reader. The trained examiner reads aloud the directions, stimulus material, questions, and answer choices. This accommodation excludes passages.

Instructional practices: Text is read aloud to the student via a human. Teacher or assistant reads aloud instructions.

When to select: For students who are struggling readers and may need assistance accessing the assessment by having the assessment read aloud, excluding ELA reading passages. This accommodation may be needed by students with reading-related disabilities. This option may also be appropriate for EL students.

Notes for implementation:

- If not used regularly during instruction, this accommodation is likely to be confusing and may impede the performance on assessments.
- Read aloud should be provided to students on an individual basis (see T10) – not to a group of students. A student should have the option of asking a reader to slow down or repeat text. This is difficult when a person is reading to an entire group of students. However, verbatim reading to a group of students is permitted in testing if the accommodation is provided to the students on that basis during regular instruction.
- Test readers must be familiar with the terminology and symbols specific to the content (see [Appendix for Read Aloud Guidelines](#)).
 - Readers ensure all students understand what is expected of them when reading test directions.
 - Readers must allow students an opportunity to ask questions about how to mark their answers before they begin taking the test.
 - Readers must be prepared to answer questions about item format and timing.
 - Readers must NOT clarify, elaborate, or answer questions about test items; or give clues while reading items that indicate the correct answer or help eliminate answer choices.

P03 Paper Braille test booklet

Allowed for: WVGSA Grades 3-8, SAT School Day, WVASA, and ELPA21

Description: This is a contracted braille paper form of the test. Uncontracted braille is not provided unless the Office of Assessment receives a special accommodations request. Braille is a raised-dot code individuals read with the fingertips. Graphic material (e.g., maps, charts, graphs, diagrams, and illustrations) is presented in a raised format (paper, thermoform or refreshable braille display when available). The student uses contracted braille (a system that reduces the number of cells by abbreviating words or parts of words), and Nemeth code braille (a system used to convey technical expressions that occur in mathematics and science).

Instructional practices: Instructional materials and assignments are completed in braille.

When to select: For students who are blind or have low vision and read braille fluently or choose braille as their primary mode of reading. Students with visual impairments may read text via braille. Tactile overlays and graphics also may be used to assist the student in accessing content through touch. The use of this accommodation may result in the student needing additional overall time to complete the assessment.

Notes for implementation:

- **WVASA notes**
 - Uncontracted braille – Testlets are delivered as .brf files and will need to be embossed by the test administrator.
- **WVGSA Grades 3-8 notes**
 - Paper braille test editions are ordered **prior** to the assessment by the district.
 - This accommodation **cannot** be paired with P17 – Braille computer test – computer adaptive test format.

- This accommodation **cannot** be paired with P35 - Braille computer-based, fixed form, with paper booklet for tactile graphics.
- See [Appendix BB. Braille Accommodations Selections and WVGSA Grades 3-8](#) for additional guidance on selecting braille-based accommodations.
- **SAT School Day notes**
 - **One-day test administration**
 - Paper braille test editions are ordered **prior** to the assessment by the district.
 - Students needing extended time should utilize one of the following codes: T17 through T22.
 - Braille test editions are ordered **prior** to the assessment by the district.
 - Student will receive UEB with Nemeth Math test book.
 - Student will receive a Braille Figure Supplement.
 - Typically approved with another accommodation such as scribe or brailewriter to record answers.

P06 Test presented through sign language, locally provided, excluding ELA passages

Allowed for: *WVGSA Grades 3-8 and ELPA21*

Description: For *WVGSA Grades 3-8*, a trained examiner may present directions in ASL or Signed Exact English (SEE).

Instructional practices: For students who have a hearing loss and use sign language as the primary mode of communication.

When to select: For students who have a hearing loss and use sign language as the primary mode of communication.

Notes for implementation:

- Locally provided interpreters, certified (in accordance with Policy 5202), are allowed – in lieu of the ASL videos when IEP documentation indicates ASL is not the student’s primary language or for EL students.
- Educational sign language interpreters must not clarify, elaborate, paraphrase, or provide assistance with the meaning of words, intent of test questions, or responses to test items.
- A student’s teacher should not serve as the interpreter/translator in a testing situation unless a second person is present to monitor for quality and fairness.
- Student must be in a one-to-one setting with an adult (T10).

P13 Text-to-speech (TTS), including ELA reading passages

Allowed for: *WVGSA Grades 3-8, SAT School Day, and WVASA*

Description: Text is read aloud to the student via embedded text-to-speech technology or using assistive technology. The student can control the speed as well as raise or lower the volume of the voice via a volume control.

Instructional practices:

- Nearly all text is read aloud to the student via embedded text-to-speech technology or a human on a daily basis.
- Teacher or assistant reads aloud instructions.
- 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.
- The student receives accessible educational materials (AEM) for instructional purposes.

When to select:

- The student is blind or has low vision.
- The student is a beginning braille reader who has not yet developed braille fluency.
- The student whose disability severely affects his/her ability to read passages independently and who utilize classroom accommodations such as text-to-speech, audio recordings, and/or a human reader during classroom instruction and during classroom assessments.

Notes for implementation:

- Students who use text-to-speech will need headphones unless tested individually in a separate setting.
- **NAEP** computer-based assessments have text-to-speech capability built into the universal design.
- For information on students who use screen readers, such as JAWS, Win-eyes or voiceover, see Code P21 (Use screen-reading software to access computer).
- For **WVASA** information concerning this accommodation, see Alternate Summative Assessment Section IV.

WVGSA Grades 3-8 notes

The student whose disability severely affects his/her ability to read passages independently and who utilizes classroom accommodations such as text-to-speech, audio recordings, and/or a human reader during classroom instruction and during classroom assessments on a near daily basis. This accommodation is not appropriate for those students who merely read at a slower rate.

SAT School Day notes

- **Two-day test administration**

This accommodation is not appropriate for those students who merely read at a slower rate – for those students, consider the Extended Time codes T17-T22.

- **Description:** Text is read aloud to the student via an MP3 downloadable file. The student can control the volume of the voice via a volume control.
 - Students who use text-to-speech will need headphones unless tested individually in a separate setting.
 - Audio version of the test in English – available via an audio file download (pair this accommodation with R11).
 - Students will be tested via a computer using MP3 files.
 - Students with this accommodation using the MP3 format will be given 100% extended time on the entire assessment (T20, T21, T22) and an additional 45 minutes for the *Writing and Language* section of the *SAT School Day*, and extra breaks (T03).
 - Students **MUST** use the entire time for which they are approved. They cannot move to the next section or end the assessment when they are finished, even if they are the only student testing.

P14 Human read aloud, including ELA reading passages

Allowed for: WVGSA Grades 3-8, WVASA, SAT School Day

Description: Text is read aloud to the student by a trained and qualified human reader. The trained examiner must follow administration guidelines. All or portions of the test may be read aloud including ELA reading passages, for any grade.

Instructional practices:

- Teacher or assistant reads aloud classroom materials, activities, passages, and instructions on a near daily basis.
- Listening skills are taught using read-aloud material, and then students are checked for understanding.
- Students listen to human recorded audio files (book-on-tape) of text or a book.
- The student receives accessible educational materials (AEM) for instructional purposes.

When to select:

- The student is blind or has low vision.
- The student is a beginning braille reader who has not yet developed braille fluency.
- The student whose disability severely affects his/her ability to read passages independently and who utilize classroom accommodations such as text-to-speech, audio recordings, and/or a human reader during classroom instruction and during classroom assessments.

Notes for implementation:

- **NAEP** computer-based assessments have text-to-speech capability built into the universal design.
- For information on students who use screen readers, such as JAWS, Win-eyes or voiceover, see Code P21 (Use screen-reading software to access computer).
- Readers are provided to students on an individual basis – not to a group of students. A student should have the option of asking a reader to slow down or repeat text.
- The use of this accommodation may result in the student needing additional overall time to complete the assessment.

SAT School Day notes

Notes for implementation:

- **Two-day test administration**
- Student will be read the *SAT School Day* aloud by an adult.
- Student must be in a one-to-one setting with an adult (pair this accommodation with T10).
- Readers must meet testing staff requirements.
- Student automatically receives 50% extended time (T17, T18, and T19) and extra breaks (T03).
- Students **MUST** use the entire time for which they are approved. They cannot move to the next section or end the assessment when they are finished, even though they are the only student testing.

P15 Item specific directions read aloud by human reader

Allowed for: *WVGSA Grades 3-8*

Description: A trained examiner reads aloud, verbatim, the item directions contained within the test.

Instructional practices: Teacher or assistant reads aloud directions for classroom materials, activities, passages and instructions on a near daily basis.

When to select: Students who are struggling readers may need assistance accessing the assessment. Having a human reader for item specific test directions may assist students in accessing the assessment.

Notes for implementation:

- This accommodation does not apply to general test directions read to all students prior to the test.
- This specific accommodation applies to items within the test with directions specific to the item.
- This may need to be paired with appropriate extra time accommodation codes (see T17 through T22) and/or separate setting accommodation codes (see T09 and T10).

P16 Directions presented through sign language, locally provided

Allowed for: *WVGSA Grades 3-8, SAT School Day, and ELPA21.*

Description: A qualified examiner presents test directions in sign language. Certified (in accordance with Policy 5202) locally-provided interpreters are allowed in lieu of the American Sign Language videos when IEP documentation indicates ASL is not the student's primary language.

Instructional practices: Students who have a hearing loss and use an interpreter for instructional presentation of materials and directions.

When to select: For students who have hearing loss who receive this accommodation from an interpreter.

Notes for implementation:

- Educational sign language interpreters must not clarify, elaborate, paraphrase, or help with the meaning of words, intent of test questions, or responses to test items.
- A student's teacher should not serve as the interpreter/translator in a testing situation unless a second person is present to monitor for quality and fairness. This accommodation can be provided in the regular session in the back of the room (or wherever it is typically provided to the student for classes).

SAT School Day notes

- **One-day test administration**

- Student will receive test directions (only listening portion of the *SAT School Day*) in ASL or SEE by a trained examiner.
- Test examiners must meet testing staff requirements.
- Educational sign language interpreters must not clarify, elaborate, paraphrase, or help with the meaning of words, intent of test questions, or responses to test items.
- A student’s teacher should not serve as the interpreter/translator in a testing situation unless a second person is present to monitor for quality and fairness. This accommodation can be provided in the regular session in the back of the room (or wherever it is typically provided to the student for classes).

P17 Braille computer test – computer adaptive test format

Allowed for: *WVGSA Grades 3-8* and *SAT School Day*

Description: Use braille for computer-presented testing. This is for students who will use the computer for braille testing including options for refreshable braille displays for ELA and/or use of embossers to print the test items.

Instructional practices: Students whose instructional materials and assignments are provided using refreshable braille or an embosser.

When to select: For students who are blind or have low vision and when it is the typical learning medium is braille.

Notes for implementation:

WVGSA Grades 3-8 notes

- This accommodation **cannot** be paired with P03 – Paper Braille Test Booklet.
- The default setting is contracted braille. Uncontracted braille is available and can be locally set.
- For ELA and science, braille will be presented via embosser or refreshable braille display.
- For mathematics, this accommodation requires an embosser which provides access to the tactile graphics. The use of this accommodation may result in the student needing additional overall time to complete the assessment. The files for the embosser will need to be downloaded and may take additional time to print.
- **Only if** the student needs to access math problems via a pre-printed-embossed paper booklet for mathematics, additionally select P35 - **Braille computer-based fixed form with paper booklet for tactile graphics** (available for Math only).
- See Appendix BB. [Appendix BB. Braille Accommodations Selections and WVGSA Grades 3-8](#) for additional guidance on selecting braille-based accommodations.

SAT School Day notes

- **One-day test administration**
- Request ATC test file on a jump drive in SSD Online and use refreshable braille display (Pair this accommodation with R11).
- Student is automatically given 100% extended time on the *Writing and Language section only* (Section 2 of *SAT School Day*). If additional time is required on other sections, it must be entered separately.
- Students **MUST** use the entire time for which they are approved. They cannot move to the next section or end the assessment when they are finished, even if they are the only student testing.
- It is recommended the student test their refreshable braille display, using an ATC practice test to ensure compatibility. <https://www.collegeboard.org/students-with-disabilities/after-approval>
- This accommodation may need to be paired with one of the extended time codes, please see accommodation codes T17-T22 for options available.

P18 Simplified test directions

Allowed for: WVGSA Grades 3-8

Description: The test administrator simplifies or paraphrases the test directions found in the test administration manual according to the Guidelines for Simplified Test Directions ([see Appendix P](#)).

Instructional practices: For students who need directions broken into steps and/or into more simple language. Simplifying test directions should be consistent with classroom instruction and includes repeating or rephrasing.

When to select: Students who need additional support understanding the test directions may benefit from this resource. Students with difficulties in auditory processing, short-term memory, attention, or decoding may benefit from having test directions simplified for them. EL students may also find this process beneficial.

Notes for implementation:

- This accommodation may require testing in a separate setting to avoid distracting other test takers.
- This accommodation may include breaking the Test Administration Manual (TAM) directions into parts or segments or using similar words or phrases, but it should *exclude* defining words or concepts.
 - Test administrators must be familiar with the vocabulary used in the TAM directions and be able to speak clearly and at a normal pace with clear pronunciation.
- Test administrators must be patient and repeat test directions.
- It is recommended the same test administrator be assigned to students for each day of testing.
- **May not be used for the SAT School Day.**

P19 Large print paper test

Allowed for: WVGSA Grades 3-8, SAT School Day, and ELPA21

Description: The student uses a large print paper version of the assessment.

Instructional practices: Students who need a large print paper version for access.

When to select: For a student who needs a large print paper pencil version of the assessment due to a vision impairment.

Notes for implementation:

WVGSA Grades 3-8 notes

- All text and graphic materials, including labels and captions on pictures, diagrams, maps, charts, exponential numbers, notes, and footnotes, are presented in at least 18- point type for students who need large print.
- The large print version does not contain contrast and is useful for students who have vision impairment or have difficulty in discriminating shades of contrast in graphs and charts.
- Student responses must be transcribed through the DEI to the test administration system by the trained scribe upon completion of testing session.
- If this accommodation is selected, the student must complete the entire test as a paper-tester. There are no “hybrid” options available such as completing the ELA on-line and the Math via paper testing.

SAT School Day notes

- **One-day test administration**
- Font sizes available are 14, 20, and 24. The default choice is size 14; the SSD can contact College Board SSD office if a larger size is required.

P21 Screen-reading software used with computer

Allowed for: *WVGSA Grades 3-8* and *SAT School Day*

Description: Screen-reading software provides text-to-speech translation for students who are blind or have low vision. *Job Access with Speech (JAWS)* is a screen reader program that allows blind and visually impaired users to read the screen either with text to speech output or by a refreshable braille display. JAWS provides speech and braille output for most computer applications.

Instructional practices: For students who routinely use JAWS or other screen reader for navigation and access to screen information.

When to select: For students with visual impairments and for whom the use of screen-reading software is the typical mode of navigation of computer and accessing written material.

Notes for implementation:

- Screen readers are allowed only when they are typically accessed during instruction.
- On *NAEP* the text-to-speech function is a built-in universal design element. This is not the same accommodation as a text-to-speech (see P01 or P13).
- JAWS 18 is the recommended version for ELA and mathematics. Older versions are not supported.
- See test administration manuals for more information and select other accommodations that could provide access when the student uses earlier versions of JAWS or another screen-reading software is used to provide access.

SAT School Day notes

- **One-day test administration**
- Assistive Technology Compatible Format (ATC) and Assistive Technology (R11)
- Use of assistive technology (e.g., screen reader/text-to-speech, ...)
- Digital version of the test delivered on a flash drive.
- For use with screen readers and other assistive technology
- Student is automatically given 100% extended time on the *Writing and Language section* only (Section 2 of *SAT School Day*). If additional time is required on other sections, it must be entered separately.
- Students **MUST** use the entire time for which they are approved. They cannot move to the next section or end the assessment when they are finished, even if they are the only student testing.

P22 Enlarge text on computer screen

Allowed for: *WVGSA Grades 3-8*, *SAT School Day*, and *ELPA21*

Description: The size of font and or specific areas of the screen (e.g., text, formulas, tables, graphics, and navigation buttons) may be adjusted by the student. Screen-enlarging software may involve the use of enlarged computer monitors or computers with screen-enlargement programs. Some students use closed-circuit television to enlarge print and display printed material with various image enhancements on a screen.

Instructional practices: Students receive large-print texts or use of magnifying devices during instruction 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.

When to select: For students with vision impairment and for whom computer screen adjustment is the typical mode of navigating and accessing onscreen written material.

Notes for implementation:

- The *WVGSA Grades 3-8* platform has a default of 14-point font size. The universal tool allows for the screen to be increased from 1.5X to 3.0X default size. This can be set in TIDE locally by the test coordinator prior to the test.
- The *WVGSA Grades 3-8* platform automatically activates Streamline Presentation (P43) when this accommodation is utilized for the best viewing practices.
- *NAEP* Writing has the universal design element of text enlargement up to a 48-point font for prompts, stimuli, and responses, not tool icons, menus, etc.
- Use the text size typically used by the student to gain access to materials.

SAT School Day notes

- **One-day test administration**
- Assistive Technology Compatible Format (ATC) and Assistive Technology (R11)
- Digital version of the test delivered on a flash drive
- Student is automatically given 100% extended time on the *Writing and Language section* only (Section 2 of *SAT School Day*). If additional time is required on other sections, it must be entered separately.
- Students **MUST** use the entire time for which they are approved. They cannot move to the next section or end the assessment when they are finished, even if they are the only student testing.

P23 Magnifying device to enlarge assessment material

Allowed for: *WVGSA Grades 3-8, SAT School Day, WVASA, and ELPA21*

Description: Magnification devices include eyeglass-mounted magnifiers, free-standing or hand-held magnifiers, or a lens placed over the paper test or computer monitor and may include the use of video magnifiers. 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.

Instructional practices: Students receive large-print texts or use of magnifying devices during instruction to enable access to curriculum. Some students with specific learning disabilities may use this tool to enlarge mathematics problems to make sure all steps are completed.

When to select: This is for students with visual impairments and for whom the use of magnifying equipment is the typical mode of accessing written material. Students accustomed to viewing enlarged text or graphics, or navigation buttons may need magnification to comfortably view content. This accommodation also may meet the needs of students with visual impairments and other print disabilities.

Notes for implementation:

- Use whatever magnifier the student uses during instruction.
- Use visual magnifying equipment (standard option).
- 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.
- Magnification allows increasing the size to a level not provided for by the Zoom universal tool.

SAT School Day notes

- **One-day test administration**
- Use the magnifier the student uses during instruction. Use visual magnifying equipment (standard option). 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.
- The magnifying device must not be connected to the internet or have the ability to record images.
- The use of this accommodation may result in the student needing additional overall time to complete the assessment.
- Use of visual aids (e.g., closed circuit television, magnification devices)

P24 Translator (Human)

Allowed for: WVASA only

Description: Test administrators may translate the text for the students who are English learners. Language translations are not provided via the computer. This accommodation also includes using translators or bilingual word to word dictionaries. Translations may be used to present directions, stimulus material, questions, and answer choices. Translators are limited to word-to-word.

Instructional Practices: For students who are English learners (ELs) or respond best to a language other than English and who are using a human translator or electronic language translator as a language support.

When to select: For students who are ELs, when it is typically accessed, refer to Section V for English learners for further support.

P27 Approved bilingual/dual language word-to-word dictionary for directions only

Allowed for: WVGSA Grades 3-8 (For SAT School Day, a word-to-word/word-to-sign dictionary is allowed for the complete test including directions; see accommodation code P41)

Description: A bilingual/dual-language/sign language paper word-to-word/word-to-sign dictionary is a language accommodation.

Instructional practices: For students who are ELs who are using approved bilingual word to word dictionary as a language support. Students use electronic or paper bilingual/dual-language/sign language dictionaries to look up word meanings during instruction.

When to select: For students who are ELs or who have hearing loss who use this instructionally as a language support. For students whose primary language is not English and who use dual language supports in the classroom, use of a bilingual/dual language word-to-word dictionary may be appropriate. Students participate in the assessment regardless of the language. Refer to English Learners Section ([Section V](#)) of this document.

Notes for implementation:

- For the **WVGSA Grades 3-8** bilingual/dual-language word to word dictionaries are allowed for directions only on all sections.
- Review accommodation R15 Bilingual Word-to-Word Glossary if the student requires a glossary for the entire assessment.
- For the **WVGSA Grades 3-8**, students may use the glossary they are accustomed to using in their classroom.
- The use of this accommodation may result in the student needing additional overall time to complete the assessment.
- For more information refer to the English Learners Section ([Section V](#)) of this document.
- This accommodation is not allowable for *ELPA21*.

P28 High contrast for computer-based assessments

Allowed for: WVGSA Grades 3-8, SAT School Day, and ELPA21

Description: Enable students to adjust screen background or font color, based on student needs or preferences. This may include reversing the colors for the entire interface or choosing the color of font and background. Reverse contrast turns the screen from white to black and creates text in white. The selection of color is locally set.

Instructional practices: Students have instructional materials that have different font or background paper color(s). Students use one color for a main idea and another color for details when outlining or taking notes. Students need varying contrast to see visually presented material.

When to select: For students who have visual impairments or perception difficulties and use this accommodation for instructional purposes. Students with attention difficulties may need this accommodation for viewing test content. It also may be needed by some students with visual impairments or other print disabilities (including learning disabilities).

Notes for implementation:

- Choice of colors should be informed by evidence that color selection meets the student’s needs. See test administration manual for color options.

SAT School Day notes

- **One-day test administration**
- Assistive Technology Compatible Format (ATC) and Assistive Technology (R11)
- Digital version of the test delivered on a flash drive
- Student is automatically given 100% extended time on the *Writing and Language section only* (Section 2 of *SAT School Day*). If additional time is required on other sections, it must be entered separately.
- Students MUST use the entire time for which they are approved. They cannot move to the next section or end the assessment when they are finished, even if they are the only student testing.

P30 Translated test directions

Allowed for: *WVGSA Grades 3-8, SAT School Day, ELPA21*

Description: Translation of test directions is a language accommodation. If sign language support is needed, see accommodations P06 and P50.

Instructional practices: 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. Students have their assignment directions translated into their native language.

When to select: Students who have limited English language skills can use the translated directions accommodation. This accommodation should only be used for students who are proficient readers in the other language and not proficient in English. Refer to English Learners Section of this document.

Notes for implementation:

WVGSA Grades 3-8 notes

- An approved and trained bilingual human translator may read the test directions and translate “on the fly”.
- If a human translator is not available, a translator app is permitted if used by a trained examiner.

SAT School Day notes

- For English learners – request in SSD Online not required.
- Printed test directions in Albanian, Arabic, Bengali, Chinese/Mandarin, Gujarati, Haitian-Creole, Hindi, Polish, Portuguese, Russian, Spanish, Urdu, and Vietnamese. (PDF available for download)
- Translated test directions may be offered via a biliterate adult trained in the test administration manual.

P32 Translations for computer-based assessments

Allowed for: *WVGSA Grades 3-8* – for mathematics and science items only, Spanish Only

Description: Stacked translations for mathematics are a language accommodation. Stacked translations are available in **Spanish only**; stacked translations provide the full translation of each test item above the original item in English. Toggle translations are available for science in **Spanish only**.

Instructional practices: 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. Students use bilingual translations during their instruction (homework, worksheets, etc.).

When to select:

- For students whose primary language is not English and who use dual language supports in the classroom, use of the (dual language) translation may be appropriate.
- Students participate in the assessment regardless of the language.
- This accommodation will increase reading load and cognitive load.

- The use of this accommodation may result in the student needing additional overall time to complete the assessment.
- Refer to English Learners Section V of this document.

P34 Embedded American Sign Language

Allowed for: *WVGSA Grades 3-8* – excluding writing

Description: Listening test content is interpreted into American Sign Language (ASL) video. ASL human signer and the signed test content are viewed on the same screen. Students may view portions of the ASL video as often as needed.

Instructional practices: An ASL interpreter or ASL-certified instructor signs during instruction.

When to select: Some students who have hearing loss and who typically use ASL may need this accommodation when accessing text-based content in the assessment. The use of this accommodation may result in the student needing additional overall time to complete the assessment. For many students who have hearing loss, viewing signs is the only way to access information presented orally. It is important to note, however, some students who have hearing loss will be able to listen to information presented orally if provided with appropriate amplification and a setting in which extraneous sounds do not interfere with clear presentation of the audio presentation in a listening test.

Notes for implementation:

- This accommodation must be carefully monitored to ensure signing is working for the items which is allowed.
- Scripts are available for use by those who are not fluent in ASL – see accommodation code P48.

P35 Braille computer-based, fixed form, with paper booklet for tactile graphics

Allowed for: *WVGSA Grades 3-8* (mathematics) and *SAT School Day*

Description: Students who use braille. The mathematics braille booklet provides the tactile graphics necessary for the mathematics portion of the assessment. This will allow the student the opportunity to interact with the assessment via the computer and may decrease the amount of time required for online braille testing. Embossing of the tactile graphics is not required.

The braille math section is an online fixed-form. It is expected that this is a very time efficient way to access information. The tactile graphics are provided (e.g., maps, charts, graphs, diagrams, and illustrations) in the braille paper booklet. This eliminates the need for embossing numerous mathematics items that are displayed in Nemeth code. Nemeth code is a familiar braille code for mathematics. The use of tactile graphics makes visual content available to a student who is blind or has low vision.

Instructional practices: Students whose instructional materials and assignments are provided in braille and tactile graphics.

When to select: Students with visual impairments who read braille and use tactile graphics.

For mathematics, tactile graphics typically presented via embosser will be provided prior to the test. The use of this accommodation may result in the student needing additional overall time to complete the assessment.

Notes for implementation:

- This accommodation is for students using braille.
- No changes may be made to the provided tactile graphics.
- This option may decrease the time lost printing embossed graphics associated with mathematics test.

WVGSA Grades 3-8 notes

- See [Appendix BB. Braille Accommodations Selections and WVGSA Grades 3-8](#) for additional guidance on selecting braille-based accommodations.

SAT School Day notes

- **One-day test administration**
- Student is automatically given 100% extended time on the *Writing and Language section only* (Section 2 of *SAT School Day*). If additional time is required on other sections, it must be requested separately.
- Students **MUST** use the entire time for which they are approved. They cannot move to the next section or end the assessment when they are finished, even if they are the only student testing.
- Use in conjunction with P17 Braille computer test – computer adaptive test format.
- Request both ATC (refreshable braille display) and braille graphs and figures. (Pair this accommodation with R11)

P36 Closed captioning

Allowed for: *WVGSA Grades 3-8*

Description: Printed text that appears on the computer screen as audio materials are presented.

Instructional Practices: Students who have hearing loss and who typically access information presented via audio by reading words that appear in synchrony with the audio presentation may need this accommodation to access audio content. For many students who have hearing loss, viewing words (sometimes in combination with reading lips and ASL) is how they access information presented orally. It is important to note, however, some students who have hearing loss will be able to listen to information presented orally if provided with appropriate amplification and a setting in which extraneous sounds do not interfere with clear presentation of the audio presentation in a listening test.

When to select: Students with hearing difficulties who need to access material presented in audio/video formats.

P37 Masking

Allowed for: *WVGSA Grades 3-8, SAT School Day, and ELPA21*

Description: Masking involves blocking off content that is distracting to the student. Students can focus their attention on a specific part of a test item by masking.

Instructional practices: 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.

When to select: Students with attention difficulties may need to mask content not of immediate need or that may be distracting during the assessment. This accommodation also may be needed by students with print disabilities (including learning disabilities) or visual impairments. Masking allows students to hide and reveal individual answer options, as well as all navigational buttons and menus.

SAT School Day notes

- **One-day test administration**

P38 Color contrast

Allowed for: *WVGSA Grades 3-8* – in conjunction with print on demand, and *ELPA21*

Description: Test content of online items may be printed with different colors.

Instructional practices: Students have instructional materials that have different font or background paper color(s). Color coding using a variety of print colors on paper is used for students. Students can use one color for a main idea and another color for details when outlining or taking notes.

When to select: Students with attention difficulties may need this accommodation for viewing the test when digitally provided color contrasts do not meet their needs. Some students with visual impairments or other print disabilities (including learning disabilities) also may need this accommodation. Choice of colors should be informed by evidence of those colors that meet the student's needs.

Notes for implementation:

- For the **WVGSA Grades 3-8**, this accommodation must be paired with print on demand (P40). A color printer must be available. *Any printed items must follow security procedures.* Any printed items must be treated as a secure material and shredded after testing. Steps to follow security procedures should be monitored at all testing sites.
- The student may need additional test time.

P39 Color overlays

Allowed for: WVGSA Grades 3-8, SAT School Day, and ELPA21

Description: Color transparencies are placed over a paper-based assessment.

Instructional practices: Color transparencies are placed over paper-based instructional materials.

When to select: Students with attention difficulties may need this accommodation to view test content. This accommodation also may be needed by some students with visual impairments or other print disabilities (including learning disabilities). Choice of color should be informed by evidence of those colors that meet the student's needs.

Notes for implementation:

- For the **WVGSA Grades 3-8**, this accommodation must be paired with print on demand (P40). *Any printed items must follow security procedures.* Any printed items must be treated as secure material and shredded after testing. Steps to follow security procedures should be monitored at all testing sites.
- The student may need additional time for testing.

SAT School Day notes

- One-day test administration

P40 Print-on-demand

Allowed for: WVGSA Grades 3-8

Description: Paper copies of either passages/stimuli and/or items are printed for students. For those students needing a paper copy of a passage or stimulus, permission for the students to request printing must first be set in the WVEIS data system. For those students needing a paper copy of one or more items, contact the school and/or district coordinator to have the accommodation set in advance for the student.

Instructional practices: Teacher-provided print materials are used to facilitate learning activities. Photocopies of passages are used instead of textbooks so students can write and/or highlight. Student does not access materials solely using the computer.

When to select: Some students with disabilities may need paper copies of either passages/stimuli and/or items. A very small percentage of students should need this accommodation.

The use of this accommodation may result in the student needing additional time to complete the assessment.

Notes for implementation:

- Any printed items must be treated as secure material and shredded after testing.
- Steps to follow security procedures should be monitored at all testing sites.
- This may add to the time needed for testing.

P41 Provide translation glossary (Paper/Pencil Tests)

Allowed for: *SAT School Day*

Description: Translated glossaries are a language support. Translation glossaries must be word-to-word/word-to-sign translations. See *SAT School Day* (Section VII) of this document and the “notes” section below for approved list.

Instructional practices: 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/sign language glossaries to find the meanings of content-specific words (e.g., mathematics, science, history). Glossaries may be in the appendices of their textbooks or instructional materials.

When to select: Students who have limited English language skills can use the translation glossary for specific items. The use of this support may result in the student needing additional overall time to complete the assessment. Some students with disabilities may need paper copies of either passages/stimuli and/or items. The use of this accommodation may result in the student needing additional time to complete the assessment. Refer to English Learners (Section V) of this document.

Notes for implementation:

SAT School Day notes

- See the list of approved glossaries on the College Board website: <https://collegereadiness.collegeboard.org/pdf/sat-sd-college-board-approved-glossaries.pdf>.
- In SSD Online, no advance request required.

P42 Noise buffers

Allowed for: *WVGSA Grades 3-8, SAT School Day, and ELPA21*

Description: Ear muffs, white noise, and/or other equipment used to block external sounds.

Instructional practices: Student wears devices to block out auditory stimuli.

When to select: Student (not groups of students) wears equipment to reduce environmental noises. Students may have these testing variations if regularly used in the classroom. Students who use noise buffers will need headphones unless tested individually in a separate setting.

Notes for implementation:

SAT School Day notes

- One-day test administration

P43 Streamlined mode for computer-based assessments

Allowed for: *WVGSA Grades 3-8*

Description: Provides a streamlined interface of the test in an alternate, simplified format. The items are presented below the stimuli/passage (rather than side-by-side on the screen); this may entail the student having to scroll up and down the screen in order refer to the stimuli/passage.

Instructional practices: Students use altered text that is structured in a more sequential format.

When to select: This accommodation may benefit a small number of students who have specific learning and or reading disabilities need in which the text must be presented in a more sequential format.

Notes for implementation:

- This accommodation increases scrolling which may be detrimental for students with fine motor difficulties and students struggling with short term mental memory deficits.

P44 Line tracker

Allowed for: WVGSA Grades 3-8, ELPA21

Description: Provides a line tracker for students who need assistance in visual tracking and reading.

Instructional practices: Students receive support services for reading support.

When to select: This accommodation may benefit English learners or students with disabilities who have specific learning or reading difficulties.

P45 Unlimited replays

Allowed for: ELPA21

Description: Provides unlimited replays of items in the listening domain in ELPA21.

Instructional practices: Students routinely need multiple opportunities to listen.

When to select: This accommodation may benefit ELs with disabilities. Students whose disabilities preclude them from being able to respond to a listening item on the first or second attempt may need to replay items multiple times.

P46 Human read aloud in Spanish

Allowed for: WVGSA Grades 3-8 (mathematics and science sections only)

Description: Spanish text is read aloud to the student by a trained and qualified human reader who follows the administration guidelines provided in the Test Administration Manual and the read aloud guidelines. All or portions of the content may be read aloud.

Instructional practices: Students routinely need access to Spanish translated materials.

When to select: Students receiving the translations (stacked) accommodation and who are struggling readers may need assistance accessing the assessment by having all or portions of the assessment read aloud. This accommodation also may be needed by students with reading-related disabilities.

Notes for implementation:

- If not used regularly during instruction, this accommodation is likely to be confusing and may impede the performance on assessments.
- A student should have the option of asking a reader to slow down or repeat text.
- The use of this accommodation may result in the student needing additional overall time to complete the assessment and/or the use of a separate setting.

P47 Alternate form – visual impairment

Allowed for: WVASA only

Description: When a student does not read braille but has a visual impairment that prevents them from interacting with the on-screen content. This option is used for some specific items and alternate forms are not provided at every essential element and linkage level.

Notes for implementation:

- This accommodation allows for some flexibility on the teacher’s part when having to “Say” or “Show” something to a student who has hearing loss and/or blind/low vision.
- The DLM Test Administration Manual gives the questions and options for the student’s First Contact Survey under the vision tab (depending on the teacher’s input here...the testlets will automatically adjust the prompts and materials required which will be listed on TIPS pages for each testlet).
- The Test Administration Manual also mentions how to address sensory modality modes and accessing the testlets.

P48 Scripts

Allowed for: *WVGSA Grades 3-8* and *ELPA21*

Description: For directions, passages on ELA listening sections only – not every student will have listening portions of the test.

Instructional practices: Students receive closed captioning or access to a sign language interpreter when viewing videos with sound. If closed captioning is not available, written scripts are provided to the student for the listening sections of the videos.

When to select: For students who are not fluent in ASL used in the embedded signed videos on listening sections on the *WVGSA Grades 3-8*.

P49 Amplification system

Allowed for: *SAT School Day (WVGSA and WVASA – see notes below)*

SAT School Day students MUST have a documented disability requiring auditory amplification on their IEP, EL plan, or Section 504 plan. (See *SAT School Day* notes below)

Description: Students use amplification equipment in addition to hearing aids to increase clarity, useful in environments with a great deal of ambient noise.

Instructional practices: Student has a hearing loss which requires the use of an amplification system in their classroom during instruction.

When to select: For students who have hearing loss, and who may or may not have an IEP or Section 504 plan. For students taking the *SAT School Day* assessment, they must have an educational plan with the disability documented.

Notes for implementation:

- When arranging for testing, take into consideration the distractions of this accommodation to other students.

WVGSA & WVASA notes

- This accommodation is not required to be documented on the WVS.326 form for either of these tests as it is considered a universal tool option to standard settings.

SAT School Day notes

- One-day test administration
- Must have IEP or Section 504 plan

P50 Test presented through sign language, locally provided, including ELA reading passages

Allowed for: *WVGSA Grades 3-8, SAT School Day, WVASA, and ELPA21*

Description: For *WVGSA Grades 3-8* a trained examiner will present directions, stimulus material, questions, and answer choices in ASL or Signed Exact English (SEE). For *SAT School Day*, test passages, questions, and response choice presentations must be only in SEE.

Instructional practices: For students who have a hearing loss and use sign language as the primary mode of communication.

When to select: For students who have a hearing loss and use sign language as the primary mode of communication.

Notes for implementation:

- Locally provided interpreters, certified in accordance with Policy 5202 are allowed – in lieu of the ASL videos (*WVGSA Grades 3-8* has ASL videos) when IEP documentation indicates ASL is not the student's primary language or for EL students.
- Educational sign language interpreters must not clarify, elaborate, paraphrase, or provide assistance with the meaning of words, intent of test questions, or responses to test items.
- A student's teacher should not serve as the interpreter/translator in a testing situation unless a second person is present to monitor for quality and fairness.

SAT School Day notes

- **Two-day test administration**
- **Presentation must be in Signed Exact English.**
- For *SAT School Day*, if only test directions (the only listening section of *SAT School Day*) are needed to be signed, see accommodation code P16.
- Interpreters must meet testing staff requirements.
 - Educational sign language interpreters must not clarify, elaborate, paraphrase, or help with the meaning of words, intent of test questions, or responses to test items.
- Student automatically receives 50% extended time (T17, T18, and T19) and extra breaks (T03).
- Students **MUST** use the entire time for which they are approved. They cannot move to the next section or end the assessment when they are finished, even though they are the only student testing.
- Student must be in a one-to-one setting with an adult (T10).

Response

Response accommodations allow students to complete assignments, tests, and activities in different ways or to solve or organize problems using some type of assistive device or organizer. Response accommodations can benefit students with physical, sensory, or learning disabilities, including difficulties with memory, sequencing, directionality, alignment, and organization.

R03 Braille writer or tactile to respond

Allowed for: *WVGSA Grades 3-8 and SAT School Day*

Description: For this response mode, a student uses a braille, which is a braille keyboard used for typing braille that can then be printed in standard print or braille (embosser). The braille is similar to a typewriter or computer keyboard. Paper is inserted into the braille, and multiple keys are pressed at once, creating braille dots with each press.

Instructional practices: Student uses a braille note taker to record notes and create documents.

When to select: This accommodation is for students who are blind or have low vision who respond in braille.

Notes for implementation:

- See detailed instructions for scribing and transcribing student responses in [Appendix M](#).

WVGSA Grades 3-8 notes

- A scribe must transcribe the student's responses to the testing website using the student's username, and password. (R04)
- A trained examiner acts as a scribe to transcribe student responses to the testing platform.

SAT School Day notes

- A manual braille writer may be used for all sections.
- Use of braille writer or electronic braille writer for reading and writing with the following tools disabled: spell check, thesaurus, grammar check.
- Electronic braille writers must be connected to a monitor, so proctor can observe what student is entering. (R11)
- Student responses must be transcribed to the student's answer sheet. Return the braille pages with the transcribed answer sheet.

R04 Scribe – including ELA essay

Allowed for: *WVGSA Grades 3-8, SAT School Day, WVASA, and ELPA21*

Description: Students dictate their responses to a human who records verbatim what they dictate. The scribe must be trained, qualified, and must follow the administration guidelines provided in the administration manual.

Instructional practices: Students use a tape recorder or scribe as an alternative to writing when a processing or physical challenge is present. Student's word-for-word response for tests and/or assignments is recorded.

When to select: Students who have documented significant motor or processing difficulties, or who have had a recent injury (such as a broken hand or arm) that makes it difficult to produce responses may need to dictate their responses to a human, who then records the students' responses verbatim.

For many students dictating to a human scribe is the only way to demonstrate their composition skills. It is important these students be able to develop planning notes via the human scribe, and to view what they produce while composing via dictation to the scribe.

Scribes may be provided for any student (with or without an IEP or Section 504 plan) who have a short-term medical condition (e.g., a fractured arm in a cast) that precludes the student from word processing a response. *Approval needs to be obtained from the WVDE through the district test coordinator and/or the district special education director prior to testing.*

Scribes may be provided for students who are blind or have low vision that may need additional supports such as navigational and transcribing supports.

Notes for implementation:

- See guidelines for scribing in [Appendix M](#).
- The use of this accommodation may result in the student needing overall additional time to complete the assessment.
- Scribes should be monitored to be certain student's verbatim responses are recorded.
- On the day of testing, before testing begins, the principal/school coordinator should give the scribe no more than 2 hours to become familiar with the directions and format of the test. Scribes should be familiar with the test, so they can easily record student answers (Thompson, Thurlow, & Walz, 2000).
- To the extent possible, the same scribe should have responsibility for transcribing information given by students during educational instruction and assessments.
- Scratch paper, rough drafts, and login information must be collected immediately at the end of the testing session. These items are considered secure material and must be collected and shredded according to procedures established by the principal/school level coordinator (SC) at the end of the testing session.

SAT School Day notes

- Student responds orally.
 - **Two-day test administration**
 - Student will have an adult transcribe answers onto the answer sheet.
 - Student automatically receives +50% Essay (T18) and Extra Breaks (T03). If student needs +100% time for the Essay, use code T21.
 - Students MUST use the entire time for which they are approved. They cannot move to the next section or end the assessment when they are finished, even if they are the only student testing.
 - [Appendix M. Guidelines for Scribing and Transcribing Student Responses](#) should be read carefully to gain an understanding of how scribing can and cannot be used. The WVDE scribing protocol does apply.
 - A student using this accommodation must be tested in a quiet room (T10) apart from other students to avoid interruption while testing and to avoid examinees being able to hear or see other students' responses.
 - Scribes should be monitored to be certain student's verbatim responses are recorded.
 - To the extent possible, the same scribe should have responsibility for transcribing information given by students during educational instruction and assessments.
 - Scribes for students without an IEP or Section 504 who have a short-term medical condition (e.g., a fractured arm in a cast) will be requested in advance using the Temporary Medical Condition Form. (PDF available for download)

R05 Abacus

Allowed for: WVGSAs Grades 3-8, SAT School Day, and WVASA

Description: This tool may be used in place of scratch paper for students who typically use an abacus.

Instructional practices: Students use items to count during their instruction. Counting devices (blocks, tiles, chips, etc.) or scratch paper are utilized to assist the student with mathematical concepts.

When to select: Some students with visual impairments who typically use an abacus may use an abacus in place of using scratch paper.

Notes for implementation:

- The abacus should be one the student uses during instruction on a regular basis.

SAT School Day notes

- **One-day test administration**

R11 Assistive technology - alternate response options

Allowed for: WVGSA Grades 3-8, SAT School Day, WVASA, and ELPA21

Description: Alternate response options include but are not limited to adapted keyboards, large keyboards, Sticky Keys, MouseKeys, Filter Keys, adapted mouse, touch screen, head wand, and switches. Students may use a computer, typewriter, or other assistive technology device to respond.

Instructional practices: 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 and assistive technologies.

When to select: Students with some physical disabilities (including both fine motor and gross motor skills) may need to use the alternate response options accommodation. Some alternate response options are external devices that must be plugged in and be compatible with the assessment delivery platform. Students who have physical limitations sometimes use alternate response options, assistive technologies, or devices during routine instruction.

Notes for implementation:

WVGSA notes

- Refer to test administration and the assistive technology manuals for additional guidance.
 - **Administration via tablet** – Students can take the assessment via a tablet. Consider the fine motor skills of student prior to using tablet.
 - **Adaptive equipment used by student** – While educators can test devices beforehand, it is not guaranteed all devices are compatible for all testing platforms (e.g., keyboard, mouse, touchpads, switches).

WVASA notes

- **Single-switch system** – Single switch scanning is activated using a switch set up to emulate the “Enter” key on the keyboard. In PNP, educators can set scan speed, indicate whether scanning should begin automatically when the page appears, and select the number of times the scan cycle repeats before stopping.
- **Two-switch system** – Two-switch scanning does not require any activation in PNP. The system automatically supports two-switch step scanning, with one-switch set up to emulate the “Tab” key to move between choices, and the other switch set up to emulate the “Enter” key to select the choice when highlighted.

SAT School Day notes

- **One- or two-day test administration** depending on specific options (See *SAT School Day Accommodated Testing Manual* for specific scripts.)
- Use of assistive technology (e.g., screen reader/text-to-speech, ...)
- Digital version of the test delivered on a flash drive
- Students using the ATC format test are automatically given 100% extended time on the Writing and Language section. If additional time is required on other sections, it must be requested separately (T17-T22).
- Students **MUST** use the entire time for which they are approved. They cannot move to the next section or end the assessment when they are finished, even if they are the only student testing.
- Use of augmentative/alternate communication devices (e.g., Speech-to-Text, ...)
- Use of computers with alternative access for an alternative response mode (e.g., switches, alternative keyboards, eye-gaze motion sensors, voice recognition software, head or mouth pointed, specialized trackballs, or mice)
- For use of speech-to-text word processor for responses to reading and writing, see accommodation code R21.
- For use of word processor for essay section, see accommodation code R25, in addition to this code.
- Use of audio amplification equipment
 - **Students MUST have a documented disability requiring auditory amplification on their IEP or Section 504 plan – See accommodation code P49.**

- *Description:* Students use amplification equipment in addition to hearing aids to increase clarity, useful in environments with a great deal of ambient noise.
- *When to select:* For students who have hearing loss and have an IEP or Section 504 plan.
- *Notes for implementation:* When arranging for testing, take into consideration the distractions of this accommodation to other students.

R15 Bilingual word-to word glossary

Allowed for: *WVGSA Grades 3-8* and *SAT School Day*. (For *SAT School Day*, translation glossaries must be word-to-word/word-to-sign translations, not dictionaries. See [SAT School Day Section VII](#) of this document for approved list of glossaries.)

Description: A bilingual/dual language word-to-word glossary is a language support. A bilingual/dual language word-to-word glossary can be provided for the full-write portion of an ELA assessment for the *WVGSA*. The glossary the student is accustomed to using during instruction should be utilized.

Instructional practices: Students use electronic or paper bilingual/dual-language dictionaries to look up word meanings during instruction.

When to select: For students whose primary language is not English and who use dual language supports in the classroom, use of a bilingual/dual language word-to-word dictionary may be appropriate. Students participate in the assessment regardless of the language. The use of this accommodation may result in the student needing additional overall time to complete the assessment.

Notes for implementation:

- For *SAT School Day*, translation glossaries must be word-to-word/word-to-sign translations. See [SAT School Day Section VII](#) of this document. See also the list of approved glossaries on the College Board website: <https://collegereadiness.collegeboard.org/pdf/sat-sd-college-board-approved-glossaries.pdf>
- For *WVGSA Grades 3-8*, students may use the glossaries they utilize in their classroom.

R16 Large block answer sheet

Allowed for: *SAT School Day*

Description: Students write their responses on a large print answer sheet.

When to select: For students who have visual impairments.

Notes for implementation: none

R19 Calculator – tactile/talking calculator

Allowed for: *WVGSA Grades 3-8* (Grades 6-8 only, mathematics and science) and *SAT School Day* (See *SAT School Day* notes below)

- *WVGSA Grades 3-8*, this accommodation is for students needing a *special calculator* in Grades 6-8 only, e.g., tactile or talking.
- **Description:**
 - For *WVGSA Grades 3-8 (Grades 6-8 only)*, for use during the calculator allowed portion of the mathematics test, a non-embedded calculator for students requiring a special calculator (tactile or talking) currently unavailable within the assessment platform.
 - For *SAT School Day*, this may be a special calculator (tactile or talking) for use during the calculator allowed portion of the mathematics test

Instructional practices: Grades 6 and above students use a calculator offered with assistive technology devices (such as a talking calculator or a tactile calculator). Calculators can be used to do basic calculation in multi-step mathematics processes where the construct is not assessing mathematical fluency.

When to select:

- Students with visual impairments who are unable to use the embedded calculator for calculator-allowed items will be able to use the calculator they typically use, such as a braille calculator or a talking calculator. Test administrators should ensure the calculator is available only for designated calculator items.

Notes for implementation:

- This accommodation is not allowed for Grades 3-5.
- **WVGSA Grades 3-8**, additional information on calculators refer to General Summative Assessment Section of this document.

SAT School Day notes

- **One-day test administration**
- For students with visual impairments who require a **special calculator (tactile or talking)** for calculator-allowed items will be able to use the calculator they typically use, such as a braille calculator or a talking calculator.
 - Test administrators should ensure the calculator is available only for designated calculator items. Talking calculators for calculator-permitted section can be requested in SSD Online under Assistive Technology. (R11)

R20 Multiplication table

Allowed for: *WVGSA Grades 3-8* (mathematics Grades 4-8 only) and *SAT School Day*

Description: A paper-based single digit (1-9) multiplication table will be available for reference. This accommodation is allowed for Grade 4 and above mathematics items.

Instructional practices: Students use a multiplication table (often it is stickers on their desks) during regular instruction and assessments.

When to select: For students with a documented and persistent calculation disability (i.e., dyscalculia).

Notes for implementation:

- This accommodation is **not allowed** for third grade.

SAT School Day notes

- **One-day test administration**

R21 Speech-to-text

Allowed for: *WVGSA Grades 3-8* and *SAT School Day*

Description: Voice recognition allows students to use their voices as input devices to the computer, to dictate responses or give commands (e.g., opening application programs, pulling down menus, and saving work). Voice recognition software generally can recognize speech up to 160 words per minute. Students may use their own assistive technology devices.

Instructional practices: 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). Students also use the speech to text as an alternative to writing rather than using a scribe. For example, as student uses software program to create and edit a writing assignment.

When to select: This is an accommodation for students who have motor or processing disabilities (such as dyslexia), who have had an injury that makes it difficult to produce text or commands using computer keys, or who may need alternative ways to work with computers. Students must be familiar with the software and have had many opportunities to use it prior to testing.

Speech-to-text software requires the student go back through all generated text to correct errors in transcription, including use of writing conventions; thus, prior experience with this accommodation is essential. If students use their own assistive technology devices, all assessment content should be deleted from these devices after the test for security purposes.

For many of these students, using voice recognition software is the only way to demonstrate their composition skills. Still, use of speech-to-text does require students know writing conventions and they have the review and editing skills required of students who enter text via the computer keyboard. It is important students who use speech-to-text also be able to develop planning notes via speech-to-text and to view what they produce while composing via speech-to-text.

Notes for implementation:

- Students need to be proficient in using the software instructionally.

WVGSA notes

- Speech-to-text is embedded in the Secure Browser for the writing tests.
- The only speech-to-text third party software Cambium supports is the Dragon series for Windows OS.

SAT School Day notes

- **One-day test administration**
- Assistive Technology Compatible Format (ATC) and Assistive Technology (R11)
- Digital version of the test delivered on a flash drive
- Students using this accommodation with the Assistive Technology Compatible format will have standard time on the test except for *Writing and Language* section, where the student automatically receives 100% extended time (Section 2 of *SAT School Day*). If additional time is required on other sections, it must be requested separately (see codes T17-T22).
- Students MUST use the entire time for which they are approved. They cannot move to the next section or end the assessment when they are finished, even if they are the only student testing.
- If students use their own assistive technology devices, all assessment content should be deleted from these devices after the test for security purposes.
- For many of these students, using voice recognition software is the only way to demonstrate their composition skills. Still, use of speech-to-text does require students know writing conventions and have the review and editing skills required of students who enter text via the computer keyboard. It is important students who use speech-to-text also be able to develop planning notes via speech-to-text, and to view what they produce while composing via speech-to-text.
- Speech-to-text software requires the student to go back through all generated text to correct errors in transcription, including use of writing conventions; thus, prior experience with this accommodation is essential.

R22 Unlimited re-recordings

Allowed for: *ELPA21*

Description: Provide unlimited opportunities to re-record answers in the speaking domain in *ELPA21*.

Instructional practices: Student routinely needs multiple opportunities to demonstrate appropriate speech or sound.

When to select: This accommodation may benefit ELs with disabilities who need multiple opportunities for production of intelligible speech. This accommodation may assist students with fine motor difficulties and short-term mental memory deficits.

R23 100s number table

Allowed for: *WVGSA Grades 3-8* (mathematics Grades 4-8 only) and *SAT School Day*

Description: A paper-based table listing numbers from 1–100 available for reference – available on the *WVGSA* portal. This is a non-embedded accommodation for Grades 4 and above mathematics items.

Instructional practices: Students who need graphic organizers or manipulatives for visual processing to complete mathematics tasks.

When to select: Students with visual processing or spatial perception needs may find this beneficial, as documented in their IEP or 504 plan.

Notes for implementation:

- The table can be printed from the portal for students requiring this accommodation. Use of other 100s number tables is prohibited.
- Not permitted for 3rd grade

SAT School Day notes

- One-day test administration

R24 Calculator – 4 function calculator

Allowed for: *SAT School Day* and *WVASA*

Description: A four-function calculator (square root and percentage keys are acceptable) for the non-calculator portion of the mathematics test.

Instructional practices: For *SAT School Day*, a four-function calculator for use during the non-calculator portion of the mathematics test **for students with a mathematical disability** (percentage key and square root key are acceptable).

Notes for implementation:

- For students needing a **calculator on the non-calculator portion** of the mathematics test.
 - The only calculator approved for use during the non-calculator portion of the mathematics test is a four-function calculator (percentage key and square root key are acceptable).

SAT School Day notes

- One-day test administration

R25 Word processor use

Allowed for: *SAT School Day*

Description: Use of a word processing program in order to create responses for essay questions and prompts.

Instructional practices: Students needing accommodations for answering essay and writing prompts due to physical constraints or dysgraphia.

Notes for implementation:

SAT School Day notes

- One-day test administration
- Test administrators should ensure the word processing program and computer have disabled any special word processing features, applications, or software (spell checker, dictionary, etc.).
- Must be paired with either T18 (+50% time for essay) or T21 (+100% time for essay)
- Computer must 1) be connected to a working printer and 2) not be connected to the internet.

R26 Listening domain exemption

Allowed for: ELPA21

Description: ELPA21 allows for domain exemptions for student situations that preclude engagement with any of the four language domains.

Instructional practices: A domain exemption is only appropriate when the student is not able to access part of the assessment, which is different than the potential to not score well on it. A Listening Domain exemption may be necessary when the student has a hearing loss and cannot access the listening test even with appropriate accommodations or devices.

Notes for implementation:

- Students must have a documented disability or impairment in an IEP or 504 plan applicable to the domain.
- Students are recommended to use the practice tests, if appropriate, to determine if an exemption is appropriate.
- Students are expected to take the remaining sections of the test.
- Exemptions from all domains (the entire assessment) are not allowed.

R27 Reading domain exemption

Allowed for: ELPA21

Description: ELPA21 allows for domain exemptions for student situations that preclude engagement with any of the four language domains.

Instructional practices: A domain exemption is only appropriate when the student is not able to access part of the assessment, which is different than the potential to not score well on it. A Reading Domain exemption may be necessary when the student is unable to access the reading portions of the assessment even with appropriate accommodations.

Notes for implementation:

- Students must have a documented disability or impairment in an IEP or 504 plan applicable to the domain.
- Students are recommended to use the practice tests, if appropriate, to determine if an exemption is appropriate.
- Students are expected to take the remaining sections of the test.
- Exemptions from all domains (the entire assessment) are not allowed.

R28 Speaking domain exemption

Allowed for: ELPA21

Description: ELPA21 allows for domain exemptions for student situations that preclude engagement with any of the four language domains.

Instructional practices: A domain exemption is only appropriate when the student is not able to access part of the assessment, which is different than the potential to not score well on it. A Speaking Domain exemption may be necessary when the non-verbal student who, because of the identified disability and the absence of appropriate accommodations, cannot engage with the speaking portion of the assessment.

Notes for implementation:

- Students must have a documented disability or impairment in an IEP or 504 plan applicable to the domain.
- Students are recommended to use the practice tests, if appropriate, to determine if an exemption is appropriate.
- Students are expected to take the remaining sections of the test.
- Exemptions from all domains (the entire assessment) are not allowed.
- See [Appendix CC. Familiar Listener and Speaking Domain Exemption](#) for additional guidance.

R29 Writing domain exemption

Allowed for: ELPA21

Description: ELPA21 allows for domain exemptions for student situations that preclude engagement with any of the four language domains.

Instructional practices: A domain exemption is only appropriate when the student is not able to access part of the assessment, which is different than the potential to not score well on it. A Writing Domain exemption may be necessary when the student is unable to access this portion of the assessment even with appropriate accommodations.

Notes for implementation:

- Students must have a documented disability or impairment in an IEP or 504 plan applicable to the domain.
- Students are recommended to use the practice tests, if appropriate, to determine if an exemption is appropriate.
- Students are expected to take the remaining sections of the test.
- Exemptions from all domains (the entire assessment) are not allowed.

R30 Familiar listener

Allowed for: ELPA21

Description: A very small percentage of students have disabilities such that their recorded speech for the Speaking Domain may be scored down or not scorable due to their impediment. For this very small percentage of students, ELPA21 allows an accommodation of a person who will act as a scribe only for those speaking items. The student's speech is transcribed by the familiar listener with their speaking and sent to the scoring vendor to be re-scored.

Instructional practices:

Notes for implementation:

There will only be a very small percentage of students who will need accommodation when participating in the Speaking domain test using normal testing conditions. Those students may require the R30 accommodation of a paraprofessional scribe who is a "familiar listener." A "familiar listener" is someone who knows the student and their speech patterns. That familiarity can make it easier for them to understand the student's speech. "Familiar listeners" would include the current or past classroom teachers or paraprofessionals, speech-language pathologists or the EL teachers. The student's current EL teacher and speech-language pathologist should collaborate regarding who needs the R30 Familiar Listener accommodation.

There are several subjective rating scales available for rating speech intelligibility; however, there are no known norms available for determining a cutoff score for intelligible versus unintelligible speech (American Speech and Hearing Association (ASHA) Practice Portal). Children above the age of four with intelligibility percentages below 66 percent may be considered "at-risk" (Gordon-Brannon & Hodson, 2000).

For English learning students whose speech may be too unintelligible for the computer to score their Speaking domain test, the EL teacher and the speech-language pathologist should collaborate on determining students who may be candidates for the R30 Familiar Listener Accommodation.

See [Appendix CC. Familiar Listener and Speaking Domain Exemption](#) for additional guidance.

Setting and Time

Setting and time accommodations allow students to complete assignments, tests, and activities in different settings, with extended time, or with longer/additional breaks. Setting and time accommodations can benefit students with concentration difficulties or who are easily frustrated.

T03 Extra breaks (no studying)

Allowed for: *WVGSA Grades 3-8, SAT School Day, and ELPA21*

Description: Students can take additional breaks as requested or at predetermined intervals.

Instructional practice: Students are provided with frequent breaks during instructional activities and for tests to assist with concentration.

When to select: Students who cannot concentrate continuously for an extended period or who become frustrated or stressed easily may need frequent or extended relaxation breaks.

Restrictions: Students are not allowed to study for tests and must be monitored during breaks.

Notes for implementation:

- These students may need to be assigned to a different location to prevent distractions.
- Students are not allowed to study for tests and must be monitored during breaks.
- The *WVASA* is administered in a one-to-one setting as a universal tool/requirement. It is not necessary to select this for the *WVASA*.

SAT School Day notes

- **One-day test administration**
- Extra breaks – “off testing time clock”
 - Students are provided with a break between each test section, and a break in the middle of longer sections of the test.
 - Students are not allowed to study for tests and must be monitored during breaks.

T07 Flexible scheduling (no studying) – delayed start

Allowed for: *WVGSA Grades 3-8, SAT School Day, and ELPA21*

Description: Students can have a later start in the day. Administration of the assessment at a time most beneficial to the student.

Instructional practice: Students who have a schedule that allows for selecting the most appropriate time for concentration.

When to select: Scheduling changes can be helpful for students on medications that affect their ability to stay alert or who have more productive times of the day. For example, for students who have difficulty concentrating or staying on task as the day progresses, it may help to schedule tests that require the greatest concentration in the morning.

Restrictions: Test sections must be completed within the confines of the regular testing day. Students may not study for tests they already started and must be monitored during breaks.

Notes for implementation:

- These students may need to be assigned to a separate location to prevent distractions.
- Decisions about how to schedule must be made on a case-by-case basis for each individual student—not by any category of students—keeping in mind the type of accommodations being provided, the disability involved, and the type of test.

SAT School Day notes

- **One-day or two-day test administration**
- Flexible scheduling – Delayed start
 - Students can have a later start in the day for *SAT School Day* administration.
 - Allows for the administration of the assessment at a time most beneficial to the student.
 - Students who have a schedule that allows for selecting the most appropriate time for concentration.
 - Scheduling changes can be helpful for students on medications that affect their ability to stay alert or who have more productive times of the day.

- These students will need to be assigned to a separate room or location to prevent distractions (T10).
- Decisions about how to schedule must be made on a case-by-case basis for each individual student—not by any category of students—keeping in mind the disability involved.
- Students must complete the *SAT School Day* following the standard timing sequence (assuming they do not have extended time accommodations) but may begin later than the general population of students.
- Delayed start testing sessions must begin in time to allow the student to follow the timing sequence (1 or 2 day) as set by College Board. Typically, delayed starts begin no later than 10:30 a.m.
- Review the *Accommodations Manual* provided through College Board for further directions.

T09 Separate setting (small group)

Allowed for: *WVGSA Grades 3-8, SAT School Day, and ELPA21*

Description: Test setting is altered so the student is tested in a small group. The test administrator must be one who qualifies under Policy 2340.

Instructional practice: Students who need smaller groups for instructional or assessment purposes are ones who may easily become distracted when in larger group settings. These students may benefit from an environment with fewer other students.

When to select: When the student benefits from a small group assessment environment.

Notes for implementation:

- Changes in instructional and assessment locations can benefit students who are easily distracted in large group settings and who concentrate best in a small group setting.
- Students with physical disabilities might need a more accessible location, specific room conditions, or special equipment.
- Students must be monitored during the entire testing period.
- Testing locations must be private and free of distractions.
- These requirements apply to students tested in all locations, whether the student is assessed in the school building, at home, in a hospital, or a residential or other alternative setting.

SAT School Day notes

- One-day test administration

T10 Separate setting (one-to-one)

Allowed for: *WVGSA Grades 3-8, SAT School Day, and ELPA21*

Description: Test setting is altered so the student is tested on a one-to-one basis. The test administrator must be one who qualifies under Policy 2340.

Instructional practice: Students who need one-to-one settings for instructional or assessment purposes are ones who may easily become distracted when in larger group settings. These students benefit from an environment with no other students.

When to select: When the student benefits from a small group assessment environment.

Notes for implementation:

- Changes in instructional and assessment locations can benefit students who are easily distracted in large group settings and who concentrate best in a one-to-one setting.
- Changes in location also benefit students who receive accommodations (e.g., reader, scribe, or frequent breaks) that might distract other students.
- Students with physical disabilities might need a more accessible location, specific room conditions, or special equipment.
- Students must be monitored during the entire testing period.
- Testing locations must be private and free of distractions.
- Each student tested in a separate setting within the school must be under the supervision of a trained examiner.

- These requirements apply to students tested in all locations, whether the student is assessed in the school building, at home, in a hospital, or a residential or other alternative setting.

SAT School Day notes

- One-day test administration

T11 Testing environment modifications

Allowed for: *WVGSA Grades 3-8, SAT School Day, and ELPA21*

Description: Test location/environment is altered so the student is tested in a setting different from that made available for most students.

Instructional practice: Special environment/setting arrangements for students are provided within the classroom to support instruction and assessment. Changes in instructional and assessment environments can benefit students who have specific support needs beyond what is available for most students.

When to select: When the student benefits from modification to settings such as use of accommodated seating, special lighting, or furniture. Other modifications may include permission to move, stand or pace during assessment in a manner where others' work cannot be seen and is not distracting to others. Students with physical disabilities might need a more accessible location, specific room conditions, or special equipment.

Notes for implementation:

- Students must be monitored during the entire testing period by a trained examiner.
- These requirements apply to students tested in all locations, whether the student is assessed in the school building, at home, in a hospital, or a residential or other alternative setting.

SAT School Day notes

- One-day test administration

T12 Preferential seating

Allowed for: *WVGSA Grades 3-8, SAT School Day, and ELPA21*

Description: Student is given special seating arrangements. Placement of student where he/she is most comfortable or placement of student near proctor

Instructional practice: Special seating arrangements for students who are easily distractible are provided within the classroom to improve focus.

When to select: Students who are easily distracted or may have a visual/auditory disability. The preferential seating may be in a specific location (for example, away from windows, doors, or pencil sharpeners, near the teacher's desk, or in the front of a classroom).

Notes for implementation:

- Changes in instructional and assessment seating locations can benefit students who are easily distracted.
- Students with physical disabilities might need a more accessible location within the testing environment.

SAT School Day notes

- One-day test administration

T13 Outside of traditional school setting (homebound/hospital or alternate school setting)

Allowed for: WVGSA Grades 3-8, WVASA, SAT School Day, and ELPA21

Description: Test location is altered so the student is tested in a setting different from that made available for most students. The assessment may be administered in alternate education setting with appropriate supervision. In some instances, students may need to interact with instructional or test content outside of school, such as in a hospital or their home.

Instructional practice: Alternative settings for students who receive their instruction at a location other than their home school. This could include alternate educational school, the hospital, or at home.

When to select: This accommodation is appropriate for when students have been assigned or admitted to alternate educational programs or hospital/homebound care.

Notes for implementation:

SAT School Day notes

- Request for off-site locations for assessment must be made prior to testing.

T14 Flexible scheduling – limited timed testing

Allowed for: WVGSA Grades 3-8, SAT School Day, and ELPA21

Description: Students can take the test broken into shorter timeframes and taken over two days. Limited time per day testing/multiple day testing.

Instructional practice: Students who have a schedule that allows for selecting the most appropriate time for concentration.

When to select: Scheduling changes can be helpful for students on medications that affect their ability to stay alert or who have more productive times of the day.

Notes for implementation:

- Students must complete each section of the test once it is started.
- Students will need to be assigned to a separate room or location to prevent distractions. (T10)
- Decisions about how to schedule must be made on a case-by-case basis for each individual student—not by any category of students—keeping in mind the disability involved.

SAT School Day notes

- Two-day test administration

T15 Extended breaks

Allowed for: WVGSA Grades 3-8, SAT School Day, and ELPA21

Description: Students take extended regularly scheduled breaks; “off testing time clock”

Instructional practice: Students are provided with frequent breaks during instructional activities and for tests to assist with concentration.

When to select: Students who cannot concentrate continuously for an extended period or who become frustrated or stressed easily may need frequent or extended relaxation breaks.

Notes for implementation:

- These students may need to be assigned to a different room or location to prevent distractions.
- Students are not allowed to study for tests and must be monitored during breaks.

SAT School Day notes

- One-day test administration
- Students are provided with double the time allotted for regularly scheduled breaks
- Some students who request extended breaks may need additional accommodations such as permission to eat, take medication, or permission to test blood sugar. These must be requested specifically in SSD Online.
- Students are not allowed to study for tests and must be monitored during breaks.

T16 Breaks as needed

Allowed for: *WVGSAs Grades 3-8, SAT School Day, and ELPA21*

Description: Students can take breaks during a test section. Timing of the test is paused during the break.

Instructional practice: Students are provided with frequent breaks during instructional activities and for tests to assist with concentration.

When to select: Students who cannot concentrate continuously for an extended period or who become frustrated or stressed easily may need frequent or extended relaxation breaks.

Notes for implementation:

- These students may need to be assigned to a different room or location to prevent distractions. Typically given to students with physical or medical conditions
- Students are provided with breaks as requested.
- Students are not allowed to study for tests and must be monitored during breaks.

SAT School Day notes

- **One-day test administration**
- Students are not allowed to study for tests and must be monitored during breaks.
- Breaks are granted as requested by the student during the exam. Timing of the test is paused during the break. Most students' needs are met with 10-minute breaks. However, if a student requests additional time, grant the request within reason.
- Some students who request extended breaks may need additional accommodations such as permission to eat, take medication, or permission to test blood sugar. These must be requested specifically in SSD Online.

T17 Extended time +50% reading

Allowed for: *SAT School Day* and other timed tests

Description: Each section of the *SAT School Day* is administered using 50% extra time. This accommodation is time and one half—for example, an extension from 1 hour to 1 hour 30 minutes.

Instructional practice: Students who need additional testing time on timed assignments and tests.

When to select: Timing accommodations are most helpful for students who need more time than generally allowed to complete activities, assignments, and tests. Extra time may be needed to process written text (e.g., a student with a learning disability who processes information slowly), to write (e.g., a student with limited dexterity because of arthritis), or to use other accommodations or equipment (e.g., assistive technology, audio tape, or scribe).

Restrictions: *NAEP* assessments must be completed within three times the regular time allotted for each section of the test.

Notes for implementation:

SAT School Day notes

- **Two-day test administration**
- Extended time +50% reading
- This accommodation is available for EL students and must be entered on the SSD Online Dashboard under the EL tab.
- Decisions about how much extended time is to be provided must be made on a case-by-case basis for each individual student—not by any category of students—keeping in mind the type of accommodations being provided, the disability involved, and the type of test.
- Students **MUST** be given and **USE** the entire amount of time for each section of the test (regular time and extended time) and **CANNOT** move to the next section of the test until time is called. Tests must be completed following the schedule in the *SAT School Day Accommodations Manual*.

T18 Extended time +50% essay

Allowed for: *SAT School Day* and other timed tests

Description: Timed tests require a request for a specific amount of extra time. The essay section of the *SAT School Day* is administered using 50% extra time. This accommodation is time and one half—for example, an extension from 50 minutes to 1 hour 15 minutes.

Instructional practice: Students who need additional testing time on timed assignments and tests.

When to select: Timing accommodations are most helpful for students who need more time than generally allowed to complete activities, assignments, and tests. Extra time may be needed to process written text (e.g., a student with a learning disability who processes information slowly), to write (e.g., a student with limited dexterity because of arthritis), or to use other accommodations or equipment (e.g., assistive technology, audio tape, or scribe).

Notes for implementation:

SAT School Day notes

- **One-day test administration**
- This accommodation is available for EL students and must be entered on the SSD Online Dashboard under the EL tab.
- Decisions about how much extended time is to be provided must be made on a case-by-case basis for each individual student—not by any category of students—keeping in mind the type of accommodations being provided, the disability involved, and the type of test.
- Students **MUST** be given the entire amount of time for the essay (1 hour 15 minutes) and remain seated until time is called. Tests must be completed following the schedule in the *SAT School Day Accommodations Manual*.

T19 Extended time +50% math

Allowed for: *SAT School Day* and other timed tests

Description: Timed tests require a request for a specific amount of extra time.

Description: The mathematics sections (Math without Calculator and Math with Calculator) of the *SAT School Day* are administered using 50% extra time. This accommodation is time and one half—for example, an extension from 1 hour 20 minutes to 2 hours 1 minute (additional minute due to rounding).

Instructional practice: Students who need additional testing time on timed assignments and tests.

When to select: Timing accommodations are most helpful for students who need more time than generally allowed to complete activities, assignments, and tests. Extra time may be needed to process written text (e.g., a student with a learning disability who processes information slowly), to write (e.g., a student with limited dexterity because of arthritis), or to use other accommodations or equipment (e.g., assistive technology, audio tape, or scribe).

Notes for implementation:

SAT School Day notes

- **One-day test administration**
- This accommodation is available for EL students and must be entered on the SSD Online Dashboard under the EL tab.
- Decisions about how much extended time is to be provided must be made on a case-by-case basis for each individual student—not by any category of students—keeping in mind the type of accommodations being provided, the disability involved, and the type of test.
- Students **MUST** be given the entire amount of time for the mathematics sections (2 hours and 1 minute) and **CANNOT** move to the next section of the test until time is called. Tests must be completed following the schedule in the *SAT School Day Accommodations Manual*.

T20 Extended time +100% reading

Allowed for: *SAT School Day* and other timed tests

Description: Timed tests require a request for a specific amount of extra time.

Description: Each section of the *SAT School Day* is administered using 100% extra time. This accommodation is double time—for example, an extension from 1 - 2 hours.

Instructional practice: Students who need additional testing time on timed assignments and tests.

When to select: Timing accommodations are most helpful for students who need more time than generally allowed to complete activities, assignments, and tests. Extra time may be needed to process written text (e.g., a student with a learning disability who processes information slowly), to write (e.g., a student with limited dexterity because of arthritis), or to use other accommodations or equipment (e.g., assistive technology, audio tape, or scribe).

Notes for implementation:

SAT School Day notes

- **Two-day test administration**
- Decisions about how much extended time is to be provided must be made on a case-by-case basis for each individual student—not by any category of students—keeping in mind the type of accommodations being provided, the disability involved, and the type of test.
- Students **MUST** be given the entire amount of time for each section of the test (double the regular time) and **CANNOT** move to the next section of the test until time is called. Tests must be completed following the schedule in the *SAT School Day Accommodations Manual*.

T21 Extended time +100% essay

Allowed for: *SAT School Day* and other timed tests

Description: Timed tests require a request for a specific amount of extra time.

Description: The essay of the *SAT School Day* is administered using 100% extra time. This accommodation is double time—for example, an extension from 50 minutes to 1 hour 40 minutes.

Instructional practice: Students who need additional testing time on timed assignments and tests.

When to select: Timing accommodations are most helpful for students who need more time than generally allowed to complete activities, assignments, and tests. Extra time may be needed to process written text (e.g., a student with a learning disability who processes information slowly), to write (e.g., a student with limited dexterity because of arthritis), or to use other accommodations or equipment (e.g., assistive technology, audio tape, or scribe).

Notes for implementation:

SAT School Day notes

- **One-day test administration**
- Decisions about how much extended time is to be provided must be made on a case-by-case basis for each individual student—not by any category of students—keeping in mind the type of accommodations being provided, the disability involved, and the type of test.
- Students **MUST** be given the entire amount of time for the essay (double the regular time) and remain seated until time is called. Tests must be completed following the schedule in the *SAT School Day Accommodations Manual*.

T22 Extended time +100% math

Allowed for: *SAT School Day* and other timed tests

Description: Timed tests require a request for a specific amount of extra time.

Description: The mathematics sections (Math without Calculator and Math with Calculator) of the *SAT School Day* are administered using 100% extra time. This accommodation is double time—for example, an extension from (1 hour 20 minutes to 2 hours 40 minutes).

Instructional practice: Students who need additional testing time on timed assignments and tests.

When to select: Timing accommodations are most helpful for students who need more time than generally allowed to complete activities, assignments, and tests. Extra time may be needed to process written text (e.g., a student with a learning disability who processes information slowly), to write (e.g., a student with limited dexterity because of arthritis), or to use other accommodations or equipment (e.g., assistive technology, audio tape, or scribe).

Notes for implementation:

SAT School Day notes

- **One-day test administration**
- Decisions about how much extended time is to be provided must be made on a case-by-case basis for each individual student—not by any category of students—keeping in mind the type of accommodations being provided, the disability involved, and the type of test.
- Students **MUST** be given the entire amount of time for the mathematics sections (per the example: 2 hours 40 minutes) and **CANNOT** move to the next section of the test until time is called.
- Tests must be completed following the schedule in the *SAT School Day Accommodations Manual*.

Section IV.

*West Virginia Alternate
Summative Assessment
(WVASA)*

Section IV. *West Virginia Alternate Summative Assessment (WVASA)*

When to Choose Alternate Assessment

West Virginia Board of Education Policy 2510, Assuring the Quality of Education: Regulations for Education Programs provides a definition of a delivery system for assessment and accountability that assures a thorough and efficient education for West Virginia public school students. According to this policy, all students must participate in state assessments, and for the vast majority of students, the *WVGSA Grades 3-8* or the *SAT School Day* are the appropriate assessments. (All students under Section 504 plans and ELs without disabilities are expected to participate in the *WVGSA Grades 3-8*, *SAT School Day*, *ELPA21*, *NAEP*, and other WV-MAP assessments.)

For students with disabilities qualifying under IDEA 2004, however, the IEP team must determine how a student will participate in the WV-MAP, including the possible use of an alternate assessment. The *WVASA* is specifically designed for students with the most significant cognitive disabilities whose performance cannot be adequately assessed through the *WVGSA Grades 3-8* or *SAT School Day* instruments, even with accommodations. Students who are administered the *WVASA* must meet specific criteria to be determined eligible (see criteria below). The IEP team makes the decision regarding student eligibility. For students who meet these criteria, the *West Virginia Alternate Academic Achievement Standards (WVAAAS)* are determined more appropriate.

The IEP documents and identifies the appropriate assessments and accommodations needs of the student. Establishing eligibility for alternate assessment should include documentation of the student's individualized need to be instructed using the appropriate grade-level *West Virginia Alternate Academic Achievement Standards*, as well as assurances the student will be educated in the general curriculum to the greatest extent possible. Students with IEPs identified as eligible for the *WVASA* are not required to participate in other assessments in the WV-MAP, which do not have alternate forms for students with significant cognitive disabilities. Yet, they cannot be prohibited from the opportunity.

Parent(s) or guardian(s) must be involved in and informed of all decisions regarding the use of the *WVASA* and made aware performance measures are based on the *West Virginia Alternate Academic Achievement Standards*. All implications of assessment decisions must be carefully explained to the parent and the student, including the student will graduate with a modified, or alternate, diploma. For students designated to take the *WVASA*, the IEP must specify the student meets criteria for an alternate assessment, explaining why the student cannot participate in the *WVGSA Grades 3-8* or *SAT School Day*, and document any accommodations used in accordance with WVS.326 procedures.

Nothing in this guidance should be construed to indicate that students who qualify to participate in the *WVASA* would prohibit the same students from attempting to satisfy graduation requirements to earn a general diploma. West Virginia's graduation requirements are outlined in WVBE Policy 2510.

Eligibility criteria for WVASA

Students with significant cognitive disabilities whose performance cannot be adequately assessed through the *WVGSA Grades 3-8* or *SAT School Day* even with accommodations may be considered for alternate assessment. Students with significant cognitive disabilities have a disability or multiple disabilities that significantly impact intellectual functioning and adaptive behavior. Adaptive behaviors are essential to live independently and to function safely in daily life. When adaptive behaviors are significantly impacted it means the individual is unlikely to develop the skills necessary to live independently and function safely in daily life. In other words, significant cognitive disabilities impact students both in and out of the classroom and across life domains, not just in academic domains. Eligibility for participation requires the student holds a current IEP, a multidisciplinary evaluation, and educational performance data that supports the decision for an alternate assessment.

WVASA Participation Criteria

Participation Criterion	Participation Criterion Descriptors	Agree (Yes) or Disagree (No)? Provide documentation for each criterion
1. The student has a significant cognitive disability.	Review of student records indicate a disability or multiple disabilities that significantly impact intellectual functioning and adaptive behavior. <i>*Adaptive behavior is defined as essential for someone to live independently and to function safely in daily life.</i>	Yes / No
2. The student is primarily being instructed (or taught) using the <i>West Virginia Alternate Academic Achievement Standards</i> as content standards.	Goals and instruction listed in the IEP for this student are linked to the enrolled grade-level <i>West Virginia Alternate Academic Achievement Standards</i> and address knowledge and skills that are appropriate and challenging for this student.	Yes / No
3. The student requires extensive direct individualized instruction and substantial supports to achieve measurable gains in the grade- and age-appropriate curriculum.	The student <ol style="list-style-type: none"> a. requires extensive, repeated, individualized instruction and support that is not of a temporary or transient nature, and b. uses substantially adapted materials and individualized methods of accessing information in alternative ways to acquire, maintain, generalize, demonstrate and transfer skills across multiple settings. 	Yes / No

The following are not allowable (or acceptable) considerations for determining participation in the WVASA.

1. A disability category or label;
2. Poor attendance or extended absences;
3. Native language/social/cultural or economic difference;
4. Expected poor performance on the general education assessment;
5. Academic or other services student receives;
6. Educational environment or instructional setting;
7. Percent of time receiving special education;
8. EL status;
9. Low reading level/achievement level;
10. Anticipated student's disruptive behavior;
11. Impact of student scores on accountability system;
12. Administrator decision;
13. Anticipated emotional distress; and
14. Need for accommodations (e.g., assistive technology/Augmentative and Alternative Communication [AAC]) to participate in assessment process.

See [Appendix R](#) for further discussion points and guidelines for the IEP committee.

Students may be found eligible when all the criteria are met and there is evidence the student cannot participate in the *WVGSA Grades 3-8, SAT School Day*, and other components of the WV-MAP, even with accommodations. The IEP should include documentation of the criteria in the above chart and any other reasons considered by the IEP team. An eligible student is one who has been determined by an IEP team to be unable, even with extended learning opportunities and significant instructional modifications, to make appropriate and meaningful progress in grade-level curriculum. An eligible student will receive instruction in curriculum from the West Virginia Alternate Academic Achievement Standards (Policy 2520.16) which are drawn from West Virginia College- and Career-Readiness Standards (Policy 2520).

An alternate diploma is formal documentation and recognition an eligible student with significant cognitive disabilities has met the requirements as set forth in WV Policy 2419. A student receiving an alternate diploma may continue his or her education until the student turns 21 years of age, that is the year in which the student is 21 years of age prior to September (see WVBE Policy 2510, Assuring the Quality of Education: Regulations for Education Programs section 13.22.b.). It is recommended students with disabilities who receive an alternate diploma participate in graduation ceremonies with their ninth-grade cohort peers.

West Virginia Alternate Summative Assessment

Students on alternate assessment take a computer-delivered summative assessment via [Dynamic Learning Maps \(DLM\)](#) for English language arts and mathematics in Grades 3-8 and 11 and science for Grades 5, 8 and 11. The alternate assessment system is an assessment program designed to validly measure what students with significant cognitive disabilities know and can do. The system provides accessibility by design and is guided by the core belief all students should have access to challenging, grade-level content, and educators adhere to the highest levels of integrity in providing instruction and administering assessments based on this challenging content.

The WVASA is for students with significant cognitive disabilities, students for whom general education assessments, even with accommodations, are not appropriate. Students taking the WVASA require extensive, direct instruction and substantial supports to achieve measurable gains. These students learn academic content aligned to grade-level content standards, but at reduced depth, breadth, and

complexity. The *West Virginia Alternate Academic Achievement Standards* are derived from WV College- and Career-Readiness Standards and are the learning targets for the assessments.

Having accessible content is essential to the success of the student. DLM has integrated accessible content by developing various testlet levels, grade appropriate vocabulary, multiple and alternate pathways to the nodes, and item writing guidelines based on universal design. Universal Design for Learning (UDL) is a “scientifically valid framework for guiding education practice that (a) provides flexibility in the ways students respond or demonstrate knowledge and skills, as well as in the ways students are engaged, and (b) reduces barriers in instruction, provides appropriate challenges, accommodations, and supports, and maintains high achievement expectations for all students, including students with disabilities and students who have limited English proficiency (Higher Education Opportunity Act, [HEOA, P.L. 110-315, §103(a)(24)].” UDL is a framework that is critical to understanding how students with significant cognitive disabilities can achieve success with content standards.

The *Accessibility Manual* located on the state webpage <http://dynamiclearningmaps.org/westvirginia> provides guidance to state leaders, districts, educators, and IEP teams on the selection and use of accessibility tools available in the DLM system. Informed decision-making regarding accessibility is critical to ensure successful and effective participation in the assessment. It is important for educators to understand the full scope of how accessibility is provided through DLM assessment design and through tools selected online or provided offline to determine the most appropriate access for each student. Decision-making teams can use the manual to assist with the selection, provision, implementation, and evaluation of the effectiveness of accessibility tools in the alternate assessment for students with significant cognitive disabilities. Additional “how-to” information is provided in the *Test Administration Manual* on manipulatives, braille tests, language translation, and signing. The *Test Administration Manual* is located at <http://dynamiclearningmaps.org/westvirginia>.

The *Accessibility Manual* contains a six-step process for IEP teams, general and special education educators, test administrators, and district-level assessment staff to use in the selection, administration, and evaluation of the accessibility supports used in Kite Client by students with the most significant cognitive disabilities.

- Step 1: Include Eligible Students in the WVASA
- Step 2: Learn About the Accessibility Supports and the WVASA
- Step 3: Discuss and Select Appropriate Supports: Considerations for IEP Teams
- Step 4: Selecting and Viewing Supports in the Kite Client system
- Step 5: Prepare for the Assessment: Using the Chosen Accessibility Supports
- Step 6: Evaluate the Accessibility Supports Used After the Assessment

Steps 1 through 3 are intended to assist IEP teams in determining the appropriate accessibility supports for eligible students, and Steps 4 through 6 are a guide for the educator or test administrator in entering, using, and evaluating the selected supports. All IEP teams are expected to access the manual on the website for more information on accessibility.

Training requirements are included on the state website and are provided by the district test coordinator annually.

Accessibility tools for the assessment are provided via the Personal Learning Profile (PLP) and technology. The PLP consists of two sources of information: Personal Needs Profile (PNP) and First Contact Survey (FC). The First Contact Survey is used to collect background information about students who are eligible for WVASA. The survey goes beyond basic demographic information and includes questions on topics

such as communication, assistive technology devices, motor and sensory impairments, and academic performance. Some questions from the First Contact Survey are used to determine a student's entry point, or initialization, into the assessment. This information is needed so the system knows how to customize each student's experience and can determine which test form, from the most appropriate linkage level, to deliver. Technology enriches the interaction between the student and the content by delivering a special user interface. After the educator completes the PNP and FC information, the system uses that information to route the student to a first test that provides an appropriate balance of accessibility and challenge for that student.

The PNP is used to select the appropriate accessibility tools and supports within the system, and thus to tailor each student's experience based on individual needs. It can be completed any time before testing begins. It can also be changed as a student's needs change. The access tools in the PNP are listed in four categories: display enhancements, language and braille, audio and environment support, and other supports. The accessibility tools and supports embedded into the DLM platform are available if the PNP indicates the student needs the support.

Embedded available supports based on PNP for the DLM

Presentation

P22 Enlarge text on screen

Magnification – Magnification allows educators to choose the amount of screen magnification during testing. Educators can choose between a magnification of 2x, 3x, 4x, or 5x. Without magnification, the font is Report School, size 22. Scrolling may be required when the level of magnification is increased, and the entire item can no longer be seen on the screen. This will vary due to the level of magnification, the amount of text in the item, and the size of the screen. (See P23 for magnification options external from the Kite.)

P28 Use high contrast for online assessments

Invert color choice –the background is black and the font is white. Images display with a white background in both ELA and mathematics.

Color contrast –allows educators to choose from several background and lettering color schemes.

Overlay color –is the background color of the test. The default color is white; educators may select the alternate colors blue, green, pink, gray, and yellow.

P13 Have text-to-speech (TTS), including ELA reading passages

Spoken audio, read aloud with highlighting – **Text to Speech (TTS)** is read from left to right and top to bottom. There are four preferences for TTS: text only, text and graphics, graphics only, and nonvisual (this preference also describes page layout for students who are blind or have low vision). *For students on alternate assessment, this is allowed for all tested grades.*

Tools requiring additional materials for the DLM

These tools include braille, switch system preferences, iPad administration, and use of special equipment and materials. These tools typically require prior planning and setup. These tools are all recorded in the PNP even though two-switch system is the only option activated by PNP.

P03 Use braille test booklet

Uncontracted braille – Testlets are delivered as .brf files and will need to be embossed by the test administrator.

P23 Use a magnifying device to enlarge assessment material

Magnification – allows students with visual impairments access to adjust using a Smart Board or other magnifier.

P47 Alternate form – visual impairment

Alternate form-visual impairment – When a student does not read braille but has a vision impairment that prevents them from interacting with the on-screen content. This option is used for some specific items and alternate forms are not provided at every essential element and linkage level.

R05 Use an abacus

Abacus (R05) is an allowable support.

R11 Use assistive technology (alternate response options)

Single-switch system – Single switch scanning is activated using a switch set up to emulate the “Enter” key on the keyboard. In PNP, educators can set scan speed, indicate whether scanning should begin automatically when the page appears, and select the number of times the scan cycle repeats before stopping.

Two-switch system – Two-switch scanning does not require any activation in PNP. The system automatically supports two-switch step scanning, with one-switch set up to emulate the “Tab” key to move between choices, and the other switch set up to emulate the “Enter” key to select the choice when highlighted.

Administration via iPad – Students are able to take the assessment via an iPad. Other tablet options are not available at this time. Consider the fine motor skills of student prior to using iPad.

Adaptive equipment used by student – Educators may use any familiar adaptive equipment needed for the student. While educators are able to test devices beforehand, we cannot guarantee all devices are compatible (e.g., keyboard, mouse, touchpads).

Individualized manipulatives – Educators may use manipulatives that are familiar to students (e.g., abacus, unit cubes, interlocking blocks, counters, linking letters, etc.).

Locally provided tools for the DLM

These tools require actions by the test administrator, such as reading the test, signing or translating, and assisting the student with entering responses. These tools are recorded in the PNP even though they are delivered by the test administrator.

P06 Have test presented through sign language, locally provided

Sign interpretation of text – Sign is not provided via the computer. For students who sign, test administrators may sign the content to the student using American Sign Language (ASL), Signed Exact English (SEE), or personalized sign systems.

P14 Have test read aloud including passages

Human read aloud – If the student does not respond well to the synthetic voice, the test administrator may read the assessment to the student. For students on the WVASA this applies to all grades.

P24 Use translator to present test

Language translation of text – For students who are English learners or respond best to a language other than English, test administrators may translate the text for the student. Language translations are not provided via the computer. For students on the WVASA, this includes using translators, bilingual word-to-word dictionaries and/or a trained test examiner who is proficient in providing a native language translation.

R04 Indicate responses to a scribe including writing assignments

Test administrator enter responses for student – If students are unable to select their answer choices themselves, they may indicate their selected responses through normal response types and/or forms of communication, such as eye gaze, and then test administrators are able to key in those responses. This should only be used when students are unable to independently and accurately record their responses into the system.

Partner-Assisted Scanning (PAS)/Scribing – PAS is a strategy in which test administrators assist students with scanning, or going through, students’ answer choices. Students make indications when their desired choices are presented. Please mark R11 for switch use.

R24 Calculator – 4 function calculator

Calculator - Test Information Pages (TIPs) will indicate on which problems a calculator may be used, so the test construct is not changed.

Timing and setting options are not defined in the DLM system because there are no timed or group tests, so any flexibility the student needs is permissible. For example, the student may take as many breaks as needed throughout the assessment. The system can sit inactive for up to 90 minutes before automatically logging the student out. If the system is allowed to “time out”, any progress in completing the testlet to that point will not be saved.

The following chart provides a crosswalk of current system codes which may assist teams in making accessibility decisions and provide guidance for monitoring of accommodations by aligning them to the individual needs identified on the PNP.

WVASA Accessibility Planning

Category 1: Embedded Support Tools of Kite
<ul style="list-style-type: none"><input type="checkbox"/> P13- Text to speech-spoken audio (synthetic text only, text & graphics or non-visual)<input type="checkbox"/> P22-Magnification (Zoom) (2 X to 5 X; size 22 font is default)<input type="checkbox"/> P28- Color contrast: allows invert, overlay or other choices of color
Category 2: Support Requires Additional Materials
<ul style="list-style-type: none"><input type="checkbox"/> P03-Braille paper booklet (uncontracted and delivered as a .brf file)<input type="checkbox"/> P23-Magnification (using external device such as a Smart Board)<input type="checkbox"/> P47-Alternate form-visual impairment<input type="checkbox"/> R05-Abacus<input type="checkbox"/> R11 -Alternate response options/assistive technology (Single switch, two switch) <p>Calculators and manipulatives are allowed on specific items.</p>
Category 3: Support Provided by Test Administrator
<ul style="list-style-type: none"><input type="checkbox"/> P14-Human read aloud<input type="checkbox"/> P24-Language translation<input type="checkbox"/> P50-Test presented through sign language, locally provided; including ELA reading passages<input type="checkbox"/> R04-Scribe<input type="checkbox"/> R11-Assistive technology<input type="checkbox"/> R24-Calculator <p>Timing/setting codes are available and allowable but not required since this is not a timed test. See time code T13 for Outside of traditional school setting (change in location such as home/hospital).</p>

Tools Not Available in DLM

IEP teams may be accustomed to seeing longer lists of supports than are provided in DLM, especially when they consider accommodations students with disabilities may need for the general education assessments. Because students participating in the *WVASA* also have significant cognitive disabilities, many of these accommodations are not appropriate for DLM.

- Sign language using human or avatar videos on screen is not provided. Fewer than 2,000 students who participate in DLM use ASL. Many students who sign use Signed Exact English or personalized sign systems.
- Tactile graphics are too complex and abstract for most students who are blind or have low vision with significant cognitive disabilities. Instead, DLM incorporates the use of objects for concrete representations of content.
- Masking and auditory background supports are not available to students taking the DLM.

Decisions about supports not available on the *WVASA* were made using results from more than 50,000 *First Contact Survey* responses, feedback from national experts on sensory impairments who also have expertise in this population of students, and lessons learned from test administration observation studies.

Selecting Allowable Tools

For most students, the effective use of the PNP options allows for appropriate access, so the assessment is a meaningful indicator of the student's knowledge and abilities. For a limited number of students, educators may need to provide additional supports to provide access for their students.

When additional supports to the assessment process are needed, educators should follow two general principles:

1. The student should be expected to respond independently.
2. Supports should be familiar to the student because they have been used during routine instruction.

The following table describes some common allowable supports for testlets delivered directly to the student via computer. Further guidance on the delivery of these supports is provided in the *Test Administration Manual*. Educators should use the two general principles above and specific examples of allowable and non-allowable supports when planning test sessions for a student who needs additional supports.

Allowable Tools

Accessibility Issue	Allowable Support
The student has limited experience with motor skills for, and/or devices for interacting directly with the computer.	The test administrator may navigate the screens. The student may indicate answer choices to the educator and the educator may enter the responses on behalf of the student. The test administrator may only repeat the question as written until the student makes a choice.

Accessibility Issue	Allowable Support
The student is blind or has low vision and typically reads braille.	Until braille forms become available, the test administrator may read aloud using the tool available in Kite (synthetic) or human read aloud. The test administrator may use objects in place of graphics. Descriptions of graphics may be provided through synthetic read aloud or human read aloud using scripted descriptions. Once braille forms become available, further instructions will be provided on how to access those forms.
The student has a severe visual impairment and needs larger presentation of content than the 5x magnification setting provides.	The test administrator may use an interactive whiteboard or projector, or a magnification device. For familiar texts in ELA assessments, the test administrator may retrieve the texts from the DLM bookshelf in the Tar Heel Readers library and print the texts in the size the student needs.
The student uses sign language to communicate and has limited proficiency in reading text.	The test administrator may sign the text, spelling unfamiliar words and adapting or interpreting the language as needed based on the signs familiar to the student.
The student uses eye gaze to communicate.	The test administrator may represent the answer options in an alternate format or layout and enter the student's response.
The student needs special equipment for positioning (e.g., slant board) or non-computerized materials (e.g., Velcro objects on a board) to respond to questions.	The test administrator may use the equipment and materials familiar to the student. The student should still interact with the content on the screen, but the educator may navigate and enter answers the student has demonstrated outside the system.
The student uses graphic organizers, manipulatives, or other tools to complete academic work.	The test administrator may use the equipment and materials familiar to the student. The student should still interact with the content on the screen, but the educator may navigate and enter answers the student has demonstrated outside the system.

Not Allowed

The following tools **are not allowed**:

- Repeating the question again, even after the student has selected a response, to prompt the student to choose a different answer
- Using physical prompts or hand-over-hand guidance
- Removing answer options or giving content hints
- Using symbols, pictures, word or picture banks to represent answer options that appear as text in the testlet
- Modifying the content of a performance task in a computer-administered testlet to help the student arrive at the correct response

Information about delivering supports is provided in the Test Administration Manual. Additional tools not listed in this guide must be requested and educators may be asked to describe these supports to the district test coordinator to determine whether a special accommodations request is warranted.

Additional resources for test administrators, assessment coordinators, data coordinators, and technical liaisons are available on the DLM website under Assessments | Operational Testing. Resources include required test administration materials such as the *Test Administration Manual* that provide additional information on assessing students who require braille, sign, and language translations. Step-by-step instructions on how to access the practice activities, released testlets, and teacher required training are available on the state webpage at <http://dynamiclearningmaps.org/westvirginia>.

Non-Defined Accommodation(s) Requests

IEP teams, Section 504 committees, and EL committees may request permission to use accommodations other than those included in this manual. Such requests should be received by the Office of Assessment no later than four (4) weeks prior to the testing window.

The request must come from the district test coordinator, district special education director, or Title III coordinator. The following information must be included in the request:

- Student's name, West Virginia Education Information System (WVEIS) number, school, and district
- Specific requested accommodation(s)
- Rationale for the request provided by the IEP team, Section 504 committee, or EL committee
- Verification the student receives the accommodation(s) on a regular basis during classroom instruction and classroom assessment, and is familiar with the accommodation(s)
- Impact on student's assessment results if the student is not permitted to use the requested accommodation(s)
- Send written requests at least 4 weeks prior to the assessment to:

Office of Assessment
West Virginia Department of Education
Building 6, Suite 243
1900 Kanawha Boulevard East
Charleston, WV 25305-0330

These requests can also be emailed to Sonja Phillips at Sonja.phillips@k12.wv.us and your district test coordinator.

Upon completion of the review of the request, the district test coordinator and/or the district Title III coordinator (EL students only) will be notified of the review committee's decision.

Please see [Appendix AA. Request for Unique Accommodations](#) for the appropriate form and signatures to submit.

WVASA Accessibility Tools Practice

Screenshots and instructions on how to access the practice activities in Kite and released testlets and are found starting on page 94 of the [Test Administration Manual](#) which is available on the state webpage at <http://dynamiclearningmaps.org/westvirginia>.

The following table is a listing of demo student accounts to allow the student and teacher viewing of the accessibility tools in the testing environment.

Table 1: Released testlet logins

Name	Password	PNP Profile Supports Turned On
demo.sue.29	wall3	None*
demo.sue.28	sand3	Spoken Audio: Voice source = synthetic, Read at start = false, Spoken preference = text and graphics, Audio for directions only = false Contrast Color: Green text on white background
demo.sue.30	swept	Switch: scan speed = 4 seconds, auto scan = manual override, auto repeat scan frequency = infinity**
demo.sue.31	topic	2x magnification
demo.sue.33	void7	4x magnification and reverse contrast
demo.sue.34	nine7	Color overlay (green)
demo.sue.35	jar71	Switch: scan speed = 5 seconds, initial delay = 5 seconds, auto repeat scan frequency = 2**
demo.sue.36	stop3	Spoken Audio: voice source = synthetic, read at start = false, spoken preference = NonVisual, audio for directions only = false
demo.sue.37	after	5x magnification

Released testlets are available for ELA reading, mathematics, science, and practice activities. Demo.sue29 is also available for ELA writing and science.

* No special settings are required for two-switch users. Use Tab to navigate and Enter to select.

** Two-switch users may use any of the above demo logins except demo.sue30 and demo.sue35 because those two logins are designated especially for practice for single-switch scanning users.

Section V. Guidelines for Supporting and Accommodating English Learner (EL) Students

Section V. Guidelines for Supporting and Accommodating English Learner (EL) Students

An English learner student is defined in two West Virginia Board of Education (WVBE) policies: Policy 2340, West Virginia Measures of Academic Progress (WV-MAP); and Policy 2417, Regulations and English Language Proficiency Standards for English Learners. These policies are based on the federal government definition as described in Public Law 107-110, the Elementary and Secondary Education Act (ESEA).

According to this definition, a student with limited English proficiency is classified as one:

- who
 - is age 3 through 21;
 - is enrolled or preparing to enroll in an elementary school or secondary school; and
 - was not born in the United States;
- whose native language is a language other than English;
- who is an American Indian or Alaska Native or a native resident of outlying areas;
- who comes from an environment where a language other than English has had a significant impact on the individual's level of English language proficiency;
- who is migratory, whose native language is a language other than English and who comes from an environment where a language other than English is primary; or
- whose difficulties speaking, reading, writing, or understanding the English language are significant enough to deny the individual
 - the ability to meet the state's proficiency level of achievement on state assessments;
 - the ability to achieve successfully in classrooms where the language of instruction is English;
 - or
 - the opportunity to participate fully in society.

Federal Inclusion Requirements for English Learner Students

Federal provisions for inclusion and accommodation of English learner students were first required in the 1994 reauthorization of ESEA, The Improving America's Schools Act of 1994 (IASA) and then updated in 2001 in NCLB.

According to a guidance document from the U. S. Department of Education (2007, p. 3), Under Title I of ESEA, states must include English learner students in their assessments of academic achievement in reading/language arts and mathematics, and must provide English learner students with appropriate accommodations including, to the extent practicable, assessments in the language and form most likely to yield accurate data on what English learner students know and can do in the academic content areas until they have achieved English language proficiency.

West Virginia Inclusion Requirements for English Learner Students

All ELs participate in WV-MAP at the grade level in which they are enrolled. English learners with disabilities have an Individualized Education Program (IEP) or a Section 504 Plan for English learners with disabilities, it is recommended IEP and Section 504 committees include an English learner specialist.

The Role of the EL Committee in Assigning Accommodations

The provision of testing language supports is one of the primary strategies for increasing the likelihood English learners are tested on their knowledge of the content rather than their proficiency in English. Effective tools for EL students address the unique linguistic and sociocultural needs of the student by reducing construct-irrelevant variance due to language, without altering the test construct. Decisions about supports should not be made by an individual. Decisions should be made by the EL committee responsible for planning the student's academic program. The role of the EL committee is to discuss the language supports a student may need for state testing, decide which tools will be offered to the student, and document the process. The committee should coordinate with all teachers of English learners to ensure these students use the language supports as part of classroom instruction. The day of the assessment should not be the first time an EL student uses the language support(s) called for in his or her EL plan.

What Are Accommodations?

Accommodations are changes in procedures or materials that increase equitable access during the *ELPA21* assessments and generate valid assessment results for students who need them.

Accommodations are for students for whom there is documentation of need on an IEP or Section 504 accommodation plan so these students show what they know and can do on the *ELPA21* assessments.

Who Makes Decisions About Accommodations for EL students with IEP/504 Plans?

IEP teams and educators for Section 504 plans make decisions about accommodations. For ELs with disabilities, these teams should include an expert in the area of English language acquisition. These decision makers provide evidence of the need for accommodations and ensure they are noted on the IEP or Section 504 plan. Decision makers are responsible for entering information on accessibility tools and accommodations for *ELPA21* from the IEP/Section 504 plan into the PNP so all needed tools and accommodations can be activated prior to testing. This can be accomplished by identifying one person (for example, a team member or a test coordinator who will follow the state's security guidelines) to enter information into the PNP prior to testing.

Step One —Select appropriate accommodations

When making decisions about supports, the EL committee should consider the student's level of proficiency in both English and his or her native language, asking themselves the following three questions:

Question 1. *What is the student's English language proficiency level according to ELP assessment?*

Is it *Level 1*, *Level 2*, *Level 3*, *Level 4*, or *Level 5* for a particular domain?

Question 2. *Can the student read or write proficiently in his or her native language?*

Research indicates native language supports can validly support English learner's access to an assessment offered in English (Acosta, Rivera, & Willner, 2008). Even if bilingual instruction is not a part of the student's EL plan, the EL committees should consider the role of the native language when determining English-as-a-second-language (ESL) services. Baseline information—for example, writing samples the student produced during the initial language proficiency placement and identification process, or in the classroom—can be obtained to indicate whether the student has any proficiency in reading and writing his or her native language. The EL committee should use this information about the student's native language literacy to determine whether supports, such as use of a bilingual word-to-word dictionary or an electronic translator, would be helpful to the student during instruction and assessment.

Basic guidelines include the following three native language proficiency categories:

- *Strong* native language proficiency—The student can speak and read proficiently in his or her native language.
- *Intermediate* native language proficiency—The student has strong native language oral skills but limited native language reading skills.
- *Limited* native language proficiency—The student has limited native language speaking and reading skills

In summary, the EL committee identifies both the student’s English and native language proficiency levels to select the supports that have been identified as best for supporting EL students.

Question 3. How might you increase the likelihood the supports will be used effectively during the assessment?

Research indicates there are a number of student background factors that can help ensure the usefulness of supports to the student. Grade or age, time in U.S. schools, and affective needs may all impact the student’s ability to use language supports. For example, older students sometimes refuse accommodations due to the embarrassment of receiving additional support in front of classmates. Students who have just arrived in the U.S. need to gain familiarity with U.S. testing practices and expectations. Anxiety can raise an English learner’s affective filter and impact test performance. To ease these barriers consider taking the following approaches:

- Include the student in the process of assigning supports to ensure use of the support and student understanding of its use.
- If the student is unfamiliar with standardized testing, provide test preparation activities prior to the assessment. Offer opportunities to use the supports(s) available to the student prior to the assessment, during classroom instruction and assessment.
- When appropriate, administer tests in special settings with specialized personnel, in small groups or individually.

Step Two - Document the reasons for supports selected

After assigning supports by category (Step One), be sure to consider other student background characteristics such as (a) time in the United States, (b) student’s affective needs, (c) student’s academic capacity, (d) age and maturity, (e) sociocultural background, and (f) transitory or migrant status.

In the documentation, the committee must articulate the reasons for differentiating support for this student by providing answers to the following questions:

1. What does this individual student need to show us what he or she really knows?
2. If provided, will the support change what the test is trying to measure?
3. If appropriate, has the student had prior experience using this support?

Step Three – Submit EL assessment participation form

Document the support(s) selected in the student’s EL Personal Needs Profile Form included in this document. Review administrative directions or requirements that should be communicated to the school/district test coordinator or the person administering the test to the student. The supports selected on the EL Personal Needs Profile Form should be transferred to the WOW EL Screen in order for the students to access the assigned items on the actual assessment.

Providing Supports for the English Language Proficiency Assessment

Both Titles I and III of the Elementary and Secondary Education Act (ESEA) require states and local education agencies to assess annually the English language proficiency of all ELs in the state enrolled in public schools in Grades kindergarten through twelve in the domains of Speaking, Listening, Reading, and Writing (Sections 1111(b) (7) and 1123(b)(3)(D) of the ESEA).

West Virginia’s English Language Proficiency Assessment (*ELPA21*) provides a series of universal tools (available to all students) and supports (available for individual students that must be assigned to students in advance of the testing) that seek to enhance the accessibility of the assessment for English learners.

Universal tools are accessibility tools of the *ELPA21* that are either provided digitally through the assessment technology (embedded) or non-digitally at the local level (non-embedded). Universal tools are available to all students based on student preference and selection.

Table 1 lists the embedded universal tools available to all students for digitally delivered *ELPA21* assessments. It also includes a description of each tool. Although these tools are generally available to all students, educators may determine one or more might be distracting for a particular student, and thus might indicate the tool should be turned off for the administration of the assessment to the student.

Embedded Universal Tools for the *ELPA21*

Table 1. Embedded Universal Tools for the *ELPA21*

Table 1. Embedded Universal Tools for the <i>ELPA21</i>	
Available to All Students	Description
Amplification	The student raises or lowers the volume control, as needed, using headphones.
Answer choice eliminator	The student uses this tool to eliminate those answer choices that do not appear correct to the student.
Audio support	<p>The student uses this tool to hear pre-recorded audio of most tasks. With the exception of the text in drag-and-drop text and the text in a word bank, audio support is available for the following:</p> <p>Speaking – most tasks have audio support for most (but not all) components;</p> <p>Listening – all tasks have audio support for all components; all tasks can be replayed one additional time unless the student is assigned an unlimited replays accommodation;</p> <p>Writing – all tasks have audio support for all components except for inline editing tasks; and</p> <p>Reading – audio support is available only for read-along tasks and for all kindergarten tasks and items.</p>
Digital notepad	The student uses this tool as virtual scratch paper to make notes or record responses. The digital notepad is item-specific and is available through the end of each test domain. Notes are not saved when the student moves on to a different test domain or after a break of more than 20 minutes.

Table 1. Embedded Universal Tools for the *ELPA21*

Available to All Students	Description
Expandable passages	Each passage or stimulus can be expanded so it takes up a larger portion of the screen. Typically, the screen is split between the passage on the left and the questions on the right. This tool is accessed via a small arrow at the top left of the passage half of the screen the student may select to have the passage be expanded in order for it to be viewed on the whole screen.
Flag for review	The student is able to flag items for future review during the assessment. Markings are not saved when the student moves on to another test domain, or after pausing the test for more than 20 minutes.
Highlighter	The student uses this digital tool for marking desired text, items, or response options with the color yellow. Highlighted text remains available throughout the test.
Keyboard navigation	The student is able to navigate throughout test content by using a keyboard, e.g., arrow keys. This tool may differ depending on the testing platform.
Writing tools	The student uses writing tools to format and edit written responses, including cut and paste, copy, underline, italicize, bold, and undo/redo. These tools may differ depending on the testing platform.
Zoom (item-level)	The student can enlarge the size of text and graphics on a given screen. This tool allows students to view material in magnified form on an as-needed basis. The student may enlarge test content at least fourfold. The system allows magnifying tools to work in conjunction with other accessibility tools and accommodations.

Non-Embedded Universal Tools for the *ELPA21*

Some universal tools may need to be provided locally outside of the computer administration system. These tools are shown in Table 2. They can be made available to any student.

Table 2. Non-embedded Universal Tools for the *ELPA21*

Table 2. Non-embedded Universal Tools for the <i>ELPA21</i>	
Available to All Students	Description
Scratch paper	The student uses scratch paper or an individual erasable whiteboard to make notes or record responses. All scratch paper must be collected and securely destroyed at the end of each test domain to maintain test security. The student receives one sheet (or more as needed) of scratch paper. A marker, pen, or pencil should be provided as well. The student can use an assistive technology device to take notes instead of using scratch paper as long as the device is approved by the <i>ELPA21</i> consortium. Test administrators have to ensure all of the notes taken on an assistive technology device are deleted after the test.
Technological assistance with test navigation	Students in kindergarten through 12th grade without the necessary computer skills to participate in <i>ELPA21</i> may have a trained test administrator help with mouse point-and-click and drag-and-drop, onscreen tool/button navigation (i.e., back, next, submit, start/stop recording, play speaking recording), and keyboarding (Grades 2-12). The test administrator is allowed to assist only with the technology as indicated by the student and must never assist with actual answer responses. Choosing answers for a student is a test impropriety and will result in an invalid assessment.

Embedded Accommodations for EL Students

Accommodations for the *ELPA21* assessments are those tools (embedded and non-embedded) that are available for use by any student for whom the need has been indicated by an educator (or team of educators including the parent/guardian and student). Accommodations for EL students must be assigned to a student in advance of test administration by trained educators or teams using a consistent process. Table 3 shows the *ELPA21* accommodations for EL students. It includes a description of each tool along with recommendations for when a student might benefit from using the tool.

Table 3. Embedded Accommodations Identified in Advance for the *ELPA21*

Table 3. Embedded Accommodations Identified in Advance for the <i>ELPA21</i>		
Embedded Accommodation for EL Students	Description	Recommendations for Use
Answer masking (P37)	The student is able to block off answer choices.	Students with attention difficulties may need to mask answer choices that may be distracting during the assessment. This tool also may be needed by students with print disabilities (including learning disabilities) or visual impairments.
High color contrast (P28)	<p>The student is able to adjust the text color and screen background color based on the student's need. The color contrast options, in addition to the default black text on white background, include:</p> <ol style="list-style-type: none"> 1) black text on yellow background; 2) black text on light blue background; 3) black text on light pink background; 4) black text on green background; <p>and</p> <ol style="list-style-type: none"> 5) white text on black background. <p>Selection is made in the administration tool on the student screen.</p>	Students with attention difficulties may need this tool for viewing test content. It also may be needed by some students with visual impairments or other print disabilities (including learning disabilities). Choice of colors should be informed by evidence that specific text and background color combinations meet the student's needs.

Table 3. Embedded Accommodations Identified in Advance for the <i>ELPA21</i>		
Embedded Accommodation for EL Students	Description	Recommendations for Use
General masking (P37)	The student is able to block off content that is not of immediate need or that may be distracting. Masking allows students to hide and reveal individual answer options, as well as all navigational buttons and menus. The student is able to focus his/her attention on a specific part of a test item by masking.	Students with attention difficulties may need to mask content not of immediate need or that may be distracting during the assessment. This tool also may be needed by students with print disabilities (including learning disabilities) or visual impairments.
Line tracker (P44)	The student is able to use this tool as a guide when reading text.	Students with attention difficulties or reading disabilities may need assistance with tracking where they are reading.
Zoom (test-level) (P22)	The test platform is pre-set to be enlarged for the student before the test begins. The default size for the test is 75, 90, 100. Additional options include: 110, 125, 150, 200.	Students with visual impairments may need to increase the size of text and other item tools beyond the 4X zoom universal tool provided by the test platform. A larger computer screen may be needed for this tool to function effectively.

Non-Embedded Accommodations for students with EL plan

Some accommodations for students with EL plans may need to be provided outside of the digital-delivery system. These tools are shown in Table 4. They are to be provided locally for those students unable to use the embedded accommodations. These are identified in advance of testing.

Table 4. Non-Embedded Accommodations for students with EL plan for the ELPA21

Table 4. Non-Embedded Accommodations for students with EL plan for the ELPA21		
Non-Embedded Accommodations for EL Students	Description	Recommendations for Use
Color overlay (P39)	The student is able to overlay a semitransparent color onto paper-based test content.	This tool only works with black text on white background.
Magnification device (P23)	The student adjusts the size of specific areas of the screen (e.g., text, formulas, tables, and graphics) with an assistive technology device. Magnification increases the size beyond the zoom.	Students with visual impairments may need to increase the size of text and other tools beyond the 4X zoom.
Native language translation of directions (P30)	Translation of general test directions (not item prompts or questions) is a language support available to students prior to starting the actual test. Test directions can be provided either by being read aloud or signed by a test administrator who is fluent in the language. Translations may be provided by a human or the test platform.	Students who have limited English language skills can use the translated directions tool.
Directions presented through certified sign language (P16)	Translated directions are written posted PDF documents in the administration area of the system. Translated directions are available only for <i>SAT School Day</i> .	
Noise buffer (P42)	The student uses noise buffers to minimize distraction or filter external noise during testing. Noise buffer must allow the student to hear listening items.	Students who are distracted by external noises within the testing environment may need noise buffers (e.g., mufflers, student spacing).
Human read aloud - excluding ELA reading passages (P02)	The student has test content that is provided by an audio file in a computer-based test, read by a qualified human reader.	Students who use the paper-and-pencil version of the test can have the same test content read aloud that is supported through audio in a computer-based version. Except for the text in drag-and-drop text and the text in a word bank,

Table 4. Non-Embedded Accommodations for students with EL plan for the *ELPA21*

Non-Embedded Accommodations for EL Students	Description	Recommendations for Use
		<p>audio support is available for the following:</p> <p>Speaking – all tasks have audio support for all components;</p> <p>Listening – all tasks have audio support for all components;</p> <p>Writing – all tasks have audio support for all components except for inline editing tasks; and</p> <p>Reading – audio support is available only for read-along tasks and for all kindergarten tasks and items.</p> <p>If a human reader is selected, that person must have appropriate experience providing read aloud support and must sign a document verifying adherence to state policy or practice to ensure test security and ethical practices.</p>
<p>Separate setting - student reads test aloud - T10.</p> <p><i>** Please note T10 represents separate setting. This support should be selected in order for a student to read the test aloud.</i></p>	<p>The student reads the test content aloud. This tool must be administered in a one-on-one test setting.</p>	<p>Students who are beginning readers may need to hear themselves read in order to comprehend text. Students who tend to rush through assessments and not read text fully may need to read the test aloud.</p>

Embedded Accommodations for EL students with an IEP or Section 504 Plan

Table 5 lists the embedded accommodations available for the *ELPA21* for those students for whom the accommodations are identified on an IEP or Section 504 plan. The table includes a description of each accommodation along with recommendations for when the accommodation might be needed and how it can be used.

Table 5. Embedded Accommodations Available with an IEP or Section 504 Plan for the *ELPA21*

Table 5. Embedded Accommodations Available with an IEP or 504 Plan for the <i>ELPA21</i>		
Embedded Accommodations Available with an IEP or Section 504 Plan	Description	Recommendations for Use
Unlimited re-recordings (R22)	The student is able to rerecord answers in the speaking domain an unlimited number of times.	Students whose disabilities who need multiple opportunity to record their answers (as available in the non-accommodated version of the test).
Unlimited replays (P45)	The student is able to replay items in the listening domain an unlimited number of times.	Students whose disabilities preclude them from being able to respond to a listening item on the first or second attempt (as available in the non-accommodated version of the test) may need to replay items multiple times.

Non-Embedded Accommodations for EL students with an IEP or Section 504 Plan

Table 6 shows the *ELPA21* non-embedded accommodations. The table includes a description of each accommodation, along with recommendations for when the accommodation might be needed and how it can be used.

Table 6. Non-Embedded Accommodations Available with an IEP or Section 504 Plan for the *ELPA21*

Table 6. Non-Embedded Accommodations Available with an IEP or Section 504 Plan for the <i>ELPA21</i>		
Non-Embedded Accommodations Available with an IEP or Section 504 Plan	Description	Recommendations for Use
Assistive technology (R11)	The student is able to use assistive technology. For example, typing on customized keyboards, assistance with a mouse, mouth or head stick or other pointing devices, sticky keys, touch screen, trackball, or voice recognition.	Students who have difficulty manipulating a mouse or standard keyboard may need an alternative device.

Table 6. Non-Embedded Accommodations Available with an IEP or Section 504 Plan for the *ELPA21*

Non-Embedded Accommodations Available with an IEP or Section 504 Plan	Description	Recommendations for Use
Braille paper test booklet (P03)	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, thermoform, or refreshable braille). Both contracted and uncontracted braille (English Braille, American Edition) are available; Unified English Braille is the WVDE default version.	Students who are blind or have low vision may read text via braille. Tactile overlays and graphics also may be used to assist the student in accessing content through touch. The use of this accommodation may result in the student needing additional overall time to complete the assessment.
Large print paper test (P19)	A large print form of the test that is provided to the student with a visual impairment. The font size for the large print form is 18 point on paper sized 11 x 17.	Students with visual impairments who may not be able to use zoom or magnifying devices to access the test and may need a large print version of the form.
Scribe (R04)	The student dictates her/his responses to an experienced educator who records verbatim what the student dictates.	<p>Students who have documented significant motor or language processing difficulties, or who have had a recent injury (such as a broken hand or arm) that makes it difficult to produce responses may need to dictate their responses to a human, who then records the students' responses verbatim either in the test platform or on paper.</p> <p>Students using this accommodation may need additional time to complete the assessment. For these students, dictating to a scribe is the only way to demonstrate their composition skills.</p>

Providing Supports for the *WVGSA Grades 3-8* and the *SAT School Day*

Please refer to the *WVGSA Grades 3-8* and the *SAT School Day* sections for details related to universal tools and accommodations that are available for English learners.

Providing Supports for ELs with an IEP or Section 504 Plan

Please refer to the accommodating students with disabilities section for details related to providing accommodations for English learners with disabilities.

Non-Defined Accommodation(s) Requests

IEP teams, Section 504 committees, and EL committees may request permission to use accommodations other than those included in this manual. Such requests should be received by the Office of Assessment no later than four (4) weeks prior to the testing window.

The request must come from the district test coordinator, district special education director, or Title III coordinator. The following information must be included in the request:

- Student's name, West Virginia Education Information System (WVEIS) number, school, and district
- Specific requested accommodation(s)
- Rationale for the request provided by the IEP team, Section 504 committee, or EL committee
- Verification the student receives the accommodation(s) on a regular basis during classroom instruction and classroom assessment, and is familiar with the accommodation(s)
- Impact on student's assessment results if the student is not permitted to use the requested accommodation(s)
- Send written requests at least 4 weeks prior to the assessment to:

Office of Assessment
West Virginia Department of Education
Building 6, Suite 243
1900 Kanawha Boulevard East
Charleston, WV 25305-0330

These requests can also be emailed to Sonja Phillips at Sonja.phillips@k12.wv.us and your District Test Coordinator.

Upon completion of the review of the request, the district test coordinator and/or the district Title III coordinator (EL students only) will be notified of the review committee's decision.

Please see [Appendix AA. Non-Defined Accommodation\(s\) Requests](#) for the appropriate form and signatures to submit.

Section VI.

*West Virginia General
Summative Assessment,
Grades 3-8*

Section VI. *West Virginia General Summative Assessment, Grades 3-8*

Overview

The *WVGSA Grades 3-8* 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.

Student scores in mathematics and English language arts are based on test questions aligned to WVCCRS. The ELA and mathematics assessments include technology-enhanced items and constructed response items.

Student scores in science are based on test questions that have been developed and aligned to the Next Generation Content Standards and Objectives for Science in West Virginia Schools. The science assessment is a grade band test based on a matrix design and includes item cluster and standalone items.

Students enrolled in Grades 3 through 8 shall participate in the *WVGSA Grades 3-8* at the grade level in which they are enrolled, unless they have been made eligible for the *WVASA* ([See Section IV](#)).

All content area assessments are delivered on the same computer platform. 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 of the *WVGSA Grades 3-8*. Results of the tests will be used by educators to improve student learning and performance.

Universal tools are available to all students based on student preference and selection. Please [review this section on Universal Tools](#).

Accommodations are changes in procedures or materials that increase equitable access during the assessments by generating valid assessment results for students who need them and allowing these students the opportunity to show what they know and can do.

Accommodations for the *WVGSA Grades 3-8* differ for each content area assessment. It is important to be aware of and understand these differences to ensure the needs of all students are being met and the proper accommodations are selected and provided both in terms of instruction and assessment. Universal tools and accommodations may be either embedded in the test administration system or provided locally (non-embedded).

Accommodations - Available to Students with a Plan for WVGSA Grades 3-8

Accommodations are changes in procedures or materials that increase equitable access during the assessments. In addition, some students with disabilities will need *accommodations*, which must be specified in an IEP or Section 504 plan. **All embedded accommodations must be identified and activated prior to testing.** Accommodations do not alter what the test measures or how the test is scored or reported. Allowable accommodations are listed below.

Accommodations are those tools that are available for use by any student for whom the need has been documented on a plan by a team of educators with parent/guardian and student. This would include IEP teams, Section 504 committees, and EL committees. Embedded and non-embedded accommodations must be entered into the Online IEP. Once the Online IEP is finalized, the accommodations appear in WVEIS and are displayed for verification in the *Accommodations 14 Application* on WOW.

Any **non-embedded accommodation** must be identified and activated prior to testing and must be provided locally during test administration.

Who Makes Decisions About Accommodations for Students with an IEP or a Section 504 Plan?

IEP teams and educators for 504 plans make decisions about accommodations. These decision makers provide evidence of the need for accommodations and ensure they are noted on the IEP or Section 504 plan.

Table A: Embedded Accommodations for WVGSA Grades 3-8

Table A: Embedded Accommodations for WVGSA Grades 3-8			
Code	Embedded Accommodations WVGSA Grades 3-8	Description	Recommendations for Use
P01	Text-to-speech, excluding ELA reading passages <i>(for mathematics stimuli items and ELA items, not for reading passages)</i>	Text is read aloud to the student via embedded text-to-speech technology. The student can control the speed as well as raise or lower the volume of the voice via a volume control. Read P01 for further guidance	Students who are struggling readers may need assistance accessing the assessment by having all or portions of the assessment read aloud. This accommodation also may be needed by students who are blind or have low vision and do not yet have adequate braille skills. This accommodation will likely be confusing and may impede the performance of students who do not regularly have the accommodation during instruction. Students who use text-to-speech will need headphones unless tested individually in a separate setting.

Table A: Embedded Accommodations for WVGSAs Grades 3-8

Code	Embedded Accommodations WVGSAs Grades 3-8	Description	Recommendations for Use
<p>P03 (do not pair with P17 or P35)</p> <p>P17</p> <p>P35</p>	<p>Braille:</p> <p>Contracted braille fixed form</p> <p>Refreshable or embosser using embedded technologies</p> <p>Non-contracted braille, fixed form via computer; with paper booklet for tactile graphics (mathematics only)</p>	<p>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 is available; Nemeth code is available for mathematics.</p>	<p>Students with visual impairments may read text via braille. Tactile overlays and graphics also may be used to assist the student in accessing content through touch. Refreshable braille is available only for ELA because Nemeth Code is not available via refreshable braille.</p> <p><i>For mathematics, braille will be presented via embosser; embosser-created braille can be used for ELA also.</i></p> <p>The type of braille presented to the student (contracted or non-contracted) is set in TIDE. The default is always contracted. The use of this accommodation may result in the student needing additional overall time to complete the assessment.</p>
<p>P13</p>	<p>Text-to-speech, including ELA reading passages</p>	<p>Text is read aloud to the student via embedded text-to-speech technology. The student is able to control the speed as well as raise or lower the volume of the voice via a volume control.</p>	<p>Text-to-speech is available as an accommodation for students whose need is documented in an IEP or Section 504 plan. Students who use text-to-speech will need headphones unless tested individually in a separate setting. Read P13 for further guidance.</p>
<p>P28</p>	<p>Color contrast</p>	<p>Enable students to adjust screen background or font color, based on student needs or preferences. This may include reversing the colors for the entire interface or choosing the color of font and background.</p>	<p>Students with attention difficulties may need this accommodation for viewing test content. It also may be needed by some students with visual impairments or other print disabilities (including learning disabilities). Choice of colors should be informed by evidence that color selections meet the student’s needs.</p>
<p>P32</p>	<p>Translations (Spanish-only; stacked-style for mathematics; toggle-style is available for science items)</p>	<p>Stacked translations are a language accommodation. Stacked translations are available for some students; stacked translations provide the full translation of each test item above the original item in English.</p>	<p>For students whose primary language is not English and who use dual language supports in the classroom, use of the stacked (dual language) translation may be appropriate. Students participate in the assessment regardless of the language. This accommodation will increase reading load and cognitive load. The use of this accommodation may result in the student needing additional overall time.</p>

Table A: Embedded Accommodations for WVGSA Grades 3-8

Code	Embedded Accommodations WVGSA Grades 3-8	Description	Recommendations for Use
P34	American Sign Language (ASL) <i>(for ELA Listening items and mathematics items)</i>	Test content is interpreted into ASL video. ASL human signer and the signed test content are viewed on the same screen. Students may view portions of the ASL video as often as needed.	Some students who have hearing loss and who typically use ASL may need this accommodation when accessing text-based content in the assessment. The use of this accommodation may result in the student needing additional overall time to complete the assessment. For many students who have hearing loss, viewing signs is the only way to access information presented orally. It is important to note, however, some students who have hearing loss will be able to listen to information presented orally if provided with appropriate amplification and a setting in which extraneous sounds do not interfere with clear presentation of the audio presentation in a listening test.
P36	Closed captioning <i>(for ELA Listening items)</i>	Printed text that appears on the computer screen as audio materials are presented.	Students access audio content via reading words that appear in synchrony with the audio presentation. For many students who have hearing loss, viewing words (sometimes in combination with reading lips and ASL) is how they access information presented orally. It is important to note, however, some students have hearing loss will be able to listen to information presented orally if provided with appropriate amplification and a setting in which extraneous sounds do not interfere with clear presentation of the audio presentation in a listening test.
P37	Masking	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.	Students with attention difficulties may need to mask content not of immediate need or that may be distracting during the assessment. This accommodation also may be needed by students with print disabilities (including learning disabilities) or visual impairments. Masking allows students to hide and reveal individual answer options, as well as all navigational buttons and menus.
P43	Streamline	This accommodation provides a streamlined interface of the test in an alternate, simplified format in which the items are displayed below the stimuli.	This accommodation may benefit a small number of students who have specific learning and/or reading disabilities in which the text is presented in a more sequential format.

Table B: Non-Embedded Accommodations for WVGSA Grades 3-8

Table B: Non-Embedded Accommodations for WVGSA Grades 3-8			
Code	Non-Embedded Accommodations WVGSA Grades 3-8	Description	Recommendations for Use
P02	Read aloud, excluding ELA reading passages (for mathematics items and ELA items, not for reading passages)	Text is read aloud to the student by a trained and qualified human reader who follows the administration guidelines. All the content may be read aloud <u>except ELA reading passages</u> . See Read aloud protocol in Appendix L .	Students who are struggling readers may need assistance accessing the assessment by having all or portions of the assessment read aloud. This accommodation also may be needed by students who are blind or have low vision and do not yet have adequate braille skills. If not used regularly during instruction, this accommodation is likely to be confusing and may impede the performance on assessments. Readers should be provided to students on an individual basis – not to a group of students. A student should have the option of asking a reader to slow down or repeat text. The use of this accommodation may result in the student needing additional overall time to complete the assessment.
P06	Have test presented through sign language; excluding ELA passages	For students who have hearing loss and use sign as their primary mode of communication.	Locally provided interpreters, certified (in accordance with Policy 5202), are allowed – <i>in lieu of the embedded ASL videos</i> when IEP documentation indicates ASL is not the student’s primary language or for EL.
P14	Read aloud (for ELA reading passages, all grades)	Text is read aloud to the student by a trained and qualified human reader who follows the test administration and read aloud guidelines. All or portions of the content may be read aloud. Read P14 for further guidance .	Read aloud is available as an accommodation for students whose need is documented in an IEP or Section 504 plan. A student should have the option of asking a reader to slow down or repeat text. The use of this accommodation may result in the student needing additional time to complete the assessment and/or the use of a separate setting. Readers should be provided to students on an <i>individual basis</i> – not to a group of students.
P15	Item specific directions read aloud	A trained examiner reads aloud, verbatim, the item directions contained within the test.	Students who are struggling readers may need assistance accessing the assessment. Having a human reader for item specific test directions may assist students in accessing the assessment.
P18	Simplified test directions	The test administrator simplifies or paraphrases the test directions found in the test administration manual according to the Simplified Test Directions guidelines.	Students who need additional support understanding the test directions may benefit from this resource. This accommodation may require testing in a separate setting to avoid distracting other test takers.
P19	Large print paper test	The student uses a large print paper version of the assessment.	For a student who needs a large print paper pencil version of the assessment due to a vision impairment.

Table B: Non-Embedded Accommodations for *WVGSA Grades 3-8*

Code	Non-Embedded Accommodations <i>WVGSA Grades 3-8</i>	Description	Recommendations for Use
P21	Screen-reading software	The size of font and or specific areas of the screen (e.g., text, formulas, tables, graphics, and navigation buttons) may be adjusted by the student. Screen-enlarging software may involve the use of enlarged computer monitors or computers with screen-enlargement programs. Some students use closed-circuit television to enlarge print and display printed material with various image enhancements on a screen.	For students with vision impairment and for whom computer screen adjustment is the typical mode of navigating and accessing onscreen written material.
P22	Enlarge test on computer screen	Test (text and graphics) is presented with larger fonts.	Students with vision impairments who are accustomed to this accommodation in order to interact with material.
P23	Magnification	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. Magnification allows increasing the size to a level not provided for by the Zoom universal tool.	Students used to viewing enlarged text or graphics, or navigation buttons may need magnification to comfortably view content. This accommodation also may meet the needs of students with visual impairments and other print disabilities. The use of this accommodation may result in the student needing additional overall time to complete the assessment.
P27	Approved bilingual/dual language word-to-word dictionary, for directions only	A bilingual/dual language word-to-word/word-to-sign dictionary is a language support. A bilingual/dual language word-to-word dictionary can be provided for the <u>directions only</u> on all portions of <i>WVGSA Grades 3-8</i> .	For students whose primary language is not English and who use dual language supports in the classroom, use of a bilingual/dual language word-to-word dictionary may be appropriate. Students participate in the assessment regardless of the language. The use of this accommodation may result in the student needing additional overall time to complete the assessment.

Table B: Non-Embedded Accommodations for WVGSAs Grades 3-8

Code	Non-Embedded Accommodations <i>WVGSAs Grades 3-8</i>	Description	Recommendations for Use
P30	Translated test directions	Bilingual adult can read to student.	Students who have limited English language skills (whether or not designated as ELs or ELs with disabilities) can use the translated test direction if a biliterate adult trained in test administration can read the test directions to the student. The use of this accommodation may result in the student needing additional overall time to complete the assessment.
P38	Color contrast	Test content of online items may be printed with different colors.	Students with attention difficulties may need this accommodation for viewing the test when digitally-provided color contrasts do not meet their needs. Some students with visual impairments or other print disabilities (including learning disabilities) also may need this accommodation. Choice of colors should be informed by evidence of those colors that meet the student's needs.
P39	Color overlays	Color transparencies are placed over a paper-based assessment.	Students with attention difficulties may need this accommodation to view test content. This accommodation also may be needed by some students with visual impairments or other print disabilities (including learning disabilities). Choice of color should be informed by evidence of those colors that meet the student's needs.
P40	Print on demand	Paper copies of either passages/stimuli and/or items are printed for students. For those students needing a paper copy of a passage or stimulus, permission for the students to request printing must first be set in TIDE. For those students needing a paper copy of one or more items, the state's help desk must be contacted by the school or district coordinator to have the accommodation set for the student.	Some students with disabilities may need paper copies of either passages/stimuli and/or items. A very small percentage of students should need this accommodation. The use of this accommodation may result in the student needing additional time to complete the assessment.
P42	Noise buffers	Ear mufflers, white noise, and/or other equipment used to block external sounds.	Student (not groups of students) wears equipment to reduce environmental noises. Students who use noise buffers will need headphones unless tested individually in a separate setting.

Table B: Non-Embedded Accommodations for WVGSA Grades 3-8

Code	Non-Embedded Accommodations <i>WVGSA Grades 3-8</i>	Description	Recommendations for Use
P46	Read aloud Spanish <i>(for mathematics and science, all grades)</i>	Spanish text is read aloud to the student by a trained and qualified human reader who follows the administration and read aloud guidelines. All or portions of the content may be read aloud.	Students receiving the Translations (stacked) accommodation and who are struggling readers may need assistance accessing the assessment by having all or portions of the assessment read aloud. This accommodation also may be needed by students with reading-related disabilities. If not used regularly during instruction, this accommodation is likely to be confusing and may impede the performance on assessments. A student should have the option of asking a reader to slow down or repeat text. The use of this accommodation may result in the student needing additional overall time to complete the assessment and/or the use of a separate setting.
P50	Test presented through sign language, locally provided; including ELA reading passages	For students who have hearing loss and use sign as their primary mode of communication.	Locally provided interpreters, certified in accordance with Policy 5202 are allowed – in lieu of the ASL videos (<i>WVGSA Grades 3-8</i> has ASL videos) when IEP documentation indicates ASL is not the student’s primary language or for EL students.

Table B: Non-Embedded Accommodations for *WVGS A Grades 3-8*

Code	Non-Embedded Accommodations <i>WVGS A Grades 3-8</i>	Description	Recommendations for Use
R03	Braille writer or tactile to respond	Student uses a braille, which is a braille keyboard used for typing braille that can then be printed in standard print or braille (embosser). The braille is similar to a typewriter or computer keyboard. Paper is inserted into the braille, and multiple keys are pressed at once, creating braille dots with each press.	This accommodation is for students who are blind or have low vision and who respond in braille. Student responses must be transcribed using the DEI. Use in conjunction with R04.
R04	Scribe	Students dictate their responses to a human who records verbatim what they dictate. The scribe must be trained and qualified and must follow the test administration guidelines.	Students who have documented significant motor or processing difficulties that makes it difficult to produce responses may need to dictate their responses to a human, who then records the students' responses verbatim. The use of this accommodation may result in the student needing overall additional time. For many of these students, dictating to a human scribe is the only way to demonstrate their composition skills. Students should be able to develop planning notes via the human scribe, and to view what they produce while composing via dictation to the scribe.
R05	Abacus	This tool may be used in place of scratch paper for students who typically use an abacus.	Some students with visual impairments who typically use an abacus may use an abacus in place of using scratch paper.
R11	Alternate response options	Alternate response options include but are not limited to adapted keyboards, large keyboards, StickyKeys, MouseKeys, FilterKeys, adapted mouse, touch screen, head wand, and switches.	Students with some physical disabilities (including both fine motor and gross motor skills) may need to use the alternate response options accommodation. Some alternate response options are external devices that must be plugged in and be compatible with the assessment delivery platform.

Table B: Non-Embedded Accommodations for *WVGSA Grades 3-8*

Code	Non-Embedded Accommodations <i>WVGSA Grades 3-8</i>	Description	Recommendations for Use
R15	Bilingual word-to-word glossary	<p>Bilingual word-to-word glossary are a language support.</p> <p>For the <i>WVGSA Grades 3-8</i>, utilize the glossary the student is accustomed to accessing for instruction.</p>	<p>Students who have limited English language skills can use the bilingual word-to-word glossary. The use of this accommodation may result in the student needing additional overall time to complete the assessment. Some students with disabilities may need paper copies of either passages/stimuli and/or items. A very small percentage of students should need this accommodation. The use of this accommodation may result in the student needing additional time to complete the assessment. Refer to English Learners (Section V) of this document.</p>
R19	Calculator <i>(for calculator allowed items only, Grades 6-8)</i>	<p>A non-embedded calculator for students needing a special calculator, such as a braille calculator or a talking calculator, currently unavailable within the assessment platform.</p>	<p>Students with visual impairments who are unable to use the embedded calculator for calculator-allowed items will be able to use the calculator they typically use, such as a tactile calculator or a talking calculator. Test administrators should ensure the calculator is available only for designated calculator items.</p>
R20	Multiplication table <i>(Grades 4-8 mathematics items)</i>	<p>A paper-based single digit (1-9) multiplication table will be available for reference.</p>	<p>For students with a documented and persistent calculation disability (i.e., dyscalculia).</p>
R21	Speech-to-text	<p>Voice recognition allows students to use their voices as input devices to the computer, to dictate responses or give commands (e.g., opening application programs, pulling down menus, and saving work). Voice recognition software generally can recognize speech up to 160 words per minute. Students may use their own assistive technology devices.</p>	<p>Students who have motor or processing disabilities (such as dyslexia) or who have had a recent injury (such as a broken hand or arm) that make it difficult to produce text or commands using computer keys may need alternative ways to work with computers. Students will need to be familiar with the software and have had many opportunities to use it prior to testing. Speech-to-text software requires the student go back through all generated text to correct errors in transcription, including use of writing conventions; thus, prior experience with this accommodation is essential. If students use their own assistive technology devices, all assessment content should be deleted from these devices after the test for security purposes. For many of these students, using voice recognition software is the only way to demonstrate their composition skills. Still, use of speech-to-text does require students know writing conventions and they have the review and editing skills required of students who enter text via the computer keyboard. It is important students who use speech-to-text also be able to develop planning notes via speech-to-text, and to</p>

Table B: Non-Embedded Accommodations for WV GSA Grades 3-8

Code	Non-Embedded Accommodations WV GSA Grades 3-8	Description	Recommendations for Use
			view what they produce while composing via speech-to-text.
R23	100s number table	A paper-based table listing numbers from 1–100 for Grades 4-8 mathematics items.	The 100s number table is to be used for students with visual processing or spatial perception needs as documented in their IEP or Section 504 plan. The table can be printed for students requiring this accommodation. Use of other 100s number tables is prohibited.
T03	Extra breaks	Students are allowed to break halfway through longer sections and a break after every section.	Students who cannot concentrate continuously for an extended period or who become frustrated or stressed easily may need frequent or extended relaxation breaks. Students are not allowed to study for tests and must be monitored during breaks.
T07	Flexible scheduling (late start)	Students are scheduled to allow for the best conditions for their performance, and/or may be allowed to take the test during more than one sitting.	Students who have a schedule that allows for selecting the most appropriate time for concentration.
T09	Separate setting (small group)	Test location is altered so the student is tested in a setting different from that made available for most students.	Special seating arrangements for students who are easily distractible are provided within the classroom to improve focus.
T10	Separate setting (one-to-one)	Student will complete tests on an individualized basis while monitored entire testing session by qualified test personnel.	Students who are easily distracted (or may distract others) in the presence of other students, for example, may need an alternate location to be able to take the assessment. The separate setting may be in a different room that allows them to work on an individual basis. Changes in location are required for students who receive some accommodations (e.g., reader, scribe, or frequent breaks).

Table B: Non-Embedded Accommodations for *WVGSA Grades 3-8*

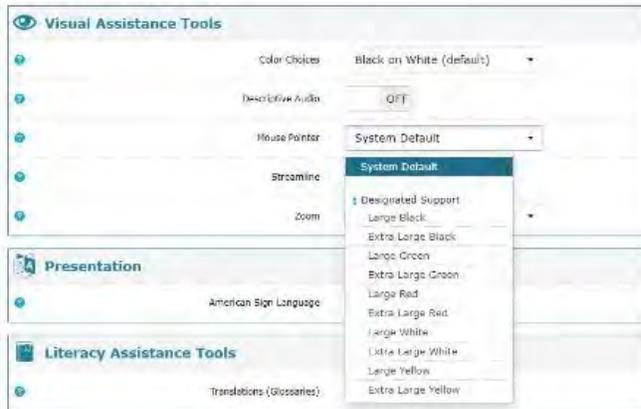
Code	Non-Embedded Accommodations <i>WVGSA Grades 3-8</i>	Description	Recommendations for Use
T11	Testing environment modifications	Changes in lighting, furniture, etc. are allowed to provide required environment.	<p>When the student benefits from modification to settings such as use of accommodated seating, special lighting, or furniture. Other modifications may include permission to move, stand or pace during assessment in a manner where others' work cannot be seen and is not distracting to others.</p> <p>Students with physical disabilities might need a more accessible location, specific room conditions, or special equipment.</p>
T12	Preferential seating	Student is given special seating arrangements. Placement of student where he/she is most comfortable or placement of student near proctor.	For students who are easily distracted or may have a visual/auditory disability. The preferential seating may be in a specific location (for example, away from windows, doors, or pencil sharpeners, near the teacher's desk or in the front of a classroom).
T13	Outside of traditional school setting (change in location)	Alternate testing locations outside of school building	<p>In some instances, students may need to interact with instructional or test content outside of school, such as in a hospital or at home.</p> <p>Students with disabilities preventing them from attending school will be administered the test at a location other than school.</p>
T14	Flexible scheduling (limited time testing)	Students can have later start in the day. Allow for the administration of the assessment at a time most beneficial to the student.	Scheduling changes can be helpful for students on medications that affect their ability to stay alert or who have more productive times of the day.
T15	Extended breaks	Students take extended regularly scheduled breaks.	Students who cannot concentrate continuously for an extended period or who become frustrated or stressed easily may need frequent or extended relaxation breaks.
T16	Breaks as needed	Students can take breaks during a test section.	Students who cannot concentrate continuously for an extended period or who become frustrated or stressed easily may need frequent or extended relaxation breaks.

Practice sessions for WVGA Grades 3-8

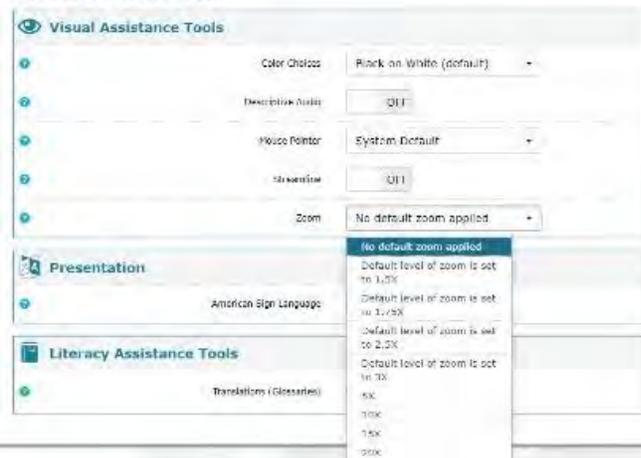
Students with accessibility requirements should have the opportunity to interact with the settings on the platform which they will utilize for testing. The following screenshots show various configurations teachers can set up for practice sessions. This information should be relayed to the student's educational plan committee (IEP or Section 504) to indicate their preferences and needs so the specifics will be reflected in their plan.

The practice tests can be located at: <https://wv.portal.cambiumast.com/>

G3 ELA Practice Test



G3 ELA Practice Test



Resources for WVGSA Grades 3-8

Please use the link below to access information and resources that will assist teachers and schools.

- WV Assessment Portal at <https://wv.portal.cambiumast.com/>
- Interims at <https://wv.portal.cambiumast.com/> and www.tinyurl.com/slmurrell .

WVGSA Grades 3-8 Summary Crosswalk of Codes

(See [Section III](#) for further details, explanations, and limitations of each code.)

	Universal Tools	Accommodations
Embedded	Breaks Calculator Digital notepad English dictionary English glossary Expandable passages Notes highlighter Keyboard navigation Mark for review (Math) tools Spell check Strikethrough Writing tools Zoom	P01 – Text-to-speech – without reading passages P13 – Text-to-speech-- with reading passages P17 – Braille computer test – computer adaptive test format P22 – Zoom P28 – Color contrast P32 – Translations (Stacked for math and toggle for science) P34 – American Sign Language P35 – Braille - computer-based, fixed form, with paper booklet for tactile graphics P36 – Closed captioning P37 – Masking P43 – Streamline
Non-embedded	Breaks English dictionary Scratch paper Thesaurus Graph paper	P02 – Human read aloud P03 – Braille (paper) P06 – Have test presented through sign language; excluding ELA passages P14 – Read aloud P18 – Simplified test directions P23 – Magnification P30 – Translated test directions (by trained bilingual human reader) P38 – Color contrast P39 – Color overlay P40 - Print on demand P41 - Translations (Glossary) P42 – Noise buffers P46 – Read aloud in Spanish P50 – Test presented through sign language, locally provided; including ELA reading passages R03 – Braille writer or tactile to respond R04 – Scribe R05 – Abacus R11 – Alternate response options R15 – Bilingual word-to-word glossary (utilize the glossary the student is accustomed to accessing for instruction for <i>WVGSA Grades 3-8</i>) R19 – Calculator – tactile/talking R20 – Multiplication table R21 – Speech-to-text R23 – 100s Number table T03 – Extra Breaks T07 – Flexible scheduling (late start) T09 – Separate setting (small group) T10 – Separate setting (one-to-one) T11 – Testing environment modifications T12 – Preferential seating T13 – Outside of traditional school setting (change in location) T14 – Flexible scheduling (limited time testing) T15 – Extended breaks T16 – Breaks as needed

Options to Standard Conditions

- Use of audio amplification equipment
- Use of a scribe for a student with a short-term medical condition that precludes the student from writing with the dominant hand to mark responses (e.g., a fractured arm in a cast). For this testing option, approval needs to be obtained from the WVDE through the district test coordinator or the district special education director on a case-by-case basis.
- Provision for adaptive furniture
- Provision for special lighting and/or acoustics

Non-Defined Accommodation(s) Requests

IEP teams, Section 504 committees, and EL committees may request permission to use accommodations other than those included in this manual. Such requests should be received by the Office of Assessment no later than four (4) weeks prior to the testing window.

The request must come from the district test coordinator, district special education director, or Title III coordinator. The following information must be included in the request:

- Student's name, West Virginia Education Information System (WVEIS) number, school, and district
- Specific requested accommodation(s)
- Rationale for the request provided by the IEP team, Section 504 committee, or EL committee
- Verification the student receives the accommodation(s) on a regular basis during classroom instruction and classroom assessment, and is familiar with the accommodation(s)
- Impact on student's assessment results if the student is not permitted to use the requested accommodation(s)
- Send written requests at least 4 weeks prior to the assessment to:

Office of Assessment
West Virginia Department of Education
Building 6, Suite 243
1900 Kanawha Boulevard East
Charleston, WV 25305-0330

These requests can also be emailed to Sonja Phillips at Sonja.phillips@k12.wv.us and your District Test Coordinator.

Upon completion of the review of the request, the district test coordinator and/or the district Title III coordinator (EL students only) will be notified of the review committee's decision.

Please see [Appendix AA. Non-Defined Accommodation\(s\) Requests](#) for the appropriate form and signatures to submit.

Section VII.

*West Virginia General
Summative Assessment -
SAT School Day*

Section VII. *West Virginia General Summative Assessment - SAT School Day*

Overview

The *SAT School Day* is the College Board's flagship college and career readiness assessment. This test is used to measure Grade 11 students' levels of achievement on the West Virginia College- and Career-Readiness Standards (WVCCRS). The *SAT School Day* provides scores for Reading, Writing and Language, Mathematics, Analysis in History/Social Studies, and Analysis in Science. Additionally, the *SAT School Day* Essay provides scores for Reading, Analysis, and Writing. The *SAT School Day* is a paper-based, fixed-form test used for accountability purposes. Students requiring accessibility accommodations (e.g., text-to-speech, braille, enlarge test on computer screen, high color contrast, alternate response formats, etc.) will receive these accommodations via a thumb drive loaded with the appropriate files. Text-to-speech is provided as an MP3 audio file download as well as a thumb drive for schools with slower internet access.

The *SAT School Day* assessment is delivered in five sections: Reading, Writing and Language, Math (no calculator), Math (with calculator), and Essay. The assessment includes multiple choice, written response, and gridded response items.

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.

Students enrolled in Grade 11 shall participate in the *WVGSA SAT School Day* unless they have been found eligible for the *WVASA* (See Section IV).

Universal tools are available to all students based on student preference and selection. **Accommodations** are changes in procedures or materials that increase equitable access during the assessments by generating valid assessment results for students who need them and allowing these students the opportunity to show what they know and can do.

Who Makes Decisions About Accommodations for Students with an IEP or a Section 504 Plan?

IEP teams and educators for Section 504 plans make decisions about accommodations. These decision makers provide evidence of the need for accommodations and ensure they are noted on the IEP or Section 504 plan. Decision makers are responsible for entering information on accessibility tools and accommodations for the *SAT School Day* assessment from the IEP/Section 504 plan into the SSD Online so all needed tools and accommodations can be activated/accounted for prior to testing. This can be accomplished by identifying one person (for example, a team member or a test coordinator who will follow the state's security guidelines) to enter information into the SSD Online prior to testing.

Review [Ensuring Accommodations](#) for directions on accessing in WVEIS a student's accommodation list and how to verify and troubleshoot if necessary.

SAT School Day Accommodations			
Code	Accommodation	Description	Recommendations for Use
P03	Braille test booklet	Braille is 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, thermoform or refreshable braille display when available). The student uses contracted braille (a system that reduces the number of cells by abbreviating words or parts of words), and Nemeth code braille (a system used to convey technical expressions that occur in mathematics and science).	<p>For students who are blind or who have low vision and read braille fluently or choose braille as their primary mode of reading. Students with visual impairments may read text via braille. Tactile overlays and graphics also may be used to assist the student in accessing content through touch. The use of this accommodation may result in the student needing additional overall time to complete the assessment.</p> <p>Notes</p> <ul style="list-style-type: none"> ○ One-day test administration ○ Students needing extended time should consider accommodation codes T17 through T22 ○ Braille test editions are ordered prior to the assessment. ○ UEB with Nemeth Math test book. ○ Student will receive a Braille Figure Supplement ○ Typically approved with another accommodation such as scribe or braillewriter to record answers.
P50	Test presented through sign language, locally provided; including ELA reading passages	Test can be signed only by certified interpreters using Signed Exact English (SEE).	<p>While the directions may be interpreted/signed in either ASL or SEE, the assessment itself may be interpreted but only in SEE.</p> <p>Notes</p> <ul style="list-style-type: none"> ○ Two-day test administration ○ Presentation must be in Signed Exact English. ○ Interpreters must meet testing staff requirements. ○ Educational sign language interpreters must not clarify, elaborate, paraphrase, or help with the meaning of words, intent of test questions, or responses to test items. ○ A student’s teacher should not serve as the interpreter in a testing situation unless a second person is present to monitor for quality and fairness.

SAT School Day Accommodations

Code	Accommodation	Description	Recommendations for Use
P13	Text-to-speech (for ELA reading passages)	Text is read aloud to the student via an MP3 file. The student is able to control the volume of the voice via a volume control.	<p>Recommended for a student who is blind or has low vision, is a beginning braille reader, whose disability severely impacts his/her ability to read passages independently. Read P13 for further guidance.</p> <p>Notes</p> <ul style="list-style-type: none"> • Two-day test administration • Students who use text-to-speech will need headphones unless tested individually in a separate setting. • Audio version of the test in English is provided via a secure download link. • Students will be tested via a computer using MP3 files. • Students will be given 100% extended time on the entire assessment (T20, T21, and T22) and an additional 45 minutes for the <i>Writing and Language</i> section of the <i>SAT School Day</i>. • Students MUST use the entire time for which they are approved. They cannot move to the next section or end the assessment when they are finished, even if they are the only student testing.
P14	Human read aloud, including ELA reading passages	Text is read aloud to the student by a trained and qualified human reader. The trained examiner must follow administration guidelines.	<p>Recommended for a student who is blind or has low vision, is a beginning braille reader, whose disability severely impacts his/her ability to read passages independently. Read P14 for further guidance</p> <p>Notes</p> <ul style="list-style-type: none"> • Two-day test administration • Student will be read the <i>SAT School Day</i> aloud by an adult. • Student must be in a one-to-one setting with an adult. • Readers must meet testing staff requirements. • Student automatically receives 50% extended time and extra breaks on all sections. • Students MUST use the entire time for which they are approved. They cannot move to the next section or end the assessment when they are finished, even though they are the only student testing.

SAT School Day Accommodations

Code	Accommodation	Description	Recommendations for Use
P16	Directions presented through sign language, locally provided	A qualified examiner presents test directions in sign language.	<p>For students who are have hearing loss who receive this accommodation from an interpreter.</p> <p>Notes</p> <ul style="list-style-type: none"> • Student will receive test directions (only listening portion of the <i>SAT School Day</i>) in ASL or SEE by a trained examiner. • Test examiners must meet testing staff requirements. • One-day test administration • Educational sign language interpreters must not clarify, elaborate, paraphrase, or help with the meaning of words, intent of test questions, or responses to test items. • A student’s teacher should not serve as the interpreter/translator in a testing situation unless a second person is present to monitor for quality and fairness. This accommodation can be provided in the regular session in the back of the room (or wherever it is typically provided to the student for classes).
P17	Braille computer test – computer adaptive test format	<p>The test is presented on a computer using assistive technology.</p> <p>This is for students who will use the computer for braille testing including options for refreshable braille displays for ELA and/or use of embossers to print the ELA and mathematics sections. P35 - Braille computer-based fixed form with paper booklet for tactile graphics , may help with embossing needs for mathematics sections.</p>	<p>For students who are blind or have low vision, and when braille is the typical learning medium.</p> <p>Notes</p> <ul style="list-style-type: none"> • One-day test administration • Request ATC, test file on a jump drive, and use refreshable braille display. • Student is automatically given 100% extended time on the Writing and Language section only (Section 2 of <i>SAT School Day</i>). If additional time is required on other sections, it must be requested separately. • Students MUST use the entire time for which they are approved. They cannot move to the next section or end the assessment when they are finished, even if they are the only student testing. • It is recommended the student test their refreshable braille display, using an ATC practice test, to ensure compatibility. https://www.collegeboard.org/students-with-disabilities/after-approval

SAT School Day Accommodations

Code	Accommodation	Description	Recommendations for Use
P19	Large print paper test	The student uses a large print paper version of the assessment.	<p>For a student who needs a large print paper pencil version of the assessment because of a visual impairment.</p> <p>Notes</p> <ul style="list-style-type: none"> • One-day test administration • For <i>SAT School Day</i>, font sizes available are 14, 20, and 24. Contact College Board SSD office if a larger size is required.
P21	Screen-reading software used with computer	The test is presented on a computer using assistive technology.	<p>Recommended for a student who is blind or has low vision, is a beginning braille reader, and whose disability severely impacts his/her ability to read passages independently. Read P13 for further explanation.</p> <p>Notes</p> <ul style="list-style-type: none"> • One-day test administration • Students who use text-to-speech will need headphones unless tested individually in a separate setting. • Students will be tested via a computer using assistive technology compatible (ATC) files from a jump drive. • Student would then use JAWS or similar programs for TTS. • Students will have standard time on the test (unless Extended Time is listed as an accommodation on a plan) with the exception of Writing and Language Section of the <i>SAT School Day</i>, where the students receive 100% extended time (T21 +100% for essay). <p>Students MUST use the entire time for which they are approved. They cannot move to the next section or end the assessment when they are finished, even if they are the only student testing.</p>

SAT School Day Accommodations

Code	Accommodation	Description	Recommendations for Use
P22	Enlarge test on computer screen	<p>The test is presented on a computer using assistive technology.</p> <p>The size of font and or specific areas of the screen (e.g., text, formulas, tables, graphics, and navigation buttons) may be adjusted by the student. Screen-enlarging software may involve the use of enlarged computer monitors or computers with screen-enlargement programs. Some students use closed-circuit television to enlarge print and display printed material with various image enhancements on a screen.</p>	<p>For students with visual impairments and for whom computer screen adjustment is the typical mode of navigating and accessing onscreen written material.</p> <p>Notes</p> <ul style="list-style-type: none"> • One-day test administration • Assistive Technology Compatible Format (ATC) and Assistive Technology • Digital version of the test delivered on a flash drive • Student is automatically given 100% extended time on the Writing and Language section only (Section 2 of <i>SAT School Day</i>). • Students MUST use the entire time for which they are approved. They cannot move to the next section or end the assessment when they are finished, even if they are the only student testing.
P23	Magnifying device to enlarge assessment material	<p>Magnification devices include eyeglass-mounted magnifiers, free-standing or hand-held magnifiers, or a lens placed over the computer monitor. 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.</p> <p>If using a lens over the computer monitor request an ATC format test. The test is presented on a computer using assistive technology.</p>	<p>This is for students with visual impairments and for whom the use of magnifying equipment is the typical mode of accessing written material. Students used to viewing enlarged text or graphics, or navigation buttons may need magnification to comfortably view content. This accommodation also may meet the needs of students with visual impairments and other print disabilities.</p> <p>Notes</p> <ul style="list-style-type: none"> • One-day test administration • Use the magnifier the student uses during instruction. Use visual magnifying equipment (standard option). 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. Magnification allows increasing the size to a level not provided for by the Zoom universal tool. • The magnifying device must not be connected to the internet or have the ability to record images. • The use of this accommodation may result in the student needing additional overall time to complete the assessment. • Use of visual aids (e.g., closed circuit television, magnification devices)

SAT School Day Accommodations

Code	Accommodation	Description	Recommendations for Use
P28	High color contrast for computer-based assessments	<p>The test is presented on a computer using assistive technology.</p> <p>Enable students to adjust screen background or font color, based on student needs or preferences. This may include reversing the colors for the entire interface or choosing the color of font and background.</p>	<p>For students who have vision or perception difficulties and use this accommodation instructionally. Students with attention difficulties may need this accommodation for viewing test content. It also may be needed by some students with visual impairments or other print disabilities (including learning disabilities).</p> <p>Notes</p> <ul style="list-style-type: none"> • One-day test administration • Assistive Technology Compatible Format (ATC) and Assistive Technology • Digital version of the test delivered on a flash drive • Student is automatically given 100% extended time on the Writing and Language section only (Section 2 of <i>SAT School Day</i>). • Students MUST use the entire time for which they are approved. They cannot move to the next section or end the assessment when they are finished, even if they are the only student testing.
P30	Translated test directions	<p>Translation of test directions is a language support available. Printed test directions in Albanian, Arabic, Bengali, Chinese/Mandarin, Gujarti, Haitian-Creole, Hindi, Polish, Portuguese, Russian, Spanish, Urdu, and Vietnamese. (PDF available for download)</p>	<p>Students who have limited English language skills can use the translated directions support. This support should only be used for students who are proficient readers in the other language and not proficient in English.</p> <p>Notes</p> <ul style="list-style-type: none"> • For English learners – request in SSD Online not required. • Translated test directions may be offered via a biliterate adult trained in the test administration manual.

SAT School Day Accommodations

Code	Accommodation	Description	Recommendations for Use
P35	Braille computer-based fixed form with paper booklet for tactile graphics	<p>The test is presented on a computer using assistive technology.</p> <p>Used in conjunction with P17, tactile graphics are provided (e.g., maps, charts, graphs, diagrams, and illustrations) in the braille paper booklet. This eliminates the need for embossing numerous mathematics items that are displayed in Nemeth code. Nemeth code is a familiar braille code for mathematics. The use of tactile graphics makes visual content available to a student who is blind or has low vision.</p>	<p>Students with visual impairments who read braille and use tactile graphics.</p> <p>Notes</p> <ul style="list-style-type: none"> • One-day test administration • Student is automatically given 100% extended time on the Writing and Language section only (Section 2 of <i>SAT School Day</i>). If additional time is required on other sections, it must be requested separately. • Students MUST use the entire time for which they are approved. They cannot move to the next section or end the assessment when they are finished, even if they are the only student testing. • Request both ATC (refreshable braille display) and Braille graphs and figures.
P37	Masking	<p>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.</p>	<p>Students with attention difficulties may need to mask content not of immediate need or that may be distracting during the assessment. This accommodation also may be needed by students with print disabilities (including learning disabilities) or visual impairments. Masking allows students to hide and reveal individual answer options, as well as all navigational buttons and menus.</p> <p>Notes</p> <ul style="list-style-type: none"> • One-day test administration
P39	Color overlays	<p>Color transparencies are placed over a paper-based assessment.</p>	<p>Students with attention difficulties may need this accommodation to view test content. This accommodation also may be needed by some students with visual impairments or other print disabilities (including learning disabilities). Choice of color should be informed by evidence of those colors that meet the student's needs.</p> <p>Notes</p> <ul style="list-style-type: none"> • One-day test administration
P41	Provide translation glossary	<p>Translated glossaries are a language support. Translation glossaries must be word-to-word translations.</p>	<p>Students who have limited English language skills can use the translation glossary for specific items. The use of this support may result in the student needing additional overall time to complete the assessment. Some students with disabilities may need paper copies of either passages/stimuli and/or items. A very small percentage of students should need this accommodation. The use of this accommodation may result in the student needing additional time to complete the</p>

SAT School Day Accommodations

Code	Accommodation	Description	Recommendations for Use
			<p>assessment. Refer to English Learners Section V of this document.</p> <p>Notes</p> <ul style="list-style-type: none"> See the list of approved glossaries on the College Board website: https://collegereadiness.collegeboard.org/pdf/sat-sd-college-board-approved-glossaries.pdf In SSD Online, no advance request required.
P42	Noise buffers	Ear mufflers, white noise, and/or other equipment used to block external sounds.	<p>Student (not groups of students) wears equipment to reduce environmental noises. Students who use noise buffers will need headphones unless tested individually in a separate setting.</p> <p>Notes</p> <ul style="list-style-type: none"> One-day test administration
P49	Use audio amplification equipment	Students use amplification equipment in addition to hearing aids to increase clarity, useful in environments with a great deal of ambient noise.	<p>For students who have a documented disability requiring auditory amplification on their IEP or Section 504 plan.</p> <p>Notes</p> <ul style="list-style-type: none"> One-day test administration Use of audio amplification equipment Students use amplification equipment in addition to hearing aids to increase clarity, useful in environments with a great deal of ambient noise. When arranging for testing, take into consideration the distractions of this accommodation to other students.
R03	Braille writer or tactile to respond	Student uses a brailier, which is a braille keyboard used for typing braille that can then be printed in standard print or braille (embosser). The brailier is similar to a typewriter or computer keyboard. Paper is inserted into the brailier, and multiple keys are pressed at once, creating braille dots with each press.	<p>This accommodation is for students who are blind or have low vision who respond in braille. Use in conjunction with R04.</p> <p>Notes</p> <ul style="list-style-type: none"> A manual braille writer may be used for all sections. Electronic braille writers must be connected to a monitor, so a proctor can observe what the student is entering. Student responses must be transcribed to the student's answer sheet. Return the braille pages with the transcribed answer sheet. Use of braille writer or electronic braille writer for reading and writing with the following tools disabled: spell check, thesaurus, grammar check.

SAT School Day Accommodations

Code	Accommodation	Description	Recommendations for Use
R04	Scribe	<p>Students dictate their responses to a human who records verbatim what they dictate. The scribe must be trained and qualified and must follow the administration guidelines.</p>	<p>Students who have documented significant motor or processing difficulties that make it difficult to produce responses may need to dictate their responses to a human, who then records the students' responses verbatim. The use of this accommodation may result in the student needing overall additional time. For many of these students, dictating to a human scribe is the only way to demonstrate their composition skills. Students should be able to develop planning notes via the human scribe, and to view what they produce while composing via dictation to the scribe.</p> <p>Notes</p> <ul style="list-style-type: none"> • Student responds orally. • Two-day test administration • Student will have an adult transcribe answers onto the answer sheet. • Student automatically receives 50% extended time and extra breaks on all sections. • Students MUST use the entire time for which they are approved. They cannot move to the next section or end the assessment when they are finished, even if they are the only student testing. • Appendix M. Guidelines for Scribing and Transcribing Student Responses should be read carefully to gain an understanding of how scribing can and cannot be used. The WVDE scribing protocol applies. • A student using this accommodation should be tested in a quiet room apart from other students to avoid interruption while testing and to avoid examinees being able to hear or see other students' responses. • Scribes for students without an IEP or Section 504 who have a short-term medical condition (e.g., a fractured arm in a cast) will be requested in advance using the Temporary Medical Condition Form. (PDF available for download)
R05	Abacus	<p>This tool may be used in place of scratch paper for students who typically use an abacus.</p>	<p>Some students with visual impairments who typically use an abacus may use an abacus in place of using scratch paper.</p> <p>Notes</p> <ul style="list-style-type: none"> • One-day test administration

SAT School Day Accommodations

Code	Accommodation	Description	Recommendations for Use
R11	Assistive technology – alternate response options	<p>The test is presented on a computer using assistive technology.</p> <p>Alternate response options include but are not limited to adapted keyboards, large keyboards, StickyKeys, MouseKeys, FilterKeys, adapted mouse, touch screen, head wand, and switches.</p>	<p>Students with some physical disabilities (including both fine motor and gross motor skills) may need to use the alternate response options accommodation. Some alternate response options are external devices that must be plugged in and be compatible with the assessment delivery platform.</p> <p>Notes</p> <ul style="list-style-type: none"> • Refer to test administration manuals for additional guidance. • One-day test administration • Assistive Technology Compatible Format (ATC) and Assistive Technology <ul style="list-style-type: none"> ○ Use of assistive technology (e.g., screen reader/text-to-speech, ...) ○ Digital version of the test delivered on a flash drive ○ Student is automatically given 100% extended time on the Writing and Language section only (Section 2 of <i>SAT School Day</i> assessment through the SSD Online platform). ○ Students MUST use the entire time for which they are approved. They cannot move to the next section or end the assessment when they are finished, even if they are the only student testing. ○ Use of augmentative/alternate communication devices (e.g., Speech-to-Text, ...) ○ Use of computers with alternative access for an alternative response mode (e.g., switches, alternative keyboards, eye-gaze motion sensors, voice recognition software, head or mouth pointed, specialized trackballs, or mice) ○ Use of speech to text word processor for responses to reading and writing

SAT School Day Accommodations

Code	Accommodation	Description	Recommendations for Use
R15	Bilingual word-to-word glossary	Bilingual word-to-word glossaries are a language support.	<p>Students who have limited English language skills can use the bilingual word-to-word glossary for specific items. The use of this support may result in the student needing additional overall time to complete the assessment. Some students with disabilities may need paper copies of either passages/stimuli and/or items. A very small percentage of students should need this accommodation. The use of this accommodation may result in the student needing additional time to complete the assessment. Refer to English Learners Section V of this document.</p> <p>Notes</p> <ul style="list-style-type: none"> See the list of approved glossaries on the College Board website: https://collegereadiness.collegeboard.org/pdf/sat-sd-college-board-approved-glossaries.pdf In SSD Online, no advance request required.
R16	Large block answer sheet	Response booklet with large blocks available for students to enter responses.	<p>Notes</p> <ul style="list-style-type: none"> One or two-day test administration depending on amount of extra time student requires.
R19	Calculator (talking/tactile)	A special calculator available during the <i>calculator portion</i> of the test, such as a braille calculator or a talking calculator.	<p>Students with visual impairments who are unable to use a standard calculator for calculator-allowed items will be able to use the calculator they typically use, such as a tactile calculator or a talking calculator. Test administrators should ensure the calculator is available only for designated calculator items. Talking/tactile calculators for calculator-permitted section can be requested in SSD Online under Assistive Technology.</p> <p>Notes</p> <ul style="list-style-type: none"> One-day test administration
R20	Multiplication table	A paper-based single digit (1-9) multiplication table will be available for reference.	<p>For students with a documented and persistent calculation disability (i.e., dyscalculia).</p> <p>Notes</p> <ul style="list-style-type: none"> One-day test administration

SAT School Day Accommodations

Code	Accommodation	Description	Recommendations for Use
R21	Speech-to-text	<p>Voice recognition allows students to use their voices as input devices to the computer, to dictate responses or give commands (e.g., opening application programs, pulling down menus, and saving work). Voice recognition software generally can recognize speech up to 160 words per minute. Students may use their own assistive technology devices.</p>	<p>Students who have motor or processing disabilities (such as dysgraphia) or who have had a recent injury (such as a broken hand or arm) that make it difficult to produce text or commands using computer keys may need alternative ways to work with computers. Students will need to be familiar with the software and have had many opportunities to use it prior to testing. Speech-to-text software requires the student go back through all generated text to correct errors in transcription, including use of writing conventions; thus, prior experience with this accommodation is essential.</p> <p>If students use their own assistive technology devices, all assessment content should be deleted from these devices after the test for security purposes. For many of these students, using voice recognition software is the only way to demonstrate their composition skills.</p> <p>Still, use of speech-to-text does require students know writing conventions and they have the review and editing skills required of students who enter text via the computer keyboard. It is important students who use speech-to-text also be able to develop planning notes via speech-to-text, and to view what they produce while composing via speech-to-text.</p> <p>Notes</p> <ul style="list-style-type: none"> • Students need to be proficient in using the software instructionally. • One-day test administration • Assistive Technology Compatible Format (ATC) and Assistive Technology • Use of assistive technology (e.g., screen reader/text-to-speech, ...) • Digital version of the test delivered on a flash drive • Students using this accommodation with the Assistive Technology Compatible format will have standard time on the test (unless any of the “Extended Time” codes is/are also an accommodation for the student) except for Writing and Language Section, where the student automatically receives 100% extended time.

SAT School Day Accommodations

Code	Accommodation	Description	Recommendations for Use
			<ul style="list-style-type: none"> Students MUST use the entire time for which they are approved. They cannot move to the next section or end the assessment when they are finished, even if they are the only student testing. If students use their own assistive technology devices, all assessment content should be deleted from these devices after the test for security purposes. For many of these students, using voice recognition software is the only way to demonstrate their composition skills. Still, use of speech-to-text does require students know writing conventions and they have the review and editing skills required of students who enter text via the computer keyboard. It is important students who use speech-to-text also be able to develop planning notes via speech-to-text, and to view what they produce while composing via speech-to-text. Speech-to-text software requires the student to go back through all generated text to correct errors in transcription, including use of writing conventions; thus, prior experience with this accommodation is essential.
R23	100s number table	A paper-based table listing numbers from 1–100.	<p>The 100s number table is to be used for students with visual processing or spatial perception needs as documented in their IEP or Section 504 plan. The table can be printed for students requiring this accommodation. Use of other 100s number tables is prohibited.</p> <p>Notes</p> <ul style="list-style-type: none"> One-day test administration
R24	4-function calculator	A four-function calculator available during the <i>non-calculator portion</i> of the mathematics test for students with a mathematical disability.	<p>The only calculator approved for use during the non-calculator portion of the mathematics test is a four-function calculator (percentage key and square root key are acceptable).</p> <p>Notes</p> <ul style="list-style-type: none"> One-day test administration

SAT School Day Accommodations

Code	Accommodation	Description	Recommendations for Use
R25	Word processor use	Students needing accommodations for answering essay and writing prompts due to physical constraints or dysgraphia.	<p>Test administrators should ensure the word processing program and computer have disabled any special word processing features, applications, or software (spell checker, dictionary, etc).</p> <p>Must be paired with either T18 (+50% time for essay) or T21 (+100% time for essay)</p> <p>Notes</p> <ul style="list-style-type: none"> • One-day test administration
T03	Extra breaks	Students are allowed to break halfway through longer sections and a break after every section.	<p>Students who cannot concentrate continuously for an extended period or who become frustrated or stressed easily may need frequent or extended relaxation breaks.</p> <p>Notes</p> <ul style="list-style-type: none"> • One-day test administration • These students may need to be assigned to a different room or location to prevent distractions. • Students are provided with a break between each test section, and a break in the middle of longer sections of the test. • Students are not allowed to study for tests and must be monitored during breaks.
T07	Flexible scheduling (late start)	Students can have later start in the day. Allow for the administration of the assessment at a time most beneficial to the student. <u>However, must still follow College Board guidelines for latest start times.</u>	<p>Scheduling changes can be helpful for students on medications that affect their ability to stay alert or who have more productive times of the day.</p> <p>Notes</p> <ul style="list-style-type: none"> • One-day or two-day test administration • These students will need to be assigned to a separate room or location to prevent distractions. • Decisions about how to schedule must be made on a case-by-case basis for each individual student—not by any category of students—keeping in mind the disability involved. • Students must complete the <i>SAT School Day</i> following the standard timing sequence (assuming they do not have extended time accommodations) but begin later than the general population of students.

SAT School Day Accommodations

Code	Accommodation	Description	Recommendations for Use
T09	Separate setting (small group)	<p>Test location is altered so the student is tested in a setting different from that made available for most students. The assessment may be administered in alternate education setting with appropriate supervision.</p>	<p>When to select:</p> <ul style="list-style-type: none"> • Students who are easily distracted (or may distract others) in the presence of other students, for example, may need an alternate location to be able to take the assessment. The separate setting may be in a different room that allows them to work among a smaller group. <p>Students who may benefit from being in an environment that allows for movement, such as being able to walk around, may need an alternate location to be able to take the assessment. The separate setting may be in a different room.</p> <p>Notes</p> <ul style="list-style-type: none"> • One-day test administration • Changes in location are required for students who receive some accommodations (e.g., reader, scribe, or frequent breaks). • Each student tested in a separate setting within the school must be under the supervision of a trained examiner. • Students must be monitored during the entire testing period.
T11	Testing environment modifications	<p>Changes in lighting, furniture, etc. are allowed to provide required environment.</p>	<p>When the student benefits from modification to settings such as use of accommodated seating, special lighting, or furniture. Other modifications may include permission to move, stand or pace during assessment in a manner where others' work cannot be seen and is not distracting to others.</p> <p>Students with physical disabilities might need a more accessible location, specific room conditions, or special equipment.</p>

SAT School Day Accommodations

Code	Accommodation	Description	Recommendations for Use
T12	Preferential seating	Student is given special seating arrangements. Placement of student where he/she is most comfortable or placement of student near proctor.	<p>For students who are easily distracted or may have a visual/auditory disability. The preferential seating may be in a specific location (for example, away from windows, doors, or pencil sharpeners, near the teacher’s desk or in the front of a classroom).</p> <p>Notes</p> <ul style="list-style-type: none"> ● One-day test administration ● Changes in instructional and assessment locations can benefit students who are easily distracted. ● Students with physical disabilities might need a more accessible location, specific room conditions, or special equipment which must be requested separately.
T13	Non-traditional setting (change in location)	College Board must be made aware of and approve of alternate testing locations.	<p>In some instances, students may need to interact with instructional or test content outside of school, such as in a hospital or at home.</p> <p>Students with disabilities preventing them from attending school will be administered the test at a location other than school.</p>
T14	Flexible scheduling (limited timed testing)	Students can take the test broken into shorter timeframes taken over two days.	<p>Scheduling changes can be helpful for students on medications that affect their ability to stay alert or who have more productive times of the day. For example, for students who have difficulty concentrating or staying on task as the day progresses, it may help to schedule tests that require the greatest concentration in the morning.</p> <p>Notes</p> <ul style="list-style-type: none"> ● Two-day test administration ● Students must complete each section of the test once it is started. ● Students will need to be assigned to a separate room or location to prevent distractions. ● Decisions about how to schedule must be made on a case-by-case basis for each individual student—not by any category of students—keeping in mind the disability involved.

SAT School Day Accommodations

Code	Accommodation	Description	Recommendations for Use
T15	Extended breaks	Students take extended regularly scheduled breaks.	<p>Students who cannot concentrate continuously for an extended period or who become frustrated or stressed easily may need frequent or extended relaxation breaks.</p> <p>Notes</p> <ul style="list-style-type: none"> • One-day test administration • These students may need to be assigned to a different room or location to prevent distractions. • Students are provided with double the time allotted for regularly scheduled breaks • Some students who request extended breaks may need additional accommodations such as permission to eat, take medication, or permission to test blood sugar. These must be requested specifically. • Students are not allowed to study for tests and must be monitored during breaks.
T16	Breaks as needed	Students can take breaks during a test section. Timing of the test is paused during the break.	<p>Students who cannot concentrate continuously for an extended period or who become frustrated or stressed easily may need frequent or extended relaxation breaks.</p> <p>Notes</p> <ul style="list-style-type: none"> • One-day test administration These students may need to be assigned to a different room or location to prevent distractions. • Typically given to students with physical or medical conditions • Breaks are granted as requested by the student during the exam. Timing of the test is paused during the break. • Some students who request extended breaks may need additional accommodations such as permission to eat, take medication, or permission to test blood sugar. These must be requested specifically. • Students are provided with breaks as requested. Most students' needs are met with a 10-minute break. However, if a student requests additional time, grant the request within reason. • Students are not allowed to study for tests and must be monitored during breaks.

SAT School Day Accommodations

Code	Accommodation	Description	Recommendations for Use
T17	Extra time +50% reading (all sections)	Each section of the test is administered using 50% extra time. This accommodation is time and one half – for example, an extension from 1 hour to 1 hour and 30 minutes.	<p>Students who need additional testing time on timed assignments and tests.</p> <p>Notes</p> <ul style="list-style-type: none"> • Two-day test administration • Decisions about how much extended time is to be provided must be made on a case-by-case basis for each individual student—not by any category of students—keeping in mind the type of accommodations being provided, the disability involved, and the type of test. • When students receive extended time for the reading section of the test, they automatically receive the <u>same amount of extended time for all other sections of the test.</u> • Students MUST be given and USE the entire amount of time for each section of the test (regular time and extended time) and CANNOT move to the next section of the test until time is called. Tests must be completed following the schedule in the <i>SAT School Day Accommodations Manual</i>.
T18	Extended time – 50% essay only	The essay section of the test is administered using 50% extra time. This accommodation is time and one half – for example, an extension from 50 minutes to 75 minutes.	<p>Students who need additional testing time on timed assignments and tests.</p> <p>Notes</p> <ul style="list-style-type: none"> • One-day test administration, if extended time is only 50% for essay.
T19	Extended time – 50% math only	The mathematics sections (Math without calculator and Math with calculator) are administered using 50% extra time. This accommodation is time and one half – for example, an extension from 1 hour 20 minutes to 2 hours 1 minute (additional minute due to rounding).	<p>Students who need additional testing time on timed assignments and tests.</p> <p>Notes</p> <ul style="list-style-type: none"> • One-day test administration, if extended time is only 50% for math.

SAT School Day Accommodations

Code	Accommodation	Description	Recommendations for Use
T20	Extended time – 100% reading (all sections)	Each section of the test is administered using 100% extra time. This accommodation is double time – for example, an extension from 1 hour to 2 hours.	<p>Students who need additional testing time on timed assignments and tests.</p> <p>Notes</p> <ul style="list-style-type: none"> • Two-day test administration • Decisions about how much extended time is to be provided must be made on a case-by-case basis for each individual student—not by any category of students—keeping in mind the type of accommodations being provided, the disability involved, and the type of test. • When students receive extended time for the reading section of the test, they automatically receive the same amount of extended time for all other sections of the test. • Students MUST be given and USE the entire amount of time for each section of the test (regular time and extended time) and CANNOT move to the next section of the test until time is called. • Tests must be completed following the schedule in the <i>SAT School Day Accommodations Manual</i>.
T21	Extended time – 100% essay only	The essay is administered using 100% extra time. This accommodation is double time – for example, an extension from 50 minutes to 1 hour 40 minutes.	<p>Students who need additional testing time on timed assignments and tests.</p> <p>Notes</p> <ul style="list-style-type: none"> • Two-day test administration • Decisions about how much extended time is to be provided must be made on a case-by-case basis for each individual student—not by any category of students—keeping in mind the type of accommodations being provided, the disability involved, and the type of test. • Students MUST be given and USE the entire amount of time for each section of the test (regular time and extended time) and CANNOT move to the next section of the test until time is called. Tests must be completed following the schedule in the <i>SAT School Day Accommodations Manual</i>.

SAT School Day Accommodations

Code	Accommodation	Description	Recommendations for Use
T22	Extended time – 100% math only	The mathematics are administered using 100% extra time. This accommodation is double time – for example, an extension from 1 hour 20 minutes to 2 hours 40 minutes.	<p>Students who need additional testing time on timed assignments and tests.</p> <p>Notes</p> <ul style="list-style-type: none"> • One-day test administration • Decisions about how much extended time is to be provided must be made on a case-by-case basis for each individual student—not by any category of students—keeping in mind the type of accommodations being provided, the disability involved, and the type of test. • Students MUST be given and USE the entire amount of time for each section of the test (regular time and extended time) and CANNOT move to the next section of the test until time is called. Tests must be completed following the schedule in the <i>SAT School Day Accommodations Manual</i>.

SAT School Day
Testing with Accommodations - Room, Manual, Materials, and Test Book
Guidance

Testing Days

Primary Test Day					Accommodated Test Window	
One-Day Testing in Standard Testing Room			One-Day Testing in Accommodated Testing Room		One- or Two-Day Testing in Accommodated Testing Room	
<i>SAT School Day</i> Standard Testing Manual			<i>SAT School Day</i> Accommodated Testing Manual, Scripts 1-3		<i>SAT School Day</i> Accommodated Testing Manual, Scripts 1-6	
Purple Test Book			Purple Test Book		Blue Test Book	
No Accommodations	SSD Online Accommodation <i>Script 1</i>	WVDE Accommodation Code	SSD Online Accommodation <i>Script 1</i>	WVDE Accommodation Code	SSD Online Accommodation <i>Script 1</i>	WVDE Accommodation Code
	14-pt large print test book (Standard Time and Breaks) <i>Script 1</i>	P19	Extended breaks; double time of standard breaks <i>Script 1</i>	T15	20-pt (or larger) large print (Standard Time and Breaks); 1-day testing <i>Script 1</i>	P19
	Large print test/block answer sheet <i>Script 1</i>	P19	Extra breaks <i>Script 2</i> (Standard Time)	T03	Magnifying machine; 1-day testing <i>Script 1</i>	P23
	Masking <i>Script 1</i>	P37	Four-function calculator on Math Test - No Calculator section <i>Script 1</i>	R24	Braille; will receive braille kit; UEB w/Nemeth Code for math; 1-day testing; additional braille directions for test day in Accommodated Testing Manual (Standard Time and Breaks) <i>Script 1</i>	P03, P35

SAT School Day
Testing with Accommodations - Room, Manual, Materials, and Test Book
Guidance

Testing Days

Primary Test Day				Accommodated Test Window		
One-Day Testing in Standard Testing Room		One-Day Testing in Accommodated Testing Room		One- or Two-Day Testing in Accommodated Testing Room		
<i>SAT School Day</i> Standard Testing Manual		<i>SAT School Day</i> Accommodated Testing Manual, Scripts 1-3		<i>SAT School Day</i> Accommodated Testing Manual, Scripts 1-6		
Purple Test Book		Purple Test Book		Blue Test Book		
	Written copy of oral instructions <i>Script 1</i>		Tactile calculator on Math Test - Calculator Section <i>Script 1</i>	R19	Braille writer; 1-day testing; answers must be transcribed to answer document; see Supervisor Manual for additional information <i>Script 1</i>	R03
	Permission for food/medication <i>Script 1</i>		Permission to test blood sugar <i>Script 1</i>		Human Reader; 2-day testing (Day 1 testing stops after Section 3); must be in 1:1 setting; additional reader directions for test day in Accommodated Testing Manual (Automatically receives 50% extended time) <i>Script 5</i>	P14

<p style="text-align: center;"><i>SAT School Day</i> Testing with Accommodations - Room, Manual, Materials, and Test Book Guidance</p>						
<p style="text-align: center;">Testing Days</p>						
<p style="text-align: center;">Primary Test Day</p>					<p style="text-align: center;">Accommodated Test Window</p>	
<p style="text-align: center;">One-Day Testing in Standard Testing Room</p>			<p style="text-align: center;">One-Day Testing in Accommodated Testing Room</p>		<p style="text-align: center;">One- or Two-Day Testing in Accommodated Testing Room</p>	
<p style="text-align: center;"><i>SAT School Day</i> Standard Testing Manual</p>			<p style="text-align: center;"><i>SAT School Day</i> Accommodated Testing Manual, Scripts 1-3</p>		<p style="text-align: center;"><i>SAT School Day</i> Accommodated Testing Manual, Scripts 1-6</p>	
<p style="text-align: center;">Purple Test Book</p>			<p style="text-align: center;">Purple Test Book</p>		<p style="text-align: center;">Blue Test Book</p>	
	<p style="text-align: center;">Wheelchair accessibility Script 1</p>		<p style="text-align: center;">Small group setting Script 1</p>	<p style="text-align: center;">T09</p>	<p>MP3 audio test format; 2-day testing (Day 1 testing stops after Section 2); needs headphones; see Supervisor Manual for additional information (Automatically receives 100% extended time plus an additional 45 minutes on Section 2) Script 6</p>	<p style="text-align: center;">P13</p>

SAT School Day
Testing with Accommodations - Room, Manual, Materials, and Test Book
Guidance

Testing Days

Primary Test Day		Accommodated Test Window
One-Day Testing in Standard Testing Room	One-Day Testing in Accommodated Testing Room	One- or Two-Day Testing in Accommodated Testing Room
<i>SAT School Day</i> Standard Testing Manual	<i>SAT School Day</i> Accommodated Testing Manual, Scripts 1-3	<i>SAT School Day</i> Accommodated Testing Manual, Scripts 1-6
Purple Test Book	Purple Test Book	Blue Test Book

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Testing with Accommodations - Room, Manual, Materials, and Test Book
Guidance

Testing Days

Primary Test Day				Accommodated Test Window		
One-Day Testing in Standard Testing Room		One-Day Testing in Accommodated Testing Room		One- or Two-Day Testing in Accommodated Testing Room		
<i>SAT School Day</i> Standard Testing Manual		<i>SAT School Day</i> Accommodated Testing Manual, Scripts 1-3		<i>SAT School Day</i> Accommodated Testing Manual, Scripts 1-6		
Purple Test Book		Purple Test Book		Blue Test Book		
	Use of colored overlay Script 1	P39	50% Essay extended time (essay only) Script 1 and Script 3 - will switch scripts during administration.	T18	Assistive Technology Compatible (ATC) format; 1-day testing; additional ATC directions for test day in Accommodated Testing Manual and in Supervisor Manual; may need headphones (Automatically receives 100% extended time on Section 2) Script 1 and Script 4 - will switch scripts during administration.	P17, P21, P22, P23, P28

SAT School Day
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Testing Days

Primary Test Day					Accommodated Test Window	
One-Day Testing in Standard Testing Room			One-Day Testing in Accommodated Testing Room		One- or Two-Day Testing in Accommodated Testing Room	
<i>SAT School Day</i> Standard Testing Manual			<i>SAT School Day</i> Accommodated Testing Manual, Scripts 1-3		<i>SAT School Day</i> Accommodated Testing Manual, Scripts 1-6	
Purple Test Book			Purple Test Book		Blue Test Book	
			100s table Script 1	R23	Computer for essay; 1-day testing (See pp.13-14, 24 in Accommodated Testing Manual and p. 21 in Supervisor Manual for limitations) Script 1	R11
	Auditory amplification system Script 1	P49	Abacus Script 1	R05	Breaks as needed; 1-day testing Script 1	T16
	Sign language interpreter for test directions Script 1	P16	Multiplication table Script 1	R20	One-to-one testing; 1-day testing Script 1	T10
	Noise buffer Script 1	P42			Late start time Script 1	T07
					Home/hospital setting; 1-day testing Script 1	T09
		Limited testing time Script 1			T14	

SAT School Day
Testing with Accommodations - Room, Manual, Materials, and Test Book
Guidance

Testing Days

Primary Test Day		Accommodated Test Window	
One-Day Testing in Standard Testing Room	One-Day Testing in Accommodated Testing Room	One- or Two-Day Testing in Accommodated Testing Room	
<i>SAT School Day</i> Standard Testing Manual	<i>SAT School Day</i> Accommodated Testing Manual, Scripts 1-3	<i>SAT School Day</i> Accommodated Testing Manual, Scripts 1-6	
Purple Test Book	Purple Test Book	Blue Test Book	
		100% Reading extended time (entire test); 2-day testing (Day 1 testing stops after Section 3) Script 4	T20
		100% Essay extended time (essay only); 1-day testing (2 day if combined with 100% extended time on Math; Day 1 testing stops after Section 3) Script 1 and Script 4 - will switch scripts during administration.	T21

<p style="text-align: center;"><i>SAT School Day</i> Testing with Accommodations - Room, Manual, Materials, and Test Book Guidance</p>				
<p style="text-align: center;">Testing Days</p>				
<p style="text-align: center;">Primary Test Day</p>			<p style="text-align: center;">Accommodated Test Window</p>	
<p style="text-align: center;">One-Day Testing in Standard Testing Room</p>		<p style="text-align: center;">One-Day Testing in Accommodated Testing Room</p>		<p style="text-align: center;">One- or Two-Day Testing in Accommodated Testing Room</p>
<p style="text-align: center;"><i>SAT School Day</i> Standard Testing Manual</p>		<p style="text-align: center;"><i>SAT School Day</i> Accommodated Testing Manual, Scripts 1-3</p>		<p style="text-align: center;"><i>SAT School Day</i> Accommodated Testing Manual, Scripts 1-6</p>
<p style="text-align: center;">Purple Test Book</p>		<p style="text-align: center;">Purple Test Book</p>		<p style="text-align: center;">Blue Test Book</p>
			<p>100% Math extended time (math only); 1-day testing (2 day if combined with 100% extended time on Writing; Day 1 testing stops after Section 3) <i>Script 1 and Script 4 - will switch scripts during administration.</i></p>	<p style="text-align: center;">T22</p>
			<p>50% Reading extended time (entire test); 2-day testing (Day 1 testing stops after Section 3) <i>Script 5</i></p>	<p style="text-align: center;">T17</p>
			<p>Present entire test in Signed Exact English; 1-day testing <i>Script 1</i></p>	<p style="text-align: center;">P06</p>

<i>SAT School Day</i> Testing with Accommodations - Room, Manual, Materials, and Test Book Guidance				
Testing Days				
Primary Test Day			Accommodated Test Window	
One-Day Testing in Standard Testing Room		One-Day Testing in Accommodated Testing Room		One- or Two-Day Testing in Accommodated Testing Room
<i>SAT School Day</i> Standard Testing Manual		<i>SAT School Day</i> Accommodated Testing Manual, Scripts 1-3		<i>SAT School Day</i> Accommodated Testing Manual, Scripts 1-6
Purple Test Book		Purple Test Book		Blue Test Book
			Large block answer sheet 1 or 2 day depending on amount extra time required by student Script 4 or 5	R16

Non-Defined Accommodation(s) Requests

IEP teams, Section 504 committees, and EL committees may request permission to use accommodations other than those included in this manual. Such requests should be received by the Office of Assessment no later than four (4) weeks prior to the testing window.

The request must come from the district test coordinator, district special education director, or Title III coordinator. The following information must be included in the request:

- Student's name, West Virginia Education Information System (WVEIS) number, school, and district
- Specific requested accommodation(s)
- Rationale for the request provided by the IEP team, Section 504 committee, or EL committee
- Verification the student receives the accommodation(s) on a regular basis during classroom instruction and classroom assessment, and is familiar with the accommodation(s)
- Impact on student's assessment results if the student is not permitted to use the requested accommodation(s)
- Send written requests at least 4 weeks prior to the assessment to:

Office of Assessment
West Virginia Department of Education
Building 6, Suite 243
1900 Kanawha Boulevard East
Charleston, WV 25305-0330

These requests can also be emailed to Sonja Phillips at Sonja.phillips@k12.wv.us and your District Test Coordinator.

Upon completion of the review of the request, the district test coordinator and/or the district Title III coordinator (EL students only) will be notified of the review committee's decision.

Please see [Appendix AA. Non-Defined Accommodation\(s\) Requests](#) for the appropriate form and signatures to submit.

Section VIII.
Accommodations
Guidelines for the
*National Assessment of
Educational Progress
(NAEP)*

Section VIII. Accommodations Guidelines for the *National Assessment of Educational Progress (NAEP)*

The *NAEP* Long-Term Trend (LTT) assessment is a national representative sample of age 9, age 13 and age 17 students conducted by the National Center for Education Statistics (NCES). *NAEP* LTT was designed to measure students' knowledge in mathematics and reading. *NAEP* LTT is reported at the national level only. No state, district, or school results are reported.

Main *National Assessment of Educational Progress (NAEP)* is a national assessment of a representative sampling of America's students in Grades 4, 8, and 12 conducted by the National Center for Education Statistics (NCES). *NAEP* measures what America's students know and can do in various subject areas. Assessments are conducted periodically in various subjects, such as reading, mathematics, science, writing, U.S. history, civics, geography, and the arts. As defined in the Elementary and Secondary Education Act, *NAEP* reading and mathematics assessments are required to be administered to fourth and eighth graders. As defined by West Virginia Code §18-2E-2, *NAEP* shall be administered in academic areas at various grades designated by *NAEP* officials. As indicated in West Virginia Board of Education (WVBE) Policy 2340, *NAEP* is part of the West Virginia Measures of Academic Progress (WV-MAP). Students' participation on *NAEP* is required by Policy 2340. Only students who take the *WVASA* or who have assessment accommodations for the statewide *WVGSA Grades 3-8* or *SAT School Day* that are not allowed on *NAEP*, may be considered for exclusion on *NAEP*.

NAEP assessments are administered uniformly using the same sets of test books across the nation. Its results serve as a common metric for all states and selected urban districts. The assessment stays essentially the same from year to year, with only carefully documented changes. This consistency permits *NAEP* to provide a clear picture of the academic progress of the nation's students over time. Some *NAEP* assessments also produce state-level results.

The allowed accommodations and requirements for administration of *NAEP* are determined by NCES and the National Assessment Governing Board (NAGB) and information about them is provided to the schools through the MyNAEP secure website for *NAEP* sampled schools.¹⁹ *NAEP* accommodations for each assessment year are typically finalized in late fall prior to the assessment year. Sampled schools should check the MyNAEP site when indicated by State *NAEP* Coordinator for the current accommodations. The accommodations listed in this document were used for *NAEP* in the most recent assessment at the time of publication.

On March 6, 2010, NABG adopted a new Policy Statement on *NAEP Testing and Reporting on Students with Disabilities and English Language Learners*.²⁰ This policy statement provides the following guidance for inclusion of students with disabilities and English learners:

- The proportion of all students excluded from any *NAEP* sample should not exceed 5%. Samples exceeding this goal shall be prominently designated in reports as not attaining the desired inclusion rate of 95% of the total sample.
- Among students classified as being either English learners (i.e., having limited English proficiency) or students with disabilities, a goal of 85% inclusion shall be established. National, state, and district samples falling below this goal shall be identified in *NAEP* reporting. This inclusion rate is in the calculation of the Individuals with Disabilities Act (IDEA) Part B Results-Driven Accountability.

NAEP assesses a representative sample of all students across the state, including those with special needs. *NAEP* strives to obtain as complete a picture as possible of the educational progress of all students. Thus, the *NAEP* sample includes students who have been identified as having physical, emotional, or developmental disabilities; or who have had limited exposure to the English language. *NAEP*'s goal is to include as many students with disabilities and/or limited English proficiency as possible; therefore, *NAEP*'s advice to schools is, when in doubt, include the student.

NAEP is administered by a federally contracted assessment team that receives extensive training to ensure consistent administration across the nation. School personnel may be asked to assist with some accommodations, such as signing questions for students.

Questions regarding accommodations on *NAEP* should be directed to your school's *NAEP* coordinator. Determination of accommodations should be made by the school prior to the *NAEP* Preassessment Review Call conducted prior to the assessment administration and updated as necessary.

WVBE Policy 2340 states:

All public-school students enrolled at Grades 4, 8 and 12 who are part of the *NAEP* state sample shall participate in the *NAEP*. Students participating in the *WVASA* and students with IEPs, Section 504 Plans, or *ELPA21* Assessment Participation Forms whose accommodation is not allowed by *NAEP* may be excluded from participation or assessed and not scored after having been randomly selected.

School personnel with the best knowledge of the student's accommodation needs should use the guidance provided on the MyNAEP site to decide if the student should be included in the *NAEP* assessment and the accommodations needed. In general, students should receive the same accommodations on *NAEP* that are provided for the *WVGSA*. Please review the student's plan accommodations prior to the assessment.

Since *NAEP* is a low-stakes assessment for students, students should not be excluded on *NAEP* solely because an accommodation allowed on the *WVGSA* is not allowed on *NAEP*. Each student's participation or exclusion should be considered carefully. **Every student who can participate should.**

Procedures for Monitoring *NAEP* Exclusions and Accommodations

As with all state assessments, *NAEP* accommodations and exclusions must be monitored. *NAEP* exclusions are monitored by the *NAEP* state coordinator. Accommodations on *NAEP* are monitored by the assessment administration contractor and *NAEP* state coordinator. Since accommodations on *NAEP* and exclusions from *NAEP* are monitored using these two procedures, schools are not required to complete the WVS.326 process.

In compliance with federal regulations, the *NAEP* state coordinator must monitor exclusions on *NAEP*.

For each student excluded from the *NAEP* assessment, the *NAEP* school coordinator or principal should email the following information to the *NAEP* state coordinator as instructed on the MyNAEP site:

- *NAEP* Session #
- Line #
- Subject Assigned to Student
- Reason for Exclusion (Student takes the *WVASA* or specify the accommodation required for student but not available on *NAEP*)

Student names should not be emailed.

Remember students should take *NAEP* using the same accommodations used on the *WVGSA*. Any exclusion that appears to violate WVBE Policy 2340 may be reviewed further. **If a student needs an accommodation not listed on MyNAEP, the school coordinator should contact the *NAEP* state coordinator at the West Virginia Department of Education prior to submitting the request on the MyNAEP system.**

NAEP Accommodations for Students with IEPs and Section 504 Plans

The accommodation information listed in this document reflects the most current known accommodations. The accommodation information and administration practices for *NAEP* testing for any given assessment year are provided to schools through the MyNAEP site and/or discussed with school personnel during the Preassessment Review Call in January.

Each accommodation is described below. If a student needs an accommodation not listed, the *NAEP* school coordinator should discuss the specific accommodation with the *NAEP* state coordinator at the West Virginia Department of Education prior to enter the request in the MyNAEP system.

Zooming

Universal Design tool for digitally-based assessment available to all students
Not available for paper-pencil assessments

Description: Zooming enlarges content onscreen up to 2 times the default text/image size while preserving clarity, contrast, and color. Students can change text sizes ranging from approximately 12-point font to approximately 24-point font. Twenty-four point font is approximately 1/3-inch tall.

The tutorial explains how to use the zooming tool and has full audio. The tutorial is usually available on the public NCES website prior to each administration.

NOTE: Zooming only enlarges the items and does not include the toolbar, item tabs, scrollbars, calculator, and equation editor. If students need content larger than 2 times the default text/image size or if they need all tools enlarged, select the magnification accommodation.

Individual Testing Experience/One-on-One

Allowed for mathematics, reading, science, writing, U.S. history, civics, geography, economics, technology and engineering literacy

Individual Testing Experience

Description: For digitally-based assessments, this accommodation is considered unnecessary due to the mode of test administration. All students are interacting on a one-on-one basis with the tablet and will have earbuds to reduce distractions. Read Aloud and other accommodations will be provided through the tablet and will not distract other students in the room. If the student's use of earbuds is not sufficient separation from the other students, the Separate Location accommodation should be added.

One-on-One

For paper-pencil assessments, this accommodation requires a student is assessed individually in an area free of distractions.

Separate Location/Small Group

Allowed for mathematics, reading, science, writing, U.S. history, civics, geography, economics, technology and engineering literacy

Description: For digitally-based assessments, this accommodation is considered unnecessary due to the mode of test administration. All students are interacting on a one-on-one basis with the tablet and will have earbuds to reduce distractions. Read Aloud and other accommodations will be provided through the tablet and will not distract other students in the room. However, if the school determines this setting is still too distracting, the student can be assessed in a separate testing area.

For paper-pencil assessments, a small group session generally includes no more than five students. A student can be assigned to a small group session because he/she requires one, or because one or more of the accommodations he/she typically requires must be administered in a separate session to minimize distractions to other students in the regular session.

NOTE: In digitally-based assessments, students will be tested in the regular session with up to 25 other students. If students need to be assessed in a smaller group, please select the accommodation "Separate Session".

Directions Only Read Aloud/Text-to-Speech (English)

Universal Design tool for digitally-based assessment available to all students
Allowed for all *NAEP* assessments

Description: For digitally-based assessments, general directions are read aloud to all students. Directions within the assessment can be selected and read aloud by the system using text-to-speech.

For paper-pencil assessment, all students may have the directions read aloud, repeated or reworded so they understand what to do and where to record answers. The student should raise his/her hand to asked for the directions read. This is not considered an accommodation.

Some students' IEPs or 504 Plans stipulate they should receive this accommodation. For those students, this will be coded as an accommodation. Students who do not have this as an IEP or 504 requirement, but who need the general directions (the same for all students) and/or the subject-specific directions read aloud, repeated, or reworded in any way an English learner can request this by raising his or her hand during the session, and it will not be recorded as an accommodation.

Directions Explained/Clarified

Universal Design tool available for all students
Allowed for all *NAEP* assessments

Description: Students can raise their hand at any time to ask the test administrator to clarify or explain directions.

Note: This accommodation should be chosen if the student requires directions to be simplified.

Read Aloud/Text-to-Speech (English) – Occasional or Most or All

Text-to-Speech is a Universal Design tool for digitally-based assessment available to all students (**not allowed on Reading for passages or items**)

Read Aloud is allowed for all *NAEP* paper-pencil assessments except Reading

Description: For digitally-based assessment, students select some or all text to be read aloud by the system using text-to-speech. The tutorial explains how to use the text-to-speech tool and has full audio. The tutorial is usually available on the public NCES website prior to each administration.

Read Aloud/Text-to-Speech (English) – Occasional or Most or All is not allowed for reading passages or reading items.

For paper-pencil assessments, there are two options. Students may request to have occasional words, phrases, or sentences read aloud to them in English. **Read Aloud in English – Occasional is not allowed for reading.** Some students may need to have most or all of the assessment booklet read aloud to them in English. **Read Aloud in English – Most or All is not allowed for reading.**

NOTE: Students taking the paper-pencil assessment who require most or all of the assessment to be read aloud should be tested in a separate session and be given extended time.

Use a Computer/Tablet to Respond

Universal Design tool for digitally-based assessment available to all students

Description: For digitally-based assessments, all students respond on *NAEP*-provided tablets.

For paper-pencil assessments, student record answers using a computer or tablet **provided by the school**.

Color Theming

Universal Design tool for digitally-based assessment available to all students

Not available for paper-pencil assessments

Description: Students have a choice of three color-contrast options, including one high-contrast option. The default is black text on white background and the two other options are white text on black background and black text on beige background. The tutorial explains how to use the color theming tool and has full audio. The tutorial is usually available on the public NCES website prior to each administration.

NOTE: This tool is not available for the tutorial and some items. If students need all content in high contrast, please select the accommodation High Contrast for Visually-Impaired Students.

Scratchwork/Highlighter Capability

Universal Design tool for digitally-based assessment available to all students

Description: A scratchwork/highlighter tool allows freehand drawing and highlighting on the screen. The scratchwork/highlighter tool is available for most content. The tutorial explains how to use the scratchwork/highlighter tool and has full audio. The tutorial is usually available on the public NCES website prior to each administration.

NOTE: This tool is not available for the scenario-based tasks.

Eliminating Capability

Universal Design tool for digitally-based assessment available to all students

Description: This accommodation allows students to gray out answer choices for multiple choice items. The tutorial explains how to use the elimination tool and has full audio. The tutorial is usually available on the public NCES website prior to each administration.

NOTE: This tool is not available for the scenario-based tasks or writing assessment.

Volume Adjustment

Universal Design tool for digitally-based assessment available to all students

Description: Some portions of the assessment tool audio, such as text-to-speech or multimedia item content. Students may raise or lower the volume using a control on the tablet. The tutorial explains how to use the volume adjustment and has full audio. The tutorial is usually available on the public NCES website prior to each administration.

Closed Captioning

Universal Design tool for digitally-based assessment available to all students

Description: All voice-over narration is closed captioned.

Scratch Paper

Universal Design tool for all students

Description: For digitally-based assessments, administrators will inform students scratch paper and pencil are available upon request. Students can raise their hands to request scratch paper and pencil.

For paper-pencil assessments, administrators inform students they can use the white space in the test booklet as scratch paper.

Electronic Spellcheck and Thesaurus

Universal Design tool for digitally-based writing assessment available to all students

This universal design element is incorporated into the interface with automatic and user-prompted activation options.

Extended Time

Allowed for mathematics, reading, science, writing, U.S. history, civics, geography, economics, technology and engineering literacy

Description: This accommodation requires students be given extra time to complete the assessment. The students will be given 3 times the amount of time for the cognitive blocks. For digitally-based assessments, extended time is incorporated in the timed session. Students with extended time should be included in the first session to ensure enough time is available.

NOTE: *NAEP* is a timed, but not a “speeded” test (it is not designed to evaluate how many questions a student can answer in a limited amount of time). Generally, most students can complete the *NAEP* cognitive sections in the time allowed (15 minutes per section). Students should answer the questions in order. Any question remaining (not answered at the end of booklet) will not be scored.

Marks/Writes Directly in Test Booklet

Universal Design tool for all *NAEP* assessments

For paper-pencil assessments, all students write directly in the test book. *NAEP* does not have Scantron™ or bubble sheets.

For digitally-based assessments, except the technology engineering literacy assessment, students write on the screen with a stylus. For technology engineering literacy, students use the mouse and keyboard to input responses.

Large Print Version of the Test

Allowed for *NAEP* paper-pencil

Description: *NAEP* provides large-print booklets to students who are vision-impaired. These are assessment booklets that have been enlarged to 129 percent.

Magnification Equipment

Allowed for mathematics, reading, science, writing, U.S. history, civics, geography, economics

Description: For digitally-based assessments, this accommodation is for students requiring magnification of all assessment content, including tools, menus, and scenario-based tasks. Screen magnification software allows students to scroll over a portion of the screen to magnify the image on the screen. The tool allows magnification of **all** assessment content, including tools, menus, calculator, and equation editor.

For paper-pencil assessments, this is a lens or system **provided by the school** that enhances visual function. Magnification devices include eyeglass-mounted magnifiers, freestanding or handheld magnifiers, enlarged computer monitors, or computers with screen-enlargement programs. Some students use closed-circuit television to enlarge print and display printed material with various image enhancements on a screen. Some magnification devices may introduce security issues since, in most cases, the *NAEP* booklet will need to be scanned before the assessment in order to make use of the equipment. School coordinators should contact the *NAEP* representative for details on how to arrange for the appropriate non-disclosure forms to be completed, if advanced scanning is necessary.

NOTE: See “Zooming” to determine if students need the additional magnification on digitally-based assessments provided with this accommodation.

Low Mobility Version of the Test

Allowed for digitally-based assessments

Description: The low mobility version of the test provides a test form with items that are keyboard navigable or accessible with an alternate input device **provided by the school** and that do not require the use of the mouse or touch pad.

Calculator Version of the Test

Allowed for mathematics

Description: This accommodation provides a mathematics test form that permits the use of a calculator. The calculator version of the assessment contains items that assess problem-solving, not calculations. The onscreen calculator provided as part of the assessment system for Grade 4 is a TI-108. For Grades 8 and 12, it is a TI-30XS. The online calculator can be viewed with the eNAEP feature in the *NAEP* Questions Tool. For the paper-pencil assessment, a scientific calculator will be provided, or students may bring their own to the assessment. **Calculator version of the test is not allowed for Reading or Science.**

Hearing-Impaired Version of the Test

Allowed for *NAEP* subjects with audio content

Description: The hearing-impaired version of the test provides a test form that has all auditory content closed captioned.

High Contrast for Visually-Impaired Students

Allowed for all digitally-based assessments

Description: For visually-impaired students that require high contrast of all content a special form is provided without any image/video content and has white text on black background.

NOTE: This tool is not available for the tutorial, the scenario-based tasks, or any image/video content.

Breaks during Test

Allowed for mathematics, reading, science, writing, U.S. history, civics, geography, economics, technology and engineering literacy

Description: Breaks during testing requires the student be allowed to take breaks at predetermined intervals during the assessment. This also could mean the student can take the assessment in more than one sitting during a single day.

Some students may need to have breaks in the assessment to deal with medical issues, such as diabetic needs.

Use Computer/Tablet to Respond

Allowed for paper-pencil assessments

Description: Student record answers using a computer or tablet **provided by the school**.

Familiar Person Present or Administer the Test

Allowed for mathematics, reading, science, writing, U. S. history, civics, geography, economics, technology and engineering literacy

Description: For digitally-based assessments, the aide that regularly works with the student must be present in the testing room during the assessment. Only trained *NAEP* staff may conduct the assessment session.

For paper-pencil assessments, this accommodation could allow a **school staff member** familiar to the student to administer or be present during the session.

NOTE: Only trained *NAEP* staff may conduct the digitally-based testing session.

Uses Template

Allowed for mathematics, reading, science, writing, U.S. history, civics, geography, economics, technology and engineering literacy

Description: A template is a cutout or overlay **provided by the school** that is used to focus a student's attention on one part of a screen by obscuring other parts of the screen. Also known as masking, line reader or place marker. Templates **must be provided by the school**.

For digitally-based assessments, this is a cutout or overlay **provided by the school** that is used to focus a student's attention on one part of a screen by obscuring the other parts of the screen.

For paper-pencil assessments, this is a cutout or overlay **provided by the school** that is used to focus a student's attention on one part of a page by obscuring other parts of the page.

For questions about allowed templates, the *NAEP* school coordinator should contact the *NAEP* State Coordinator in the Office of Assessment.

Special Equipment

Allowed for mathematics, reading, science, writing, U.S. history, civics, geography, economics, technology and engineering literacy

Description: Special equipment includes the following and **must be provided by the school**:

- FM system, amplification equipment, or an auditory amplification device for hearing-impaired students.
- Noise buffers, study carrel, blinders, special lighting, and adaptive furniture
- Stress ball or sensory fidget item

For questions about allowed special equipment, the *NAEP* school coordinator should contact the *NAEP* State Coordinator in the Office of Assessment.

Preferential Seating

Allowed for mathematics, reading, science, writing, U.S. history, civics, geography, economics, technology and engineering literacy

Description: Preferential seating requires a student to sit in a designated area for the assessment, such as away from other students to limit distractions; a location where there is access to special equipment; or close to the front of the room so the student can see or hear more easily.

Cueing to Stay on Task

Allowed for all *NAEP* assessments

Description: Cueing to stay on task must be **provided by a school staff member**. This includes monitor for understanding, monitor placement of responses, redirect to stay on task, reminders to stay on task, prompt to stay on task, verbal encouragement, reinforcement, refocus, track test items. School staff member should discuss this accommodation with the *NAEP* administrator prior to the start of the assessment. Cueing to stay on task **CANNOT** provide assistance with answering the questions.

Scribe

Allowed for mathematics, reading, science, U.S. history, civics, geography, economics, technology and engineering literacy (not allowed in writing)

Description: This accommodation requires the student respond orally to a scribe **provided by the school** or respond by pointing to his/her answers. The scribe then records the student's responses in the assessment booklet for paper-pencil or on the tablet for digitally based.

NOTE: Students taking the paper-pencil assessment who require a scribe to respond to the assessment should be tested in a separate session and be given extended time.

This accommodation should be conducted in a separate session.

Directions Only Presented in Sign Language

Allowed for reading, mathematics, science, U. S. history, geography, civics

Description: A qualified sign language interpreter **at the school** signs the instructions included in the session script. The interpreter should be someone who typically works with the student.

Note: The school determines who is a qualified sign language interpreter.

Presentation in Sign Language/Response in Sign Language

Allowed for mathematics, science, U. S. history, geography, civics

Description: This accommodation requires a qualified sign language interpreter **at the school** sign the instructions included in the session script and some or all of the test questions or answer choices for the student. The interpreter should be someone who typically works with the student. **Presentation in Sign Language is not allowed in Reading for reading passages or test questions.**

Response in sign language requires hearing-impaired students to sign his/her responses to a scribe **provided by the school** who records the responses on the tablet.

Note: The school determines who is a qualified sign language interpreter.

Students taking the paper-pencil assessment who require presentation or response in sign language should be tested in a separate session and be given extended time.

Braille Version of the Test

Allowed for reading, mathematics, science, U.S. history, civics, and geography

Description: The braille version of the test is a paper-based embossed braille form of the test. *NAEP* uses contracted Unified English Braille (UEB) for all subjects. For the mathematics assessments, *NAEP* offers two versions: UEB plus Nemeth or UEB only. Student can use a scribe to records his or her answers (select Scribe accommodation). Scribe **provided by the school** and records the student responses directly on the tablet.

Student can use a braille output device **provided by the school**.

NOTE: This accommodation requires a separate session and scribe.

NAEP Accommodations for English Learners

The information listed in this document reflects the most current known accommodations. The accommodation information and administration practices for *NAEP* testing for any given assessment year will be provided to schools through the MyNAEP site in early December and/or discussed with school personnel during the Preassessment Review Call in January.

Each accommodation is described below. Please note some of the accommodations allowable on *NAEP* are not allowed on other West Virginia assessments. Careful consideration needs to be given to each decision regarding these accommodations. If the student has not had the opportunity to practice with the accommodation during instructions, it may adversely affect student performance on the *NAEP* assessment. If a student needs an accommodation not listed, the *NAEP* school coordinator should discuss the specific accommodation need with the *NAEP* state coordinator at the West Virginia Department of Education prior to enter the request in the MyNAEP system.

Zooming

Universal Design tool for digitally-based assessment available to all students
Not available for paper-pencil assessments

Description: Zooming enlarges content onscreen up to 2 times the default text/image size while preserving clarity, contrast, and color. Students can change text sizes ranging from approximately 12-point font to approximately 24-point font. Twenty-four point font is approximately 1/3-inch tall.

Zooming only enlarges the items and does not include the toolbar, item tabs, scrollbars, calculator, and equation editor. If students need content larger than 2 times the default text/image size or if they need all tools enlarged, select the magnification accommodation.

The tutorial explains how to use the zooming tool and has full audio. [The tutorial is usually available on the public NCES website prior to each administration.](#)

Individual Testing Experience/One-on-One

Allowed for mathematics, reading, science, writing, U.S. history, civics, geography, economics, technology and engineering literacy

Individual Testing Experience

Description: For digitally-based assessments, this accommodation is considered unnecessary due to the mode of test administration. All students are interacting on a one-on-one basis with the tablet and will have earbuds to reduce distractions. Read aloud and other accommodations are provided through the tablet and will not distract other students in the room.

Students will be tested in the regular session. If students need to be assessed in a smaller group, schools should select the accommodation—Separate Location.

One-on-One

For paper-pencil assessments, this accommodation requires a student is assessed individually in an area free of distractions.

NOTE: Students will be tested in the regular session with up to 25 other students. If students need to be assessed in a smaller group, please select the accommodation “Separate Location”.

Separate Location/Small Group

Allowed for mathematics, reading, science, writing, U.S. history, civics, geography, economics, technology and engineering literacy

Description: For digitally-based assessments, this accommodation is considered unnecessary due to the mode of test administration. All students are interacting on a one-on-one basis with the tablet and will have earbuds to reduce distractions. Read Aloud and other accommodations will be provided through the tablet and will not distract other students in the room. However, if the school determines this setting is still too distracting, the student can be assessed in a separate testing area.

For paper-pencil assessments, a small group session generally includes no more than five students. A student can be assigned to a small group session because he/she requires one, or because one or more of the accommodations he/she typically requires must be administered in a separate session to minimize distractions to other students in the regular session.

Directions Only Read Aloud/Text-to-Speech (English)

Universal Design tool for digitally-based assessment available to all students
Allowed for all *NAEP* assessments

Description: For digitally-based assessments, general directions are read aloud to all students. Directions within the assessment can be selected and read aloud by the system using text-to-speech.

NOTE: Some students’ IEPs or 504 Plans stipulate they should receive this accommodation. For those students, this will be coded as an accommodation. Students who do not have this as an IEP or 504 requirement, but who need the general directions (the same for all students) and/or the subject-specific directions read aloud, repeated, or reworded in any way in English can request this by raising his or her hand during the session, and it will not be recorded as an accommodation.

Directions Explained/Clarified

Universal Design tool available for all students
Allowed for all *NAEP* assessments

Description: Students can raise their hand at any time to ask the test administrator to clarify or explain directions.

Note: This universal design element includes Simplified Test Directions.

Read Aloud/Text-to-Speech (English) – Occasional or Most or All

Universal Design tool for digitally-based assessment available to all students (**not allowed on Reading for passages or items**)

Allowed for all *NAEP* paper-pencil assessments except Reading

Description: For digitally-based assessment, students select some or all text to be read aloud by the system using text-to-speech. The tutorial explains how to use the text-to-speech tool and has full audio. **Read Aloud/Text-to-Speech (English) – Occasional or Most or All is not allowed for reading passages or reading items.**

For paper-pencil assessments, there are two options. Students may request to have occasional words, phrases, or sentences read aloud to them in English. **Read Aloud in English – Occasional is not allowed for reading.** Some students may need to have most, or all the assessment booklet read aloud to them in English. **Read Aloud in English – Most or All is not allowed for reading.**

NOTE: Students taking the paper-pencil assessment who require most or all the assessment to be read aloud should be tested in a separate session and be given extended time.

Use a Computer/Tablet to Respond

Universal Design tool for digitally-based assessment available to all students

Description: For digitally-based assessments, all students respond on *NAEP*-provided tablets.

Note: For paper-pencil assessments, student records answers using a computer or tablet **provided by the school**.

Color Theming

Universal Design tool for digitally-based assessment available to all students

Not available for paper-pencil assessments

Description: Students have a choice of three color contrast options, including one high-contrast option. The default is black text on white background and the two other options are white text on black background and black text on beige background. The tutorial explains how to use the color theming tool and has full audio. [The tutorial is usually available on the public NCES website prior to each administration.](#)

NOTE: This tool is not available for the tutorial and some items. If students need all content in high contrast, please select the accommodation High Contrast for Visually Impaired Students.

Scratchwork/Highlighter Capability

Universal Design tool for digitally-based assessment available to all students

Description: A scratchwork/highlighter tool allows freehand drawing and highlighting on the screen. The scratchwork/highlighter tool is available for most content. The tutorial explains how to use the scratchwork/highlighter tool and has full audio. [The tutorial is usually available on the public NCES website prior to each administration.](#)

NOTE: This tool is not available for the scenario-based tasks.

Eliminating Capability

Universal Design tool for digitally-based assessment available to all students

Description: This accommodation allows students to gray out answer choices for multiple choice items. The tutorial explains how to use the elimination tool and has full audio. [The tutorial is usually available on the public NCES website prior to each administration.](#)

NOTE: This tool is not available for the scenario-based tasks or writing assessment.

Volume Adjustment

Universal Design tool for digitally-based assessment available to all students

Description: Some portions of the assessment tool audio, such as text-to-speech or multimedia item content. Students may raise or lower the volume using a control on the tablet. The tutorial explains how to use the volume adjustment and has full audio. [The tutorial is usually available on the public NCES website prior to each administration.](#)

Closed Captioning

Universal Design tool for digitally-based assessment available to all students

Description: All voice-over narration is closed captioned.

Scratch Paper

Universal Design tool for all students

Description: For digitally-based assessments, administrators will inform students scratch paper and pencil are available upon request. Students can raise their hands to request scratch paper and pencil.

For paper-pencil assessments, administrators inform student they can use the white space in the test booklet as scratch paper.

Electronic Spellcheck and Thesaurus

Universal Design tool for digitally-based writing assessment available to all students

This universal design element is incorporated into the interface with automatic and user-prompted activation options.

Extended Time

Allowed for mathematics, reading, science, writing, U.S. history, civics, geography, economics, technology and engineering literacy

Description: This accommodation requires students be given extra time to complete the assessment. The students will be given 3 times the amount of time for the cognitive blocks. Extended time is incorporated in the timed session. Students with extended time should be included in the first session to ensure enough time is available.

NOTE: *NAEP* is a timed, but not a “speeded” test (it is not designed to evaluate how many questions a student can answer in a limited amount of time). Generally, most students can complete the *NAEP* cognitive sections in the time allowed (25-30 minutes per section). Students should answer the questions in order. Any question remaining (not answered at the end of booklet) will not be scored.

Marks/Writes Directly in Test Booklet

Universal Design tool for all *NAEP* assessments

For paper-pencil assessments, all students write directly in the test book. *NAEP* does not have Scantron™ or bubble sheets.

For digitally-based assessments, except the technology engineering literacy assessment, students write on the screen with a stylus. For technology engineering literacy, students use the mouse and keyboard to input responses.

Directions Translated to Spanish

Allowed in Grades 4 and 8 for mathematics, reading, science, writing, U. S. history, civics, geography, as well as all paper-pencil assessments

Description: All directions are provided in Spanish and English including the tutorial. A toggle button is available on the screens to go back and forth between Spanish and English. **Spanish translation is not available for Grade 12.**

For paper-pencil assessments, the bilingual session script includes the general directions in Spanish.

Directions Only Read Aloud/Text-to-Speech (Spanish)

Allowed for mathematics, reading, science, writing, U. S. history, civics, geography (Grades 4 and 8)

Description: Directions Read Aloud/Text-to-Speech in Spanish must be paired with Directions Only Translated to Spanish. All Spanish translated content is text-to-speech enabled. The tutorial is also available in Spanish.

Spanish translation is not available for age 17.

NOTE: Students taking the paper-pencil assessment who require directions only read aloud in Spanish should be tested in a separate session and be given extended time.

Spanish/English Version of the Test

Allowed for mathematics, science, U. S. history, civics, geography (Grades 4 & 8)
Not Allowed for Reading (any grade) or Grade 12

Description: For the **Spanish/English Version** of the Test all content is provided in Spanish and English. A toggle button is available on the screens to go back and forth between Spanish and English. Spanish/English Version of the Test is **not allowed** for reading assessments.

Spanish/English version of the test is not allowed for Reading or age 17.

NOTE: Students taking the paper-pencil assessment who require Spanish/English version of the test should be tested in a separate session and be given extended time.

Read Aloud/Text-to-Speech (Spanish) – Occasional or Most or All

Allowed for Mathematics, U. S. history, civics, geography (NOT age 17 or Grade 12)

(Not Allowed for Reading, Writing, age 17 (any subject), Grade 12 (any subject))

Description: This accommodation must be paired with the Spanish/English Version of the Test. All Spanish translated content is text-to-speech enabled. **Read Aloud/Text-to-Speech (Spanish) – Occasional or Most or All is not available for reading or writing or any age 17 assessment.**

NOTE: Students taking the paper-pencil assessment who require test items read aloud in Spanish should be tested in a separate session and be given extended time.

Breaks during Test

Allowed for mathematics, reading, science, writing, U.S. history, civics, geography, economics, technology and engineering literacy

Description: Breaks during testing requires the student be allowed to take breaks at predetermined intervals during the assessment. This also could mean the student is allowed to take the assessment in more than one sitting during a single day.

Note: Student may need breaks to deal with medical issues, such as diabetes.

Separate Location

Allowed for mathematics, reading, science, writing, U.S. history, civics, geography, economics, technology and engineering literacy

Description: This accommodation requires the student be tested away from other students in a separate testing area.

Note: This could be a small group or one-on-one.

Familiar Person Present or Administer the Test

Allowed for mathematics, reading, science, writing, U. S. history, civics, geography, economics, technology and engineering literacy

Description: This accommodation requires a **school staff member the student regularly works with be present in the testing room** while the assessment is being conducted. The *NAEP* assessment team will administer the assessment.

For paper-pencil assessments, this accommodation could allow a **school staff member** familiar to the student to administer or be present during the session.

NOTE: Only trained *NAEP* staff may conduct the digitally-based testing session.

Students taking the paper-pencil assessment who require a familiar person present or administer the test should be tested in a separate session and be given extended time.

Uses Template

Allowed for mathematics, reading, science, writing, U.S. history, civics, geography, economics, technology and engineering literacy

Description: Templates are **provided by the school** and may include masking, color overlays, line reader, and place marker. For questions about allowed templates, the *NAEP* school coordinator should contact the Office of Assessment.

For digitally-based assessments, this is a cutout or overlay **provided by the school** that is used to focus a student's attention on one part of a screen by obscuring the other parts of the screen.

For paper-pencil assessments, this is a cutout or overlay **provided by the school** that is used to focus a student's attention on one part of a page by obscuring other parts of the page.

For questions about allowed template, the *NAEP* school coordinator should contact the *NAEP* State Coordinator in the Office of Assessment.

Special Equipment

Allowed for mathematics, reading, science, writing, U.S. history, civics, geography, economics, technology and engineering literacy

Description: Special equipment is **provided by the school** and may include the following:

FM system, amplification equipment, auditory amplification device, noise buffer, study carrel, blinder, special lighting, adaptive furniture, stress ball, sensory fidget item. It may also include special light and furniture used by the student.

For questions about allowed special equipment, the *NAEP* school coordinator should contact the Office of Assessment.

Preferential Seating

Allowed for mathematics, reading, science, writing, U.S. history, civics, geography, economics, technology and engineering literacy

Description: **Preferential Seating must be provided the school.** Preferential seating requires a student to sit in a designated area for the assessment, such as away from other students to limit distractions; a location where there is access to special equipment; or close to the front of the room so the student can see or hear more easily.

Cueing to Stay on Task

Allowed for all *NAEP* assessments

Description: Cueing to stay on task must be **provided by a school staff member**. This includes monitor for understanding, monitor placement of responses, redirect to stay on task, reminders to stay on task, prompt to stay on task, verbal encouragement, reinforcement, refocus, track test items. School staff member should discuss this accommodation with the *NAEP* administrator prior to the start of the assessment. **Cueing to stay on task CANNOT provide assistance with answering the questions.**

Bilingual Dictionary (in Any Language)

Allowed for all *NAEP* assessments except reading

Description: Some English language learners may require a bilingual dictionary, which must be either a handheld electronic or hardcopy bilingual dictionary **provided by the school** in any language that contains English translations of words but does not contain definitions.

Also known as a word-for-word dictionary, word-to-word translation dictionary, or a bilingual word list *NAEP* does not provide bilingual dictionaries, so students should bring their own dictionaries to the assessment.

Bilingual dictionaries are **not allowed for the reading assessments at Grades 4 and 8.**

NOTE: Students who require a bilingual dictionary should be given extended time.

Section IX.

References and Further Readings

Section IX. References and Further Readings

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Section X. Appendices

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Appendix A. Ethical Testing Practices

The *WVBE Testing Code of Ethics* addresses special concerns regarding appropriate professional practices within the West Virginia Measures of Academic Progress (WV-MAP), as well as appropriate professional conduct. The *WVBE Testing Code of Ethics* supplements the practices and procedures set forth by W. Va.126CSR14, WVBE Policy 2340.

ETHICAL TESTING PRACTICES

Test Security

1. District school personnel shall establish and implement procedures to ensure maximum test security and limit access of secure materials to applicable district/school personnel.
2. Apart from the scheduled test administration to students, secure test materials shall be stored in a locked and secured location by the district test coordinator in accordance with the test administration guidelines of each assessment.
3. The district test coordinator shall be responsible for the test booklets/answer sheets received by the district and shall maintain a record of the booklets sent to each school in accordance to the test administration guidelines of each assessment.
4. Before each test administration, materials must be distributed and stored according to instructions provided with the test. Tests must be secured at all times during test administration, including all breaks in the testing sequence. All test booklets (used and unused) and answer sheets, if applicable, must be counted, reconciled, and returned to a locked and secured area immediately upon the completion of each daily testing session.
5. Secure test materials in a school must be stored in a locked and secured location(s) prior to and following each daily testing session. Secure test materials are to be stored in the building prior to and after testing in accordance to the test administration guidelines of each assessment. Testing, including makeups, must occur during the testing window. Access to test booklets and answer sheets shall be restricted to the scheduled dates of test administration.
6. Any allegations of cheating, security breach, testing administration breach, copyright infringement, loss of materials, or other deviation from acceptable and ethical security procedures shall be reported immediately to the principal, district test coordinator, district superintendent, and the WVDE Office of Assessment. The WVDE Office of Assessment, in conjunction with the WVDE Office of Legal Services, shall report allegations to the State Superintendent of Schools according to the protocol set forth in this policy.
7. No secure test materials, test questions or student responses/answer sheets shall be reviewed, retained, reproduced, paraphrased, or discussed in any manner. Additionally, teachers and/or students may not alert examinees to the correct answer choice by pointing to the correct answer, eliminating answer choices, or mouthing the correct answer.
8. Personnel responsible for the testing program shall be properly instructed and participate in the training for each assessment's appropriate test administration procedures as set forth in Appendices B-H in this policy.
9. Each district test coordinator shall complete each required WVDE's assessment training and sign a *WVBE District Test Coordinator's Secure Materials and Test Procedures Agreement*. The agreements shall be filed at the WVDE before access to secure test materials is provided.
10. Each district technology coordinator shall complete each required WVDE assessment training and sign a *WVBE District/School Technology Personnel Security Agreement*. The agreement shall be on file with the district test coordinator before access to secure test materials is provided.

11. Principals shall complete each required district test coordinator's assessment training and sign a *WVBE Principal's/Secure Materials and Test Procedures Agreement*. The agreement shall be on file with the district test coordinator before access to secure test materials is provided.

12. Building level coordinators shall complete each required district test coordinators training and sign WVBE Building Level Coordinator's Security Agreement to remain with the district test coordinator before access to secure test materials is provided.

13. Any individual who administers, handles, or has access to secure test materials at the district or school shall complete each required assessment's training and sign the appropriate training verification form to remain on file in the appropriate office each year.

14. No one shall compromise test security or the accuracy of the test data score results by manipulating the test administration, test equipment, demographic data, or the students' answers or data.

15. Student test scores or test performance shall not be disclosed to unauthorized persons as per the FERPA, the Student Data Accessibility, Transparency, and Accountability Act, Policy 4350, and the WVDE Data Access and Management Guidance and Policy 2340.

Test Administration

1. Tests shall be administered only during the testing window established by the WVBE, except when requested, in writing, by the district superintendent and district test coordinator and subsequently approved by the WVDE Office of Assessment.

2. Examiners of standardized tests shall rigorously follow the appropriate administrative procedures as directed in the test's administration manual(s).

3. All examiners shall strive to create a positive testing environment.

4. Students shall not have access to secure test content and materials.

5. Examiners shall limit assistance to students to only those issues concerning the mechanical aspects of selecting answers, clarifying directions, and finding the right place on answer sheets or electronic display. Examiners shall not indicate answers, point out the rationale of an item, or prompt students in any manner.

6. Students, examiners, and technology specialists shall be monitored to ensure appropriate test taking procedures and test security measures are followed.

7. Specific information, as specified by the test manual, shall not be displayed in the room during test administration.

8. Only references or tools specifically designated in test manuals are provided to students.

9. Accommodations, as appropriate, for students with IEPs, Section 504 Plans, or *EL Assessment Participation Forms* shall be provided as established by their respective plans.

10. An examiner shall not administer tests to his/her family.

11. Appropriate test preparation is recommended and may include the use of interim assessments, classroom formative assessment, standards-focused instruction, and the development of study skills and test-taking strategies.

Test Notification

Students and parent(s)/guardian(s) shall be given notification before testing;

1. provided information on the purposes and descriptions of the test and uses of the test results; and

2. encouraged to follow test preparation procedures.

Appendix B. District Test Coordinator's Secure Materials and Test Procedures Agreement

State of West Virginia
District of _____

West Virginia Board of Education
West Virginia Measures of Academic Progress

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

District Test Coordinator's Secure Materials and Test Procedures Agreement

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

I therefore pledge:

1. I will not retain, copy, reproduce, paraphrase, distribute, or review/discuss secure test items or student responses.
2. I will implement procedures to ensure maximum test security. Access to secure materials, including methods of authentication, will be restricted to the test administration period designated by the state-mandated testing window.
3. I am responsible for the distribution of secure testing materials, including counting, reconciling, and returning all test booklets/answer sheets (used and unused) according to the instructions provided with the test, before and after each test administration. A record of the number of booklets and other identifying characteristics sent to and returned from each school shall be kept.
4. I am responsible for the shipment of the test booklets/answer sheets to the schools no earlier than five instructional days prior to the testing window and returned to me by the schools on the date determined by the district. I will ensure test materials are securely stored in the buildings according to the instructions provided with the test and all testing must occur during the testing window.
5. I will immediately report any loss of materials, cheating, security breach, testing administration breach, copyright infringement, or other deviation from acceptable security procedures to the district superintendent and to the Office of Assessment.
6. I will properly instruct the principals and building level coordinators in appropriate test security and test administration procedures, including the WVBE Testing Code of Ethics.
7. I will collect and retain the signed WVBE Principal’s Secure Materials and Test Procedures Agreement and WVBE Building Level Coordinator’s Secure Materials and Test Procedures Agreement if applicable, for each school in the district by the last of September.
8. I will not release secure test administration materials to a school without the signed WVBE Principal’s Secure Materials and Test Procedures Agreement and verification of training of all other applicable school personnel.
9. I will not disclose individual student test scores or test performance data to unauthorized persons as set forth in FERPA, the Student Data Accessibility, Transparency, and Accountability Act, Policy 4350, the WVDE Data Access and Management Guidance and Policy 2340.
10. I will not violate test security or the accuracy of the test data score results by manipulating the test administration, demographic data, or the students’ answers or data.
11. I will not share my method of authentication, including, but not limited to, my username and password to access any testing platform or student data/results.
12. I will not give students access to test questions or answer keys.
13. If serving as an examiner for an online assessment, I will not offer technical (accessing dictionary, grammar checks, formatting functions, etc.) assistance that might alter the accuracy of student responses in the web-based assessment before, during, or after the administration of the test.
14. I understand if a breach of test security or copyright infringement occurs as a direct result of my actions, my license/certification may be suspended or revoked, or I may be suspended, terminated, or have other action taken.

Please print your name, sign, and return the District Test Coordinator’s Secure Materials and Test Procedures Agreement to the WVDE, Office of Assessment before access to secure test materials is provided.

Signature: _____

Print Name: _____

Date: _____

If this form is not on file, it will be considered a breach of security by the district and state boards of education. This agreement is valid for the academic year of signatory date and shall be signed prior to the administration of any tests.

Appendix C. District Technology Coordinator or Technology Vendor Secure Materials and Test Procedures Agreement

State of West Virginia
District of _____

West Virginia Board of Education
West Virginia Measures of Academic Progress

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

District Technology Coordinator or Technology Vendor Secure Materials and Test Procedures Agreement

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

I therefore pledge:

1. I will not retain, copy, reproduce, paraphrase, distribute, or review/discuss secure test items, testing materials or student responses.
2. I will implement or follow (as my position requires) procedures to ensure maximum test security. Access to secure materials, including methods of authentication, will be restricted to the test administration period designated by the state-mandated testing window.
3. I will immediately report any loss of materials, cheating, security breach, testing administration breach, copyright infringement, or other deviation from acceptable security procedures to the district superintendent and to the Office of Assessment.
4. I will not release or upload secure test administration materials, questions, answer keys or other testing materials to a school before having signed the WVBE District Technology Coordinator or Technology Vendor Secure Materials and Test Procedures Agreement.
5. I will not disclose individual student test scores or test performance data to unauthorized persons as set forth in FERPA, the Student Data Accessibility, Transparency, and Accountability Act, Policy 4350, the WVDE Data Access and Management Guidance and Policy 2340.
6. I will not violate test security or the accuracy of the test data score results by manipulating the test administration, demographic data, or the students’ answers or data.
7. I will not share my method of authentication, including, but not limited to, my username and password to access any testing platform or student data/results.
8. I will not provide access to test items or answer keys.
9. If serving as an examiner for an online assessment, I will not offer technical (accessing dictionary, grammar checks, formatting functions, etc.) assistance that might alter the accuracy of student responses in the web-based assessment before, during, or after the administration of the test.
10. I understand if I am a district employee, and if a breach of test security or copyright infringement occurs as a direct result of my actions, my license/certification may be suspended or revoked, or I may be suspended, terminated, or have other action taken.
11. I understand if I am a vendor or employed by a vendor, and if a breach of test security or copyright infringement occurs as a direct result of my actions the vendor contract may be revoked, and other action may be taken.

Please print your name, sign, and return the *District Technology Coordinator or Technology Vendor Secure Materials and Test Procedures Agreement* to the WVDE, Office of Assessment before access to secure test materials is provided.

Signature: _____

Print Name: _____

Date: _____

If this form is not on file, it will be considered a breach of security by the district and state boards of education. This agreement is valid for the academic year of signatory date and shall be signed prior to the administration of any tests.

Appendix D. Principals Secure Materials and Test Procedures Agreement

State of West Virginia
District of _____

West Virginia Board of Education
West Virginia Measures of Academic Progress

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

Principal's Secure Materials and Test Procedures Agreement

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

I therefore pledge:

1. I will not keep, copy, reproduce, paraphrase, distribute, or review/discuss secure test items or student responses.
2. I will implement procedures to ensure maximum test security. Access to secure materials, including methods of authentication, will be restricted to the test administration period designated by the state-mandated testing window.
3. I am responsible for the distribution of secure testing materials, including counting, reconciling, and returning all test booklets/answer sheets (used and unused) according to the instructions provided with the test, before and after each test administration. A record of the number of booklets and other identifying characteristics sent to and returned from my assigned school shall be kept.
4. I am responsible for the test booklets/answer sheets shipped to and returned from my school and will ensure test materials are securely stored in locked and secure central location(s) prior to and immediately following each daily testing session.
5. I will immediately report any loss of materials, cheating, security breach, testing administration breach, copyright infringement, or other deviation from acceptable security procedures to the district test coordinator.
6. I will ensure all applicable personnel receive the proper instruction in appropriate test security and test administration procedures, including the WVBE Testing Code of Ethics.
7. I will collect and retain the signed WVBE Examiner’s/Scribe’s Secure Materials and Test Agreement and WVBE District/School Personnel Secure Materials Agreement for all applicable personnel in the building no later than five instructional days prior to the first day of testing. Verification of all trained school personnel with a signed WVBE Examiner’s/Scribe’s Secure Materials and Test Procedures Agreement and WVBE District/School/Personnel Secure Materials Agreement will be on file with the district test coordinator no later than five instructional days prior to the first day of testing.
8. I will not disclose individual student test scores or test performance data to unauthorized persons as set forth in FERPA, the Student Data Accessibility, Transparency, and Accountability Act, found in W. Va. Code §18-2-5h, Policy 4350, the WVDE Data Access and Management Guidance, and Policy 2340.
9. I will not violate test security or the accuracy of the test data score results by manipulating the test administration, demographic data, or the students’ answers or data.
10. I will not share my method of authentication, including, but not limited to, my username and password to access any testing platform or student data/results.
11. I will not give students access to test questions or answer keys.
12. I will monitor examiners and students to ensure only references or tools specifically designated in test manuals or by accommodations are provided.
13. I will check testing rooms prior to the beginning of test administration to ensure all specific information, as specified by the test manual, is not displayed in the room during the test administration.
14. I will ensure examiners comply with the appropriate accommodations for students with IEPs, Section 504 Plans, and EL Assessment Participation Forms when so designated in the test manual.
15. I am responsible for monitoring and verifying the building level coordinator(s), if applicable, has fulfilled his/her assigned duties.
16. If serving as an examiner for an online assessment, I will not offer technical (accessing dictionary, grammar checks, formatting functions, etc.) assistance that might alter the accuracy of student responses in the web-based assessment before, during, or after the administration of the test.
17. I understand if a breach of test security or copyright infringement occurs as a direct result of my actions, my license/certification may be suspended or revoked, or I may be suspended, terminated, or have other action taken.

Please print your name, sign, and return the *Principal’s Secure Materials and Test Procedures Agreement* to the district test coordinator before access to secure test materials is provided.

Signature: _____ Print Name: _____

School: _____ Date: _____

If this form is not on file, it will be considered a breach of security by the district and state boards of education. This agreement is valid for the academic year of signatory date and shall be signed prior to the administration of any tests.

Appendix E. Building Level Coordinator’s Secure Materials and Test Procedures Agreement (Other than Principal)

State of West Virginia
District of _____

West Virginia Board of Education
West Virginia Measures of Academic Progress

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

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

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

I therefore pledge:

1. I will not keep, copy, reproduce, paraphrase, distribute, or review/discuss secure test materials and/or test items or student responses.
2. I will implement procedures to ensure maximum test security. Access to secure materials, including methods of authentication, will be restricted to the test administration period designated by the state-mandated testing window.
3. I will distribute the secure testing materials, including counting, reconciling, and returning all test booklets/answer sheets (used and unused) according to the instructions provided with the test, before and after each test administration. A record of the number of booklets and other identifying characteristics sent to and returned to my school shall be given to and kept by the principal.
4. I am responsible, to the principal, for the test booklets/answer sheets shipped to and returned from my school and will ensure test materials are securely stored in locked and secure location(s) prior to and immediately following each daily testing session.
5. I will immediately report any loss of materials, cheating, security breach, testing administration breach, copyright infringement, or other deviation from acceptable security procedures to the principal.
6. I will ensure all applicable personnel receive the proper instruction in appropriate test security and test administration procedures, including the WVBE Testing Code of Ethics, if assigned by the principal to do so.
7. I will collect, if assigned to do so, and give to the principal, the signed WVBE Examiner’s/Scribe’s Secure Materials and Test Procedures Agreement and WVBE District/Building Level Personnel Secure Materials Agreement for all applicable personnel in the building no later than five instructional days prior to the first day of testing. Verification of all trained school personnel with a signed WVBE Examiner’s/Scribe’s Secure Materials and Test Procedures Agreement and WVBE District/Building Level Personnel Secure Materials Agreement will be given to the principal no later than five instructional days prior to the first day of testing.
8. I will not disclose individual student test scores or test performance data to unauthorized persons as set forth in FERPA, the Student Data Accessibility, Transparency, and Accountability Act, found in W. Va. Code §18-2-5h, Policy 4350 and Policy 2340.
9. I will not violate test security or the accuracy of the test data score results by manipulating the test administration, demographic data, or the students’ answers or data.
10. I will not share my method of authentication, including, but not limited to, my username and password to access any testing platform or student data/results.
11. I will not give students access to test questions or answer keys.
12. I will monitor examiners and students to ensure only references or tools specifically designated in test manuals or by accommodations are provided.
13. I will check testing rooms prior to the beginning of test administration to ensure all specific information, as specified by the test manual, is not displayed in the room during the test administration.
14. I will ensure examiners comply with the appropriate accommodations for students with IEPs, Section 504 Plans, and EL Assessment Participation Forms when so designated in the test manual.
15. If serving as an examiner for online assessment, I will not offer technical (accessing dictionary, grammar checks, formatting functions, etc.) assistance that might alter the accuracy of student responses in the web-based assessment before, during, or after the administration of the test.
16. I understand if a breach of test security or copyright infringement occurs as a direct result of my actions, my license/certification may be suspended or revoked, or I may be suspended, terminated, or have other action taken.

Please print your name, sign, and return the Building Level Coordinator’s Secure Materials and Test Procedures Agreement to the district test coordinator before access to secure test materials is provided.

Signature: _____ Print Name: _____

School: _____ Date: _____

If this form is not on file, it will be considered a breach of security by the district and state boards of education. This agreement is valid for the academic year of signatory date and shall be signed prior to the administration of any tests.

Appendix F. Examiner's/Scribe's Secure Materials and Test Procedures Agreement

State of West Virginia
District of _____

West Virginia Board of Education
West Virginia Measures of Academic Progress

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

Examiner's/Scribe's Secure Materials and Test Procedures Agreement

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

I therefore pledge:

1. I will not keep, copy, reproduce, paraphrase, distribute, or review/discuss secure test materials and/or test items.
2. I will not use test items, test booklets/answer sheets, or any of the information contained in an assessment to review/prepare students for a test.
3. I will not allow access to the test materials or answer keys to any student or any other person not so authorized by the principal.
4. I will not alter students' responses in any manner (indicate answers, point out rationale, prompt, etc.).
5. I will not share my method of authentication, including, but not limited to, my username and password to access any testing platform or student data/results.
6. I will not disclose individual student test scores or test performance data to unauthorized persons as set forth in FERPA, the Student Data Accessibility, Transparency, and Accountability Act, found in W. Va. Code §18-2-5h, Policy 4350, the WVDE Data Access and Management Guidance, and Policy 2340.
7. If serving as an examiner for the alternate assessment, I will adhere to the prompting hierarchies and document all applicable assistive technology to ensure the accuracy of student responses.
8. If serving as an examiner for students with IEPs, Section 504 Plans, or *EL Assessment Participation Forms*, I will adhere to the accommodations listed therein and monitor using the appropriate process (WV.326).
9. If serving as an examiner for an online assessment, I will not offer technical (accessing dictionary, grammar checks, formatting functions, etc.) assistance that might alter the accuracy of student responses in the web-based assessment before, during, or after the administration of the test.
10. I have read Policy 2340.
11. I understand if a breach of test security or copyright infringement occurs as a direct result of my actions, my license/certification may be suspended or revoked, or I may be suspended, terminated, or have other action taken.

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

Signature: _____

Print Name: _____

Position: _____

School: _____ Date: _____

If this form is not on file, it will be considered a breach of security by the district and state boards of education. This agreement is valid for the academic year of signatory date and shall be signed prior to the administration of any tests.

Appendix G. District/School Personnel Secure Materials Agreement

State of West Virginia

District of _____

West Virginia Board of Education

West Virginia Measures of Academic Progress

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

District/School Personnel Secure Materials Agreement

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

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

I therefore pledge:

1. I will not keep, copy, reproduce, paraphrase, distribute, or review/discuss secure test materials and/or test items.
2. I will not allow access to the test materials or answer keys to any person, unless authorized to do so by the district test coordinator or principal.
3. I will not alter students’ responses in any manner.
4. I will not share my method of authentication, including, but not limited to, my username and password to access any testing platform or student data/results.
5. I will immediately report any loss of materials, damages, or other deviations from acceptable security procedures to either district test coordinator or principal.
6. I will not offer technical (accessing dictionary, grammar checks, formatting functions, etc.) assistance that might alter the accuracy of student responses in the web-based assessment, before, during, or after the administration of the test.
7. I understand if a breach of test security or copyright infringement occurs as a direct result of my actions, my license/certification, if applicable, may be suspended or revoked, or I may be suspended, terminated, or have other action taken.

Please print your name, sign, and return the *District/School Personnel Secure Materials Agreement* to the district test coordinator or principal before access to secure test materials is provided.

Signature: _____

Print Name: _____

Position: _____

School/Department: _____ Date: _____

If this form is not on file, it will be considered a breach of security by the district and state boards of education. This agreement is valid for the academic year of signatory date and shall be signed prior to the administration of any tests.

Appendix H. WVDE District/School Technology Personnel Secure Materials and Test Procedures Agreement

State of West Virginia

District of _____

West Virginia Board of Education

West Virginia Measures of Academic Progress

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

WVDE District/School Technology Personnel Secure Materials and Test Procedures Agreement

(For all technology personnel with access to online testing systems.)

I acknowledge I will have access to secure assessments in the West Virginia Measures of Academic Progress. I also acknowledge I have read, understand, and agree to adhere to West Virginia Board of Education Policy 2340, including the Testing Code of Ethics, [Appendix A](#), for all assessments within the West Virginia Measures of Academic Progress, including pilot tests and field tests sanctioned by the WVDE. I understand these materials are secure, and it is my professional responsibility to protect their security.

I therefore pledge:

1. I will implement procedures to ensure maximum test security. Access to secure materials, including methods of authentication, will be restricted to the test administration period designated by the state-mandated testing window.
2. I will ensure all secure content and security tools have been installed and/or updated on all devices to be used for administering statewide assessments and shall ensure the school’s wireless connections are secure for testing.
3. I will not access operational test materials or answer keys.
4. I will not provide access to test items or answer keys.
5. I will not keep, copy, reproduce, paraphrase, distribute, or review/discuss secure test materials and/or test items.
6. I will not answer any items on the operational test as a student or with a fictitious name.
7. I will not share my method of authentication, including, but not limited to, my username and password to access any testing platform or student data/results.
8. I will immediately report any loss of materials, damages, or other deviations from acceptable security procedures to either district test coordinator or principal.
9. I understand if a breach of test security or copyright infringement occurs as a direct result of my actions, my license/certification, if applicable, may be suspended or revoked, or I may be suspended, terminated, or have other action taken.

Please print your name, sign, and return the *WVDE District/School Technology Secure Materials Agreement* to the district test coordinator or principal before access to secure test materials is provided.

Signature: _____ Print Name: _____

Position: _____ School/Department: _____ Date: _____

If this form is not on file, it will be considered a breach of security by the district and state boards of education. This agreement is valid for the academic year of signatory date and shall be signed prior to the administration of any tests.

Appendix J. WVS.326 Accommodations Monitoring Form



West Virginia DEPARTMENT OF EDUCATION

STUDENT NAME

LAST NAME			FIRST NAME			MI

GRADE **ASSESSMENT**

K 1 2 3 4 5 6 7 8 9 10 11 12
 WVGSA SAT School Day

SITE CODES

COUNTY		SCHOOL	
0	0	0	0
1	1	1	1
2	2	2	2
3	3	3	3
4	4	4	4
5	5	5	5
6	6	6	6
7	7	7	7
8	8	8	8
9	9	9	9

CONFIDENTIAL STUDENT RECORD

STUDENT WVEIS ID

0	0	0	0	0	0	0	0
1	1	1	1	1	1	1	1
2	2	2	2	2	2	2	2
3	3	3	3	3	3	3	3
4	4	4	4	4	4	4	4
5	5	5	5	5	5	5	5
6	6	6	6	6	6	6	6
7	7	7	7	7	7	7	7
8	8	8	8	8	8	8	8
9	9	9	9	9	9	9	9

WVS.326 Accommodations Provision Monitoring		SAT		MATH		ELA		ESSAY		SCI	
Codes	P-Presentation	Provided	Code*								
		Y	N	1	2	Y	N	1	2	Y	N
P01	<input type="radio"/> Text-to-speech (TTS), excluding ELA reading passages										
P02	<input type="radio"/> Human read aloud, excluding ELA reading passages										
P03	<input type="radio"/> Braille test booklet										
P06	<input type="radio"/> Test presented through sign language, locally provided										
P13	<input type="radio"/> Text-to-speech (TTS), including ELA reading passages										
P14	<input type="radio"/> Human read aloud, including ELA reading passages										
P15	<input type="radio"/> Item specific directions read aloud										
P16	<input type="radio"/> Directions presented through sign language, locally provided										
P17	<input type="radio"/> Braille computer test										
P18	<input type="radio"/> Simplified test directions										
P19	<input type="radio"/> Large Print paper test										
P21	<input type="radio"/> Screen-reading software used with computer										
P22	<input type="radio"/> Enlarge text on computer screen										
P23	<input type="radio"/> Magnifying device to enlarge assessment										
P27	<input type="radio"/> Approved bilingual word to word glossary										
P28	<input type="radio"/> High contrast for computer screen										
P30	<input type="radio"/> Translated test directions										
P32	<input type="radio"/> Stacked translations										
P33	<input type="radio"/> Turn off any keyboard beeps										
P34	<input type="radio"/> Embedded American Sign Language										
P37	<input type="radio"/> Masking										
P38	<input type="radio"/> Color contrast										
P39	<input type="radio"/> Color overlays										
P40	<input type="radio"/> Print-on-demand										
P41	<input type="radio"/> Provide translation glossary (not for Pencil Tests)										
P42	<input type="radio"/> Noise buffers										
P43	<input type="radio"/> Streamlined mode for computer-based assessments										
P46	<input type="radio"/> Human read aloud in Spanish										
R-Response											
R02	<input type="radio"/> Scribe - excluding ELA essay										
R03	<input type="radio"/> Braille writer or tactile to respond										
R04	<input type="radio"/> Scribe - including ELA essay										
R05	<input type="radio"/> Abacus										
R11	<input type="radio"/> Assistive technology - alternative input devices										
R15	<input type="radio"/> Bilingual word-to-word glossary										
R19	<input type="radio"/> Calculator										
R20	<input type="radio"/> Multiplication table										
R21	<input type="radio"/> Speech-to-text										
R23	<input type="radio"/> 100's number table										
T-Timing											
T03	<input type="radio"/> Additional breaks (no studying)										
T04	<input type="radio"/> Extra time										
T07	<input type="radio"/> Flexible scheduling, same day (no study)										
T09	<input type="radio"/> Provide separate setting										

Use only #2 pencil to complete

SAMPLE

*Code 1 = Refused 2 = Not Applicable

Examiner's Signature: _____

Directions for WVS.326 – back of form

Directions for WVS.326

1. The principal and/or school coordinator (SC) reviews the WVS.326 forms to verify accuracy of the student data information (student name, county and school codes, student WVEIS ID, date of birth, grade, and assessment). Review accuracy of plan data using the *Accommodations 14 Application* in WOW. Verify all data errors are corrected in WVEIS WOW. Follow these options to correctly prepare the WVS.326 forms:
 - a. If a pre-slugged form has not been provided for a student, a blank WVS.326 form must be completed. A #2 pencil must be used to fill out the forms.
 - b. If the received pre-slugged form contains incorrect data (either in the student information or accommodations information), a new form must be filled out.
 - c. If an accommodation is missing but the remaining information is correct, the accommodation can be added with a #2 pencil to the pre-slugged form.
2. The teacher responsible for implementing a student's plan may add a missing accommodation by filling in the bubble beside the accommodation on the pre-slugged form. However, if an accommodation is marked incorrectly, the teacher must fill out a new form for the student including all student information. This step includes a comparison of the WVS.326 forms to current IEP, 504, and EL plans.
3. Before test administration, the assigned examiner(s) review(s) each student's listed testing accommodation(s) on the WVS.326 form.
4. During the test, the examiner reviews and implements the accommodations specified and complete the individual student's WVS.326 accommodations form.
5. Verify names and student IDs are correct.
6. Using a #2 pencil, complete the forms indicating whether highlighted accommodations were provided to the student by marking, Yes (Provided) or No (Not provided). When marking No, indicate Code 1 (Refused) or Code 2 (Not allowed or Not applicable for this assessment).
 - a. NOTE: Codes 1 and 2 represent the only acceptable reasons for not providing an accommodation pre-slugged on the WVS.326. Code 1 is used when students either refuse to accept an accommodation or finishes the test before extra time or breaks were needed. Code 2 is used when accommodations are not allowed or not applicable for the test being administered; for example, accommodation R19 (Calculator – Tactile/Talking Calculator) is not allowed for Grades 3-5 of the *WVGSA Grades 3-8*.
 - b. If an accommodation was not provided for any other reason, do not mark Code 1 or Code 2.
7. The examiner prints and signs all WVS.326 forms with a legible signature and fills in the data of test administration at the bottom of each form. More than one examiner may sign the form, if appropriate.
8. The examiner returns all the WVS.326 accommodation forms to the school principal/BLC with the testing materials and notifies him or her if there were any accommodation administration errors.
9. The principal/BLC verifies the return of the WVS.326 accommodations forms.

Note: For more information go to the West Virginia Guidelines for Participation at the Office of Assessment website: <https://wvde.us/assessment/>

**Use only #2 pencil to complete
and/or edit WVS.326 forms.**

Appendix K. Labels for Returning the WVS.326 Forms

School:

School:

BLANK FORMS
(CAN BE REUSED)

School:

COMPLETED
(VALID FORMS ONLY)

School:

NOT COMPLETED
(PRESLUG ERROR, NOT TESTED)

School:

(Accommodation Administration Errors)

Appendix L. Guidelines Read Aloud, Test Reader

Guidelines for Read Aloud, Test Reader

When a student cannot access text-to-speech, an embedded resource, the student may be eligible to work with a test reader. A test reader is an adult who provides an oral presentation of the assessment text to an eligible student. The student depends on the test reader to read the test questions accurately, pronounce words correctly, and speak in a clear voice throughout the test. The test reader must be trained and qualified and must follow the *Guidelines for Read Aloud, Test Reader* presented here. The guiding principle in reading aloud is to ensure the student has access to test content.

Qualifications for Test Readers

- The test reader should be an adult who is familiar with the student, and who is typically responsible for providing this accommodation during educational instruction and assessments.
- Test readers must be trained on the administration of the assessment in accordance with state policy, and familiar with the terminology and symbols specific to the test content and related conventions for standard oral communication.
- Test readers must be trained in accordance with state administration and security policies and procedures as articulated in state test administration manuals, guidelines, and related documentation.

Preparation

- Test readers should read and sign a test security/confidentiality agreement prior to test administration.
- Test readers are expected to familiarize themselves with the test environment and format in advance of the testing session. Having a working familiarity with the test environment and format will help facilitate reading of the test.
- Test readers should have a strong working knowledge of the embedded and non-embedded accessibility and accommodations options and tools available on assessments.
- Test readers should be familiar with the Individualized Education Program (IEP) or 504 plan if the student for whom they are reading has access to additional accommodations. This will ensure there are plans in place for providing all needed accommodations.
- In addition to a test reader, students may make use of any other approved specialized tools or equipment during the test as appropriate and in accordance with the *Guidelines for Participation* document. Test readers should be familiar with any assistive technology or approved accommodations the student requires.
- Test readers should have extensive practice in providing the read aloud accommodation and must be familiar and comfortable with the process before working directly with a student.
- The reader should be knowledgeable of procedures for reading aloud text by content area (see Table 1 at the end of the Guidelines for Read Aloud, Test Reader).
- The test reader should meet with the student in advance and inform the student of the parameters of the accommodation. A suggested test reader script is included at the end of the Guidelines for Read Aloud, Test Reader.
- Unless otherwise specified by a student's IEP or 504 plan, the test reader does not have a role in manipulating the test or assisting with any other tools. Test readers should be ready with appropriate script that reinforces the parameters during the test session.

General Guidelines

- The test reader’s support should ideally be provided in a separate setting so as not to interfere with the instruction or assessment of other students.
- Read each question exactly as written as clearly as possible.
- Throughout the exam, strive to communicate in a neutral tone and maintain a neutral facial expression and posture.
- Avoid gesturing, head movements, or any verbal or non-verbal emphasis on words not otherwise emphasized in text.
- Avoid conversing with the student about test questions as this would be a violation of test security; respond to the student’s questions by repeating the item, words or instructions verbatim as needed.
- Do not paraphrase, interpret, define, or translate any items, words, or instructions as this would be a violation of test security.
- Spell any words requested by the student.
- Adjust your reading speed and volume if requested by the student.

Post Administration

- The test reader must collect scratch paper, rough drafts, and login information immediately at the end of the testing session and deliver it to the test administrator in accordance state policies and procedures.
- The test reader must not discuss any portion of the test with others.

English Usage/Conventions

Punctuation: Read all text as punctuated.

- **Ellipses:** When an ellipsis is used to signify missing text in a sentence, pause briefly, and read as ‘dot, dot, dot.’
- **Quotations:** Quotation marks should be verbalized as “quote” and “end quote” at the beginning and end of quoted material, respectively.
- **Emphasis:** When words are printed in boldface, italics, or capitals, tell the student the words are printed that way. In order not to provide an unfair advantage to students receiving this accommodation, test readers should be cautious not to emphasize words not already emphasized in print. Emphasis is appropriate when italics, underlining, or bold is used in the prompt, question, or answers.
- **Misspellings:** In some cases, a test item may present a word or phrase that is intentionally misspelled as part of the assessment. In these instances, the student is required to respond in a specific way. When presented with intentionally misspelled words test readers should not attempt to read the word(s) aloud as pronunciation is somewhat subjective.

Images/Graphics

- Before describing a picture or graphic, the test reader should determine whether the details of the picture are necessary to understanding and responding to the item(s). In many cases, an image will be used to accompany a passage or reading excerpt as a piece of visual interest that is not essential in responding to the item.
- Describe the image/graphic as concisely as possible following a logical progression. Focus on providing necessary information and ignoring the superfluous. Use grade-appropriate language when describing the image/graphic.
- Read the title or caption, if available.

- Any text that appears in the body of an image may be read to a student. Read text in images in the order most suited for the student’s needs. Often the reader moves top to bottom, left to right, or general to specific in accordance with teaching practices.

Passages

- Read the passage in its entirety as punctuated (e.g., pauses at periods; raised intonation for questions). Do not verbalize punctuation marks other than ellipses and quotation marks as noted above.
- If the student requires or asks for a specific section of the passage to be re-read with the punctuation indicated, the test reader should re-read those specific lines within the passage and indicate all punctuation found within those lines as many times as requested by the student.
- When test questions refer to lines of a passage, read the lines referenced as though they are part of the stem.

Graphic Organizers

- Before reading a graphic organizer, the test reader should discern the most appropriate and logical way to present the information. In general, information should be presented from broad to specific as indicated by the visual components of the document. The test reader should read the terms exactly as indicated in the graphic organizer. No other information about should be articulated. For example, the test reader should not create sentences if information is bulleted or appears in a title or label.
- Use common grade-appropriate language throughout the item and the test when referring to graphic organizers and their attributes (labels, blank cells, stems, etc.).

Mathematical Expressions

- Mathematical expressions must be read precisely and with care to avoid misrepresentation by a student who has no visual reference. For mathematics items involving algebraic expressions or other mathematical notation, it may be preferable for the reader to silently read the mathematical notations or the entire question before reading it aloud to the student.
- Test readers must read mathematical expressions with technical accuracy. Similar expressions should be treated consistently.
- In general, numbers and symbols can be read according to their common English usage for the student’s grade level.
- Numbers greater than 99, however, should be read as individual numbers.
- Additional examples may be found in the attached appendix.
- Abbreviations and acronyms should be read as full words. For example, 10 cm needs to be read as “ten centimeters.” Some abbreviations may be read differently by different readers. For example, cm^3 may be read as “cubic centimeters” or “centimeters cubed”.

Table 1. Test Reader Guidance for Mathematics

Numbers

Description	Example(s)	Read as:
Large whole numbers	632, 407, 981	“six three two comma four zero seven comma nine eight one”
	45,000,689,112	“four five comma zero zero zero comma six eight nine comma one one two”
Decimal numbers	0.056	“zero point zero five six”
	4.37	“four point three seven”
Fractions - common	$\frac{1}{2}, \frac{1}{4}, \frac{2}{3}, \frac{4}{5}$	“one half, one fourth, two thirds, four fifths” Other common fractions include “sixths, eighths, tenths”
Fractions - not common - read as “numerator over denominator”	$\frac{14}{25}$	“fourteen over twenty-five”
	$\frac{487}{6972}$	“four eight seven over six nine seven two”
Mixed numbers - read with “and” between whole number and fraction	$3\frac{1}{2}$	“three and one-half”
	$57\frac{3}{4}$	“fifty-seven and three fourths”
Percent	62%	“sixty-two percent”
	7.5%	“seven point five percent”
	0.23%	“zero point two three percent”
Money - if contains a decimal point, read as “dollars AND cents”	\$4.98	“four dollars and ninety-eight cents”
	\$0.33	“thirty-three cents”
	\$5368.00	“five three six eight dollars”
Negative numbers - do NOT read negative sign as “minus”	-3	“negative three”
	$-\frac{5}{8}$	“negative five eighths”
	-7.56	“negative seven point five six”
Dates (years)	1987	“nineteen eighty-seven”
	2005	“two thousand five”
Roman Numerals	I	“Roman Numeral one”
	II	“Roman Numeral two”
	III	“Roman Numeral three”
	IV	“Roman Numeral four”
Ratios	$x:y$	“x to y”

Equations

Description	Example(s)	Read as:
Addition	$\begin{array}{r} 13 \\ + 27 \\ \hline \end{array}$ $13 + 27 =$ $13 + 27 = ?$	<p>“thirteen plus twenty-seven equals”</p> <p>“thirteen plus twenty-seven equals question mark”</p>
Subtraction	$\begin{array}{r} 487 \\ - 159 \\ \hline \end{array}$ $487 - 159 =$ $487 - 159 = ?$	<p>“four eight seven minus one five nine equals”</p> <p>“four eight seven minus one five nine equals question mark”</p>
Multiplication	$\begin{array}{r} 63 \\ \times 49 \\ \hline \end{array}$ $63 \times 49 =$ $63 \times 49 = ?$	<p>“sixty-three times forty-nine equals”</p> <p>“sixty-three times forty-nine equals question mark”</p>
Division – Vertical or Horizontal	$120 \div 15 = 8$ $\begin{array}{r} 120 \\ \overline{)15} = 8 \end{array}$	<p>“one two zero divided by fifteen equals eight”</p>
Operations with boxes	$3 + \square = 8$	<p>“three plus box equals fifteen”</p>

Expressions

Description	Example(s)	Read as:
Expressions containing variables (any letter may be used as a variable)	$N + 4$ $8x - 3$ $4(y - 2) + 5 = 7$ $V = \frac{4}{3}\pi r^3$ $\frac{ t - 2}{6} \leq 15$ $x^2 y^3 = -36$ $156x \geq 4$	<p>“‘N’ plus four”</p> <p>“eight ‘x’ minus three”</p> <p>“four open parentheses ‘y’ minus two close parentheses plus five equals seven”</p> <p>“‘V’ equals four-thirds pi ‘r’ cubed”</p> <p>“the absolute value of ‘t’ (pause) minus two (pause) over six is less than or equal to fifteen”</p> <p>“‘x’ squared ‘y’ cubed equals negative thirty-six” or “‘x’ to the second power times ‘y’ to the third power equals negative thirty-six”</p> <p>“one hundred fifty-six ‘x’ is greater than or equal to four”</p>

<p>Coordinate pairs</p> <p>Answer choices with no other text</p>	<p>the point (-1, 2)</p> <p>the point A is at (6, 3).</p> <p>A. (-3, -4)</p>	<p>“the point (pause) negative one comma two”</p> <p>“The point ‘A’ is at (pause) six comma three.”</p> <p>“‘A’ (pause) negative three comma negative four”</p>
<p>Parallels</p>	$\overline{AB} \parallel \overline{CD}$	<p>“line AB is parallel to line CD”</p>
<p>Perpendiculars</p>	$\overline{AB} \perp \overline{CD}$	<p>“line AB is perpendicular to line CD”</p>

Suggested Test Reader Script
(to be used with student in advance of the day of testing)

Hi _____,

I'm the person who will be reading your test to you when you take your assessment next week in [mathematics/ELA]. I wanted to let you know how we'll work together. When I'm reading a test to you, it's very different from when I'm reading to you during class time. I must follow certain rules.

- I cannot help you with any answers.
- I cannot click on anything in the screen.
- I will not be using different character voices or changes in my tone when I read. I will be using a very direct voice that does not change very much, no matter how exciting the story or test item gets.
- If there is a picture that has words in it, I will read those words. If you ask, I will re-read the words as well.
- I can still help you with your [**list any assistive technology the student may require that would need adult support -- if that support is provided by you].
- You can ask me to re-read parts of the test if you didn't hear me or need more time to think.
- You can ask me to pause my reading if you need to take a break.
- You can ask me to slow down or speed up my reading or read louder or softer if you are having trouble understanding what I read.
- I will only read certain types of punctuation, but if you need me to re-read a sentence and tell you how it was punctuated, I can do that.
- If you ask me a question about the test all I will say is: "Do your best work. I cannot help you with that."
- Do you have any questions for me about how we'll work together during the test?

A reader may click on something on the screen only if this is an identified need in the student's IEP or 504 plan and the reader has received appropriate training on when and how to do so.

Appendix M. Guidelines for Scribing and Transcribing Student Responses

Definition and basic duties of scribes

A scribe is an adult who writes down what a student dictates via speech, American Sign Language, or an assistive communication device. The guiding principle in scribing is to ensure the student has access to and is able to respond to test content.

Qualifications for Scribes

- The scribe should be an adult who is familiar with the student, such as the teacher or teaching assistant who is typically responsible for scribing during educational instruction and assessments.
- Scribes must have demonstrated knowledge and experience in the subject for which scribing will be provided.
- Scribes should have extensive practice and training in accordance with state administration and security policies and procedures as articulated state test administration manuals, guidelines, and related documentation.
- Scribes must be a currently employed educator and/or approved employee of the state or district, or a currently employed educator of a nonpublic school.
- Scribes must hold a valid West Virginia teaching license or certification granted by the Office of Certification.
- Scribes must have been trained and must have on file a signed Examiner's/Scribe's Secure Materials and Test Procedures Agreement (See [Appendix F](#)) for the purpose of administering or assisting with the administration of an assessment included in the WV-MAP.

Preparation

- Scribes must read and sign a test security/confidentiality agreement prior to test administration.
- Scribes are expected to familiarize themselves with the test format in advance of the scribing session. Having a working familiarity with the test environment will help facilitate the scribe's ability to record the student's answers.
- Scribes should be familiar with the Individualized Education Program (IEP) or 504 Plan if the student for whom they are scribing has a disability, so there are plans in place for providing all needed accommodations.
- Scribes should also have a strong working knowledge of the embedded and non-embedded accessibility and accommodations options and tools available on assessments.
- Scribes should review the Scribing Protocol for Assessments with the student at least one to two days prior to the test event.
- Even if the scribe is familiar with the student, the scribe should practice the process with the student at least once prior to the scribing test session.

General Guidelines

- Scribing must be administered so the interaction between a scribe and a student does not interrupt other test-takers, or inadvertently reveal the correct answers.
- If not in a separate setting, the scribe should be situated near enough to the student to prevent their conversations from reaching other students in the room.
- For computer-based administrations, scribes must enter student responses directly into the test interface, making use of the available embedded and non-embedded tools available for a given item and student.
- Scribes are expected to comply with student requests regarding use of all available tools within the test environment.
- Scribes may respond to procedural questions asked by the student (e.g., test directions, navigation within the test environment, etc.).

- Scribes may not respond to student questions about test items if their responses compromise validity of the test. The student must not be prompted, reminded, or otherwise assisted in formulating his or her response during or after the dictation to the scribe.
- Scribes may ask the student to restate words or parts as needed. Such requests must not be communicated in a manner suggesting the student should make a change or correction.
- Scribes may not question or correct student choices, alert students to errors or mistakes, prompt or influence students in any way that might compromise the integrity of student responses. A scribe may not edit or alter student work in any way and must record exactly what the student has dictated.
- Students must be allowed to review and edit what the scribe has written. If necessary, the student can request the scribe to read aloud the completed text before final approval.
- Demonstrate proficiency in signing (ASL and/or signed English) if serving as both the interpreter and scribe.
- Remain silent while students are dictating or signing.
- Record the interpreter's response.
- Produce legible text so the written portion of the test can be scored.
- When transcribing from a handwritten or word-processed response, record punctuation, capitalization, and spelling as provided by the student.
- Request clarification from the student about the use of capitalization, punctuation, and the spelling of key words.
- Refrain from editing student work or completing a student's incomplete essay.
- Refrain from discussing the student's essay with the student or any other person.

After the Assessment

- Fill out the Scribe Verification Form ([Appendix V](#) in this book) at the end of the transcription.
- List the names and enrollment grades of the students whose responses were transcribed and send the form to the principal/building level coordinator upon completion.

The use of a scribe can be either an accommodation or a modification, depending on how the scribing is provided. *Modifications on WV-MAP are not allowed and result in invalidation of results.* Any variation in the assessment environment or process that fundamentally alters what the test measures or affects the comparability of scores is considered a modification.

Notes: An examiner may be a substitute teacher or an aide serving as an examiner for special needs students when instructionally assigned. *All aides and nonpublic school educators must be approved by the WVDE.*

Student teachers may not serve as examiners or scribes. Much skill is involved in being a scribe, a skill that requires extensive practice. Individuals who serve as scribes need to be carefully prepared to ensure they know the vocabulary involved and understand the boundaries of the assistance to be provided.

English Language Arts Content - Specific Guidelines

Selected Response Items (Single and Multiple Answer)

- The student must point to or otherwise indicate his/her selection(s) from the options provided.
- Scribes are expected to comply with student directions regarding screen and test navigation and use of test platform tools available for a given item.
- The student will confirm the selected answer and indicate to the scribe when he/she is ready to move to the next item.

Constructed Response Items (Short-Text)

- The scribe will write verbatim student responses on paper or on screen in an area secluded from another students' view.
- The scribe will correctly spell all words as dictated.
- The scribe will not capitalize words or punctuate text.
- The scribe will orally confirm spelling of homonyms and commonly confused homophones, e.g., *than* and *then*; *to*, *two*, and *too*; *there*, *their*, and *they're*.
- The student will proofread to add punctuation, capitalization, spacing, and make other edits.
- The scribe will make student requested changes, even if incorrect.
- The student will confirm the fidelity of the response.
- The student will indicate to the scribe when he/she is ready to move to the next item.

Long Essay (Full-Write)

- The scribe will write verbatim student responses on paper or on screen in an area secluded from another students' view.
- The scribe will spell all words as dictated.
- The scribe will not capitalize words or punctuate text.
- The scribe will orally confirm spelling of homonyms and commonly confused homophones, e.g., *than* and *then*; *to*, *two*, and *too*; *there*, *their*, and *they're*.
- The student will proofread to add punctuation, capitalization, spacing, and other edits.
- The scribe will make student requested changes, even if incorrect.
- The student will confirm the fidelity of the response.
- The student will indicate to the scribe when he/she is ready to move to the next item.
- Scribes should request clarification from the student about the use of capitalization, punctuation, and the spelling of words, and must allow the student to review and edit what the scribe has written.

Mathematics Content - Specific Guidelines

Selected Response Items (Single and Multiple Answer)

- The student must point to or otherwise indicate his/her selection from the options provided.
- The scribe will comply with student directions, including requests regarding screen and test navigation and use of test platform tools available for the question.
- The student will confirm his/her selections and indicate to the scribe when he/she is ready to move to the next item.
- Scribes should request clarification from the student about the use of capitalization, punctuation, and the spelling of words, and must allow the student to review and edits what the scribe has written.

Constructed/Equation Response Items

- The student must point or otherwise direct the scribe in developing his/her response.
- The scribe will input student work directly onscreen and in view of the student.
- For responses requiring equations, the student must specify where to place figures and operands.
- For responses requiring text, the scribe will correctly spell all words as dictated and conform to standard writing conventions.
- For responses requiring text, the student will proofread to add punctuation, capitalization, spacing, and other edits.

- The scribe will make student requested changes, even if incorrect.
- The student will confirm the fidelity of the response.
- The student will indicate to the scribe when he/she is ready to move to the next item.

Post - Administration

- The scribe will submit online or paper-based student responses and collect scratch paper, rough drafts, and login information immediately at the end of the testing session and deliver it to the test administrator in accordance with state policies and procedures.

Appendix N. Use of Human Translators Agreement

State of West Virginia
District of _____

West Virginia Board of Education
West Virginia Measures of Academic Progress

An allowance has been provided for the administration of the mathematics general assessment to include a non-embedded language accommodation for the translation glossaries. The provision provides the opportunity for a student with an EL plan to receive the language accommodation of a human translator when the test does not provide translation glossaries in the native language of a student. It should be noted the non-embedded language accommodation of human translation is only allowed under the following conditions:

- The student must have an active EL plan, **and at least one of the following:**
 - P24: *Translator (Human)* be assigned to the student for *WVASA*, **or**
 - P30: *Translated Test Directions* be assigned to the student for *WVGSA Grades 3-8*, and *SAT School Day*, **or**
 - P32: *Stacked translations for computer-based assessments (math) and toggle translations (science portions)* be assigned to the student for *WVGSA Grades 3-8*, **or**
 - P41: *Provide translation glossary (paper/pencil tests)* be assigned to the student for *SAT School Day*

A protocol has been established to ensure human translators meet a quality of assurances and comply with existing state requirements. Districts electing to utilize human translators must ensure the following:

- A certified examiner, meeting the criteria established in WVBE Policy 2340, *West Virginia Measures of Academic Progress*, must be present during the entire testing session.
- The human translator must meet the following expectations:
 - The human translator must be proficient in both English and the native language for which the student is requesting human translation accommodation.
 - The human translator complies with all the examiner criteria establish in Policy 2340, West Virginia Measures of Academic Progress.
 - The human translator provides services only in a school in which he/she does not currently have a child enrolled.

Human translators are required to sign the agreement below and WVBE Policy 2340, *West Virginia Measures of Academic Progress*, [Appendix F](#).

Please print your name, sign, and return the *Use of Human Translators Agreement* to the appropriate school coordinator five instructional days prior to administering any assessment.

Signature: _____

Print Name: _____

Position: _____

School: _____ Date: _____

If this form is not on file, it will be considered a breach of security by the district and state boards of education. This agreement is valid for the academic year of signatory date and shall be signed prior to the administration of any tests.

Appendix O. Guidelines for Read Aloud in Spanish

Guidelines for Spanish Read Aloud, Test Reader

Guidelines for Read Aloud in Spanish, Test Reader

When a student cannot access text-to-speech, the student may be eligible to work with a test reader. A test reader is an adult who provides an oral presentation of the assessment text to an eligible student. The student depends on the test reader to read the test questions accurately, pronounce words correctly, and speak in a clear voice throughout the test. The test reader must be trained and qualified and must follow the *Guidelines for Read Aloud, Test Reader* presented here. The guiding principle in reading aloud is to ensure the student has access to test content. Test readers in Spanish are allowable across all grades as a **language accommodation** for mathematics.

Qualifications for Test Readers

- The test reader should be a biliterate adult who is familiar with the student, and who is typically responsible for providing a Read Aloud accommodation in Spanish during educational instruction and assessments.
- Test readers must be trained on the administration of the assessment in accordance with state policy, and familiar with the terminology and symbols specific to the test content and related conventions for standard oral communication.
- Test readers must be trained in accordance with state administration and security policies and procedures as articulated in state test administration manuals, guidelines, and related documentation.

Preparation

- Test readers should read and sign a test security/confidentiality agreement prior to test administration.
- Test readers are expected to familiarize themselves with the test environment and format in advance of the testing session. Having a working familiarity with the test environment and format will help facilitate reading of the test.
- Test readers should have a strong working knowledge of the embedded and non-embedded accessibility and accommodations options and tools available on assessments.
- Test readers should be familiar with the Individualized Education Program (IEP) or 504 plan if the student for whom they are reading has access to additional accommodations. This will ensure there are plans in place for providing all needed accommodations.
- In addition to a test reader, students may make use of any other approved specialized tools or equipment during the test as appropriate and in accordance with the *Guidelines for Participation* document. Test readers should be familiar with any assistive technology or approved accommodations the student requires.
- Test readers in Spanish should have extensive practice in providing the read aloud accommodation in Spanish and must be familiar and comfortable with the process before working directly with a student.
- The reader should be knowledgeable of procedures for reading aloud text by content area (see Table 1 at the end of the Guidelines for Read Aloud, Test Reader).
- The test reader should meet with the student in advance and inform the student of the parameters of the accommodation. A suggested test reader script is included at the end of the Guidelines for Read Aloud, Test Reader.

- Unless otherwise specified by a student’s IEP or 504 plan, the test reader does not have a role in manipulating the test or assisting with any other tools. Test readers should be ready with appropriate script that reinforces the parameters during the test session.

General Guidelines

- The test reader’s support should ideally be provided in a separate setting so as not to interfere with the instruction or assessment of other students.
- Read each question exactly as written as clearly as possible.
- Throughout the exam, strive to communicate in a neutral tone and maintain a neutral facial expression and posture.
- Avoid gesturing, head movements, or any verbal or non-verbal emphasis on words not otherwise emphasized in text.
- Avoid conversing with the student about test questions as this would be a violation of test security; respond to the student’s questions by repeating the item, words or instructions verbatim as needed.
- Do not paraphrase, interpret, or define any items, words, or instructions as this would be a violation of test security.
- Spell any words requested by the student.
- Adjust your reading speed and volume if requested by the student.

Post-Administration

- The test reader must collect scratch paper, rough drafts, and login information immediately at the end of the testing session and deliver it to the test administrator in accordance with state policies and procedures.
- The test reader must not discuss any portion of the test with others.

Spanish Usage/Conventions

- **Punctuation:** Read all text as punctuated.
- **Ellipses:** When an ellipsis is used to signify missing text in a sentence, pause briefly, and read as ‘punto, punto, punto.’
- **Quotations:** Quotation marks should be verbalized as “comillas” and “fin de comillas” at the beginning and end of quoted material, respectively.
- **Emphasis:** When words are printed in boldface, italics, or capitals, tell the student the words are printed that way. In order not to provide an unfair advantage to students receiving this accommodation, test readers should be cautious not to emphasize words not already emphasized in print. Emphasis is appropriate when italics, underlining, or bold is used in the prompt, question, or answers.
- **Misspellings:** In some cases, a test item may present a word or phrase that is intentionally misspelled as part of the assessment. In these instances, the student is required to respond in a specific way. When presented with intentionally misspelled words test readers should not attempt to read the word(s) aloud as pronunciation is somewhat subjective.

Images/Graphics

- Before describing a picture or graphic, the test reader should determine whether the details of the picture are necessary to understanding and responding to the item(s). In many cases, an image will be used to accompany a passage or reading excerpt as a piece of visual interest that is not essential in responding to the item.

- Describe the image/graphic as concisely as possible following a logical progression. Focus on providing necessary information and ignoring the superfluous. Use grade-appropriate language when describing the image/graphic.
- Read the title or caption, if available.
- Any text that appears in the body of an image may be read to a student. Read text in images in the order most suited for the student’s needs. Often the reader moves top to bottom, left to right, or general to specific in accordance with teaching practices.

Passages

- Read the passage in its entirety as punctuated (e.g., pauses at periods; raised intonation for questions). Do not verbalize punctuation marks other than ellipses and quotation marks as noted above.
- If the student requires or asks for a specific section of the passage to be re-read with the punctuation indicated, the test reader should re-read those specific lines within the passage and indicate all punctuation found within those lines as many times as requested by the student.
- When test questions refer to specific lines of a passage, read the lines referenced as though they are part of the stem.

Graphic Organizers

- Before reading a graphic organizer, the test reader should discern the most appropriate and logical way to present the information. In general, information should be presented from broad to specific as indicated by the visual components of the document. The test reader should read the terms exactly as indicated in the graphic organizer. No other information about should be articulated. For example, the test reader should not create sentences if information is bulleted or appears in a title or label.
- Use common grade-appropriate language throughout the item and the test when referring to graphic organizers and their attributes (labels, blank cells, stems, etc.).

Mathematical Expressions

- Mathematical expressions must be read precisely and with care to avoid misrepresentation by a student who has no visual reference. For mathematics items involving algebraic expressions or other mathematical notation, it may be preferable for the reader to silently read the mathematical notations or the entire question before reading it aloud to the student.
- Test readers read mathematical expressions with technical accuracy. Similar expressions should be treated consistently.
- In general, numbers and symbols can be read according to their common Spanish usage for the student’s grade level.
- Numbers greater than 99, however, should be read as individual numbers.
- Additional examples may be found in the attached appendix.

Abbreviations and acronyms should be read as full words. For example, 10 cm needs to be read as “diez centímetros.” Some abbreviations may be read differently by different leaders. For example, cm^3 may be read as “centímetros cúbicos” or “centímetros al cubo”.

Table 1. Test Reader Guidance for Mathematics

Numbers		
Description	Example(s)	Read as:
Large whole numbers	632,407,981 45,000,689,112	"seiscientos treinta y dos millones cuatrocientos siete mil novecientos ochenta y uno" "cuarenta y cinco mil millones seiscientos ochenta y nueve mil ciento doce"
Decimal numbers	0.056 4.37	"cincuenta y seis milésimas" "cuatro enteros y treinta y siete centésimas"
Fractions - common Fractions - not common - read as "numerator over denominator"	$\frac{1}{2}$, $\frac{1}{4}$, $\frac{2}{3}$, $\frac{4}{5}$ $\frac{14}{25}$ $\frac{487}{6972}$	"un medio, un cuarto, dos tercios, cuatro quintos" "catorce sobre veinticinco" "cuatrocientos ochenta y siete sobre seis mil novecientos setenta y dos"
Mixed numbers - read with "and" between whole number and fraction	$3\frac{1}{2}$ $57\frac{3}{4}$	"tres y medio" "cincuenta y siete y tres cuartos"
Percents	62% 7.5% 0.23%	"sesenta y dos por ciento" "siete coma cinco por ciento" "cero coma veintitrés por ciento"
Money - if contains a decimal point, read as "dollars AND cents"	\$4.98 \$0.33 \$5368.00	"cuatro dólares y noventa y ocho centavos" "treinta y tres centavos" "cinco mil trescientos sesenta y ocho dólares"

Negative numbers - do NOT read negative sign as "minus"	- 3 - $\frac{5}{8}$ -7.56	"tres negativo" "cinco octavos negativo" "siete enteros y cincuenta seis centésimas negativo"
Dates (years)	1987 2005	"mil novecientos ochenta y siete" "dos mil cinco"
Roman Numerals	I II III IV	"número uno romano" "número dos romano" "número tres romano" "número cuatro romano"
Ratios	x: y	"'x' es a 'y'"
Square roots and cube roots	$\sqrt{6}$ $\sqrt[3]{16}$	"raíz cuadrada de seis" "raíz cúbica de dieciséis"

Operations		
Description	Example(s)	Read as:
Addition	$\begin{array}{r} 13 \\ + 27 \\ \hline \end{array}$ $13 + 27 =$ $13 + 27 = ?$	"trece más veintisiete es igual a" "trece más veintisiete es igual a signo de interrogación"
Subtraction	$\begin{array}{r} 487 \\ - 159 \\ \hline 159 = \end{array}$ $487 -$ $487 - 159 = ?$	"cuatrocientos ochenta y siete menos ciento cincuenta y nueve es igual a" "cuatrocientos ochenta y siete menos ciento cincuenta y nueve es igual a signo de interrogación"
Multiplication	$\begin{array}{r} 63 \\ \times 49 \\ \hline 49 = \end{array}$ $63 \times$ $63 \times 49 = ?$	"sesenta y tres por cuarenta y nueve es igual a" "sesenta y tres por cuarenta y nueve es igual a signo de interrogación"

Division – Vertical or Horizontal	$\frac{120}{15} = 8$ $120 \div 15 = 8$	“ciento veinte dividido entre quince es igual a ocho”
Operations with boxes	$3 + \square = 8$	“tres más casilla es igual a ocho”
Expressions		
Description	Example(s)	Read as:
Expressions containing variables (any letter may be used as a variable)	$N + 4$	“‘N’ más cuatro”
	$8x - 3$	“ocho ‘x’ menos tres”
	$4(y - 2) + 5 = 7$	“cuatro abre paréntesis ‘y’ menos dos cierra paréntesis más cinco es igual a siete”
	$V = \frac{4}{3}\pi r^3$	“‘V’ es igual a cuatro tercios de pi por ‘r’ al cubo”
	$\frac{ t - 2}{6} \leq 15$	“valor absoluto de ‘t’ menos 2 dividido entre seis menor o igual que quince”
	$x^2y^3 = -36$	“‘x’ al cuadrado por ‘y’ al cubo es igual a treinta y seis negativo” o “‘x’ a la segunda potencia por ‘y’ a la tercera potencia es igual a treinta y seis negativo”
	$156x \geq 4$	“ciento cincuenta y seis ‘x’ es mayor o igual que cuatro”
Functions and inverse functions (Read “of” instead of parentheses)	$f(x)$ $f(x + 2)$ $f(g(x))$	“‘f’ de ‘x’” “‘f’ de ‘x’ más dos” “‘f’ de ‘g’ de ‘x’”
Coordinate pairs	the point (-1, 2)	“el punto (pausa) uno negativo coma dos”
Answer choices with no other text	the point A is at (6, 3)	“el punto ‘A’ está en (pausa) seis coma tres”
	A. (-3, -4)	“‘A’ (pausa) tres negativo coma cuatro negativo”

Comparing Lines, Shapes, and Angles

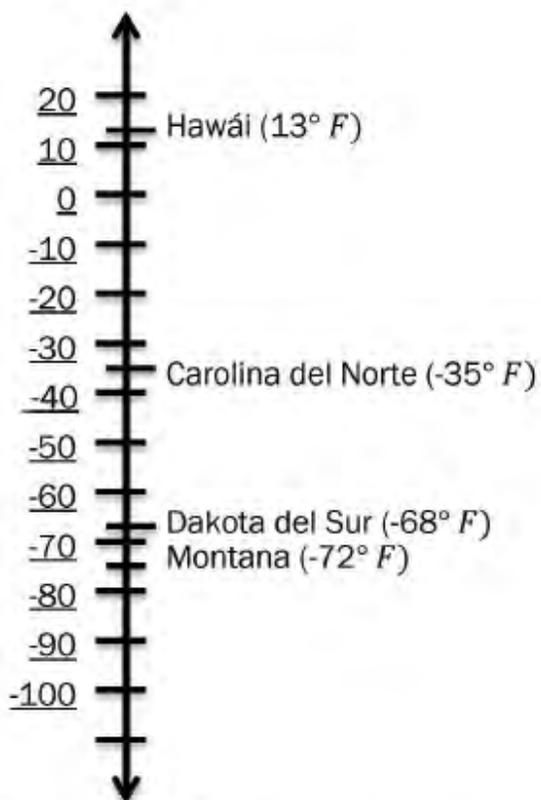
Description	Example(s)	Read as:
Parallels	$\overline{AB} \parallel \overline{CD}$	“el segmento de recta AB es paralelo al segmento de recta CD”
Perpendiculars	$\overline{AB} \perp \overline{CD}$	“el segmento de recta AB es perpendicular al segmento de recta CD”
Similar and congruent	$\triangle ABC \sim \triangle DEF$ $\angle ABC \cong \angle DEF$	“el triángulo ABC es semejante al triángulo DEF” “el ángulo ABC es congruente con el ángulo DEF”
Lines, line segments, rays, arcs	\leftrightarrow \overline{BC} \overline{CD} \rightarrow \overrightarrow{BC} \widehat{BC}	“recta B C” “segmento de recta C D” “rayo B C” “arco B C”

Trigonometry

Description	Example(s)	Read as:
Sine	$\sin 25^\circ$	“seno de veinticinco grados”
Cosine	$\cos 35^\circ$	“coseno de treinta y cinco grados”
Tangent	$\tan 10^\circ$	“tangente de diez grados”

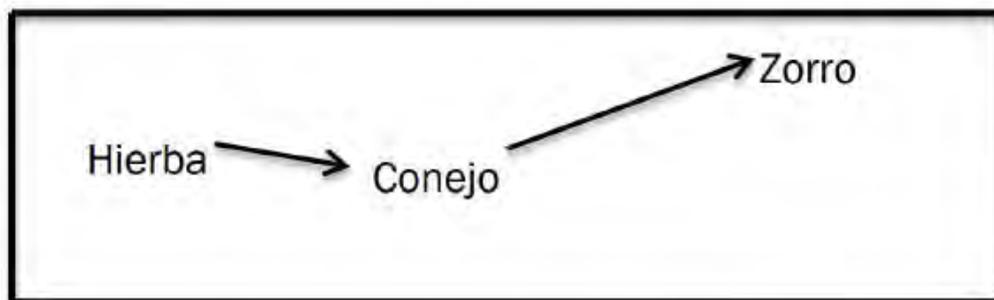
IMAGES/GRAPHICS/DIAGRAMS/TABLES

FROM TOP TO BOTTOM



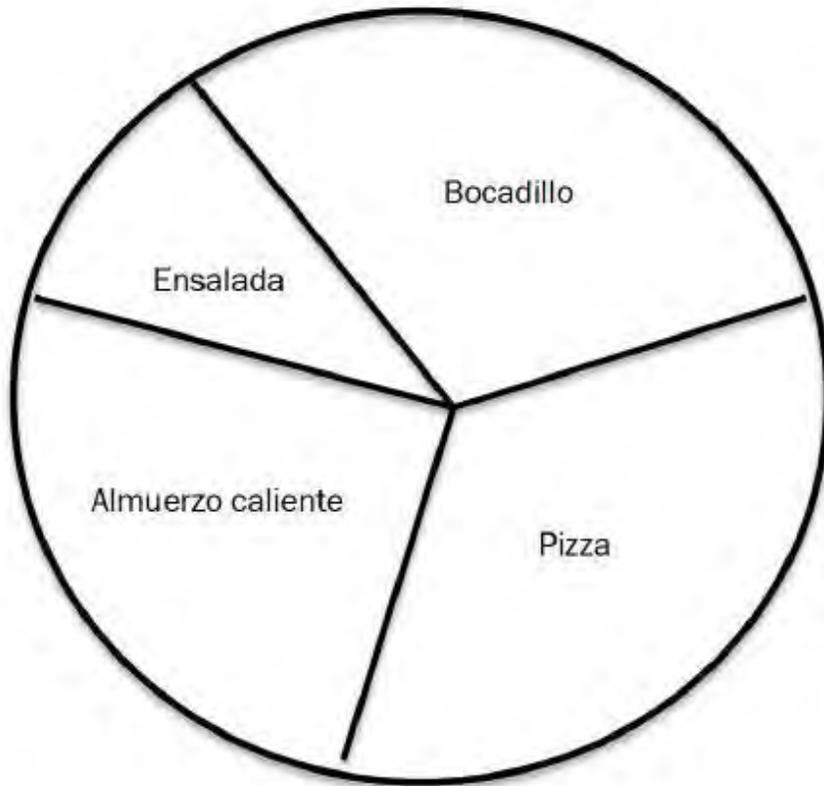
"De arriba hacia abajo, la figura está rotulada como: Hawái trece grados Fahrenheit, Carolina del Norte treinta y cinco grados Fahrenheit negativos, Dakota del Sur sesenta y ocho grados Fahrenheit negativos, Montana setenta y dos grados Fahrenheit negativos".]

FROM LEFT TO RIGHT



"De izquierda a derecha, la figura se lee: hierba, conejo, zorro".

CLOCKWISE (START WHEREVER MAKES SENSE.)



“Desde arriba y en sentido de las manecillas del reloj, la figura se lee: bocadillo, pizza, almuerzo caliente, ensalada”.

TABLES

1. Read title.
2. Total up the columns and rows.
3. Read column/row headings
4. Read cell values (only as directional language for the first one)

Resultados de la escuela Walk-a-Thon

CANTIDAD DE ESTUDIANTES	CANTIDAD DE MILLAS RECORRIDAS
30	112
46	214
37	98
41	189

“El título de la tabla es Resultados de la escuela Walk-a-Thon. La tabla tiene 2 columnas y 4 filas. De izquierda a derecha, los encabezados de las columnas se leen Cantidad de estudiantes, Cantidad de millas recorridas. De izquierda a derecha, la primera fila se lee treinta, ciento doce. La segunda fila se lee cuarenta y seis, doscientos catorce. La tercera fila se lee treinta y siete, noventa y ocho. La cuarta fila se lee cuarenta y uno, ciento ochenta y nueve”.

Suggested Test Reader Script (to be used with student in advance of the day of testing)

Hola _____,

Soy la persona asignada para leerte el examen que tomarás la próxima semana durante la Evaluación de de matemáticas. Me gustaría informarte cómo estaremos trabajando juntos. Cuando te esté leyendo la prueba, será de manera muy distinta a cuando te estoy leyendo durante la clase. Necesito seguir ciertas reglas.

- No te puedo ayudar con ninguna respuesta.
- No puedo hacer clic sobre nada en la pantalla.¹
- No estaré usando diferentes voces de personajes o cambiando mi tono de voz cuando lea. Estaré usando una voz muy directa que no cambie mucho, no importa qué tan emocionante sea la historia o ítem de la prueba.
- Si hay una imagen con palabras, leeré esas palabras. Si lo pides, leeré nuevamente las palabras.
- Algunas veces puede haber algo sobre una palabra o frase que te puede dar una clave si lo leo en voz alta. En esos casos, no leeré esa la palabra, la señalaré en la pantalla [o en el cuadernillo de o impreso al momento] y continuaré leyendo.
- Todavía puedo ayudarte con tus [***list any assistive technology the student may require that would need adult support -- if that support is provided by you].
- Me puedes pedir que lea nuevamente partes de la prueba si no me escuchaste o necesitas más tiempo para pensar.
- Me puedes pedir que haga una pausa en la lectura si necesitas tomar un descanso.
- Me puedes pedir que lea más despacio o más rápido, o leer más alto o más bajo si tienes problema entendiendo lo que leo.
- Leeré ciertos signos de puntuación, pero si necesitas que lea nuevamente una oración y que te diga la puntuación, puedo hacerlo.
- Si me haces una pregunta sobre la prueba lo único que te voy a decir es: "Haz tu mejor trabajo. No te puedo ayudar en eso.
- ¿Tienes alguna pregunta sobre cómo vamos a trabajar juntos durante la prueba?

¹ A reader may click on something on the screen only if this is an identified need in the student's IEP or 504 plan and the reader has received appropriate training on when and how to do so.

Appendix P. Guidelines for Simplified Test Directions

Simplified test directions is an accommodation allowable on *WVGSA Grades 3-8* – all grades. Students with difficulties in auditory processing, short-term memory, attention, or decoding may benefit from having test directions simplified for them. This accommodation may require testing in a separate setting to avoid distracting other test takers.

A test administrator who provides the simplified test directions accommodation is an adult who simplifies the script within the SAY boxes in the Online Summative Test Administration Manual (TAM). Test administrators should not deviate from the test directions found in the TAM in ways that impact the content being measured. The student depends on the test administrator to read the script in the TAM accurately, pronounce words correctly, and speak in a clear voice. When a student needs additional support understanding the test directions found in the TAM, the test administrator may simplify or paraphrase the language in the script and verify the student’s understanding. Simplifying test directions should be consistent with classroom instruction and includes repeating or rephrasing. This may include breaking TAM directions into parts or segments or using similar words or phrases, but it should exclude defining words or concepts. The test administrator must be trained in administering the assessment and must follow the *Simplified Test Directions* presented here. The test administrator must ensure the student understands the directions in the TAM. Only the script in the TAM may be simplified.

Test content, including test items, words from items, or instructions for individual items may **NOT** be simplified or paraphrased.

Qualifications for Test Administrators Who Simplify Test Directions

- The test administrator who simplifies test directions should be an adult who is familiar with the student, and who is typically responsible for providing this accommodation during educational instruction and assessments.
- Test administrators must be trained on the administration of the assessment in accordance with member policy and be familiar with the terminology and symbols specific to the directions and related conventions for standard oral communication.
- Test administrators must be trained in accordance with state policies and procedures.
- Test administrators must be familiar with the vocabulary used in the TAM directions and be able to speak clearly and at a normal pace with clear pronunciation.
- Test administrators must be willing to be patient and repeat test directions.

Prior to Test Administration

In addition to the guidelines noted in the TAM, test administrators who simplify test directions should:

- Be trained in administering the assessment per the requirements noted in test specific Test Administrator Manuals.
- Familiarize themselves with the testing environment and format in advance of the testing session.
- Have a strong working knowledge of the embedded and non-embedded universal tools and accommodations available on assessments.
- Have extensive practice in simplifying test directions and must be familiar and comfortable with the process before working directly with the student.
- Be familiar with the student's needs, including the Individualized Education Program (IEP) or 504 plan if the student for whom they are reading has access to additional accommodations. This will ensure there are plans in place for providing all needed accommodations.
- Be familiar with any assistive technology or approved accommodations the student requires. In addition to the simplified test directions accommodation, students may make use of any other approved accessibility resource during the test as appropriate and in accordance with the *Guidelines for Participation* document.
- It is recommended the same test administrator be assigned to students for each day of testing.

Day of Test Administration

In addition to the guidelines noted in the Test Administrators Manual, test administrators who simplify test directions should:

- Be prepared to restate the language in the script.
- Read the directions aloud in paraphrased, clarified, or simplified form, rather than reading the script verbatim.
- Follow the TAM guidelines for assisting the student with taking the test.
- Not prompt the student in any way that would result in a different response to a test item.
- Not influence the student's response in any way.
- Spell any words in the script if requested by the student.
- Adjust their reading speed and volume if requested by the student.
- Not paraphrase, interpret, define, or translate any aspect beyond the script provided in the TAM. They should **NOT** read aloud any parts of the test content, including items, words, or instructions as this would be a violation of test security.
- If the student is also registered for the read aloud accommodation in conjunction with the simplified test directions accommodation, the test reader should follow the *Guidelines for Read Aloud*.

Following Test Administration

Test administrators who simplify test directions should follow any guidelines for “Following Test Administration”, in the test specific TAM.

Example of Simplified Test Directions

Full Log-in Directions	Simplified Log-in Directions
<p>Now we are ready to log in. Once you have logged in, you will have to wait for me to approve the test before you start. I’ll be checking you have correctly entered the test session ID and other information.</p> <p>Enter your legal first name, not your nickname, followed by your SSID number. Then enter the test session ID. Raise your hand if you need help typing this information on your keyboard.</p>	<p>Now we are ready to log in. Enter your legal first name, not your nickname, followed by your SSID number. Then enter the test session ID.</p>
<p>Now click “Sign In.” Once you have successfully logged in, you will see a screen with your first name and other information about you. 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.</p>	<p>Now click “Sign In.” Make sure your personal information on the next screen is correct and click YES to continue. If it is not correct, raise your hand.</p>
<p>On the next screen, select the [INSERT NAME OF TEST]. After you have selected your test, you will see a screen with a moving bar and message saying you are waiting for Test Administrator approval. Please wait quietly while I verify each of your tests.</p>	<p>On the next screen, select the [INSERT NAME OF TEST]. Then wait.</p>
<p>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. Before your test appears, you will see a tutorial page listing the test tools and buttons you may use during the test or that will appear on the test. Please read this carefully. You can also find this information during your test by clicking the HELP button in the top right corner.</p>	<p>After I approve you to begin testing, make sure you have the right test and settings. If any of the test information is incorrect, please raise your hand. If the information is correct, click YES, START MY TEST.</p>
<p>When you are ready to begin your test, click BEGIN TEST NOW at the bottom of the page.</p>	<p>When you are ready to begin your test, click BEGIN TEST NOW at the bottom of the page.</p>

Appendix Q. Accessibility Tools

Accessibility Supports in the Classroom

Use this chart to track different aspects of how a student uses accessibility supports (universal tools and accommodations) in your classroom. This will help inform decision making on accessibility supports.

Student: _____ Grade: _____ Date: _____

What accessibility supports does the student use in the classroom? List them in the chart. Then follow the questions in the chart.

Questions	List Accessibility Supports				
	Universal Tools (turned off) and Accommodations				
1. Is it noted in student's EL, IEP, or 504 plan?					
2. For what task(s) is it used? (e.g., task type or standard).					
3. Does the student use it for that task every time? Note how often.					
4. Does the student use it alone or with assistance? (e.g., aide, peers?)					
5. If more than one support is available, how do these supports interact? For example, does one accessibility support seem more effective when used with another on a task?					
6. If the accessibility support is presented differently on the test (e.g., an online calculator), how can you give the student opportunities to practice using it?					
7. Does the student's individualized plan (e.g., EL, IEP, 504) need to be updated?					

Shyyan, V., Thurlow, M., Christensen, L., Lazarus, S., Paul, J., and Touchette, B. (2016). *CCSSO accessibility manual: How to select, administer, and evaluate use of accessibility supports for instruction and assessment of all students*. Washington, DC: CCSSO.

More Tools are available at <http://www.ccsso.org/sites/default/files/2017-10/CCSSO%20Accessibility%20Manual.docx>

After-test Accessibility Questions

Use this form after a test to interview a student about the accessibility supports (universal tools and accommodations) provided, used, whether they were useful, and whether they should be used again. Also note any adjustments or difficulties experienced by the student in either how the accessibility support was administered or in using the accessibility support during the assessment. Students in higher grades may do this independently or filling out this form could be facilitated through a discussion between a teacher and a student.

Student: _____

Date: _____

Accessibility support used: _____

Questions	Supports Available (List)			
Was the accessibility support used? <i>(Circle Yes or No and record optional comments.)</i>	Yes / No	Yes / No	Yes / No	Yes / No
Was the accessibility support useful? <i>(Circle Yes or No and record optional comments.)</i>	Yes / No	Yes / No	Yes / No	Yes / No
Were there any difficulties with the accessibility support? (Are adjustments needed?) <i>(Circle Yes or No and record optional comments.)</i>	Yes / No	Yes / No	Yes / No	Yes / No
Should the accessibility support be used again? <i>(Circle Yes or No and record optional comments.)</i>	Yes / No	Yes / No	Yes / No	Yes / No

Student signature: _____

Shyyan, V., Thurlow, M., Christensen, L., Lazarus, S., Paul, J., and Touchette, B. (2016). *CCSSO accessibility manual: How to select, administer, and evaluate use of accessibility supports for instruction and assessment of all students*. Washington, DC: CCSSO.

More Tools are available at <http://www.ccsso.org/sites/default/files/2017-10/CCSSO%20Accessibility%20Manual.docx>

Assessment Accessibility Plan

Student Information

Name: _____

Date of Assessment: _____

Name of Assessment: _____

Case Information

ESL/Bilingual Teacher: _____

Special Education Teacher: _____

School Year: _____

Building/School: _____

General Education Teacher(s): _____

Accessibility supports the student needs for this assessment and date arranged:

Accessibility Supports	Date Arranged
1. _____	_____
2. _____	_____
3. _____	_____
4. _____	_____
Comments: _____	_____

Person responsible for arranging accessibility supports and due date:

Person Responsible Due Date	Date Arranged
1. _____	_____
2. _____	_____
3. _____	_____
4. _____	_____
Comments: _____	_____

Room assignment for assessment: _____

Planners for this process (signatures): _____

Adapted from Scheiber, B., & Talpers, J. (1985). *Campus access for learning disabled students: A comprehensive guide*. Pittsburgh: Association for Children and Adults with Learning Disabilities.

Shyyan, V., Thurlow, M., Christensen, L., Lazarus, S., Paul, J., and Touchette, B. (2016). *CCSSO accessibility manual: How to select, administer, and evaluate use of accessibility supports for instruction and assessment of all students*. Washington, DC: CCSSO.

More Tools are available at <http://www.ccsso.org/sites/default/files/2017-10/CCSSO%20Accessibility%20Manual.docx>

Teacher Evaluation of Classroom Accessibility tools and Accommodations

Teacher Name: _____

Subject: _____

Student Name: _____

Grade: _____

Date: _____

Please list each accessibility support (tool or accommodation), rate its effectiveness, and comment about what you think might improve effectiveness, if needed.				
	Accessibility Support	Not effective	Somewhat effective	Very effective
1.	How could the effectiveness of this accessibility support be improved?	1	2	3
2.	How could the effectiveness of this accessibility support be improved?	1	2	3
3.	How could the effectiveness of this accessibility support be improved?	1	2	3

Shyyan, V., Thurlow, M., Christensen, L., Lazarus, S., Paul, J., and Touchette, B. (2016). *CCSSO accessibility manual: How to select, administer, and evaluate use of accessibility supports for instruction and assessment of all students*. Washington, DC: CCSSO.

More Tools are available at

<http://www.ccsso.org/sites/default/files/2017-10/CCSSO%20Accessibility%20Manual.docx>

Appendix R. Rubric for Determining Student Eligibility for the WVASA

Rubric for Determining Student Eligibility for the WV Alternate Summative Assessment for Students with Significant Cognitive Disabilities

Student Full Name _____ Date _____
School _____ Date of Birth _____
Parent(s)/Guardian(s) _____ Grade _____
Address _____ WVEIS # _____
City/State/Zip _____ Telephone _____

This rubric is provided as a companion document assist Individualized Education Program (IEP) Teams in making appropriate decisions regarding student participation in West Virginia's Alternate Assessment for Students with Significant Cognitive Disabilities.

IEP Teams must use various data sets in review of a student's eligibility to take the Alternate Assessment which could include but is not limited to:

- Evaluation team reports
- Benchmark assessment data
- Diagnostic assessments
- Assistive technology evaluation
- Speech and language assessments that determine expressive/receptive language communication status.
- IEP goal/objectives progress data
- Both formative academic and transition assessment data
- Adaptive skills checklists/inventories
- Progress on functional, daily living and life skill standards
- Sensory and/or motor assessments describing access modes of communication, fine and gross motor tasks.

Evidence for the decision to participate in the Alternate Assessment is **NOT BASED** on:

1. A disability category or label
2. Poor attendance or extended absences
3. Native language/social, cultural or economic difference
4. Expected poor performance on the general education assessment
5. Academic and other services student receives
6. Educational environment or instructional setting
7. Percent of time receiving special education services
8. English learner (EL) status
9. Low reading level/achievement level
10. Anticipated disruptive behavior
11. Impact of student scores on the accountability system
12. Administration decision
13. Anticipated emotional duress
14. Need for accommodations (e.g., assistive technology/ Augmentative and Alternative Communication (AAC) to participate in the assessment process

Note: Intelligence quotient (IQ) scores are not a reliable measure to determining eligibility as many of the assessment tools used to determine IQ are not fully accessible for learners with significant motor, communication and sensory complexities. IQ scores should never be used in isolation to determine eligibility.

Directions: Review a student's IEP and related documents to answer each question. Mark the column that best answers the question. Responses do not all need to be in the far-right column, but **all or most** should be in the 3rd and 4th columns to the right. Only a small number of learners, approximately one (1) percent, should qualify as meeting the criteria for the WV Alternate Assessment which is designed for Students with Significant Cognitive Disabilities.

<p>1. Does the student have a current IEP? (Skip question if this is for an Initial IEP. Questions regarding IEP content should be answered through supporting documentation.)</p>			
<p>No. Stop here, the student is not eligible for alternate assessment</p>		<p>Yes. Continue to question #2.</p>	
<p>2. Does the data reviewed provide evidence of significant cognitive disability (3 or more standard deviations below the mean as determined by district administered ability assessment, plus significant impairments to a person’s ability to reason, plan, solve problems, think abstractly, comprehend complex ideas, learn quickly, and learn from experience)?</p>			
<p>a) ___ Presence of disability but no documentation a cognitive disability interferes with learning; goals and objectives that are designed to support learners in achieving general education grade-level skills/standards.</p> <p>Stop here, the student is not eligible for alternate assessment.</p>	<p>b) ___ Documentation/data shows a wide skill gap in reading and/or mathematics.</p> <p>Need for prescriptive, direct, and systematic instruction is present in the IEP/documentation.</p> <p>(Note: Complex reading and/or math difficulties does not qualify the learner as having a significant cognitive disability.)</p>	<p>c) ___ Evidence a cognitive disability interferes with learning grade-level skills and concepts.</p> <p>Goals and objectives address grade-level academic skills/concepts through the alternate academic achievement standards and learning progressions or documentation is provided showing a need for significant curriculum modifications.</p>	<p>d) ___ Evidence a cognitive disability <u>significantly</u> interferes with learning grade-level skills and concepts.</p> <p>Goals and objectives address grade-level academic skills/concepts through the alternate academic achievement standards and learning progressions or documentation is provided showing a need for significant curriculum modifications.</p>
<p>3. Do the student’s PLAAFPs indicate adequate performance with WV CCRS? If yes, stop here. If no, choose descriptor that best matches student performance.</p>			
<p>a) ___ Present levels of performance indicate the learner’s skills are closely aligned with grade-level standard concepts and skills</p>	<p>b) ___ Student PLAAFPs indicate a level of performance still commensurate with grade-level concepts but indicating some need for supports and scaffolding.</p>	<p>c) ___ Student PLAAFPs indicate ability to make adequate progress through the <u>most complex alternate standards</u>, with increasing levels of supports and scaffolding, and objectives that include alternate standard skills and concepts or learning progression steps that lead to grade-aligned performance target(s)</p>	<p>d) ___ Student PLAAFPs indicate ability to make progress through alternate standards with maximal supports and scaffolding in order to make progress on concepts and skill targets on the <u>least complex</u> side of the range.</p>
<p>4. Does the learner data document a significant deficit across many domains of adaptive behaviors? Does the student require systematic, direct instruction of adaptive behavior (an individual’s ability to apply social and practical skills in everyday life) skills to be embedded within standards-based instruction?</p> <ul style="list-style-type: none"> • Conceptual skills: receptive and expressive language, reading and writing, money concepts, self-direction • Social skills: interpersonal, responsibility, self-esteem, follows rules, obeys laws, is not gullible, and avoids victimization • Practical skills: personal activities of daily living such as eating, dressing, mobility and toileting; instrumental activities of daily living such as preparing meals, taking medication, using the telephone, managing money, using transportation and doing housekeeping activities, occupational skills; maintaining a safe environment 			
<p>a) ___ NO instruction needed in any of the adaptive skills.</p>	<p>b) ___ General instruction needed in one or more domains of adaptive skill, which are covered in district PBIS and core instruction initiatives.</p>	<p>c) ___ Systematic, direct instruction needed within two or more domains of adaptive skills.</p>	<p>d) ___ Prescriptive, systematic, direct instruction needed across many or all adaptive skills within each domain.</p>

5. What level of support and instruction (“given” statements) do the students’ goals and objectives describe? What level of documentation is indicated in the evaluation portion of the goals and objectives?			
<p>a) ___ “Given” statements indicate <u>general levels of academic support</u> to make adequate progress through grade-level standard concepts and skills</p> <p>Documentation consists of project rubrics, work samples, and/or portfolios, etc. showing student <u>general independence</u> in academic progress.</p>	<p>b) ___ “Given” statements indicate <u>minimal to moderate levels of support</u> to make adequate progress through grade-level standard concepts and skills</p> <p>Documentation consists of project rubrics, work samples, and/or portfolios, etc. showing student’s need for <u>minimal, continual assistance</u> in making academic progress.</p>	<p>c) ___ “Given” statements indicate <u>increasing levels of support</u> to make adequate progress through grade-level standard concepts and skills</p> <p>Documentation consists of project rubrics, work samples, and/or portfolios, etc. showing student’s need for <u>increasing levels of continual assistance</u> in making academic progress.</p>	<p>d) ___ “Given” statements indicate <u>maximal levels of support</u> to make adequate progress through grade-level standard concepts and skills</p> <p>Documentation consists generally of checklists collected by teacher; documentation indicates <u>maximal levels of support</u> are needed to make academic progress.</p>

The IEP Committee used the above evaluation data analysis and discussion to determine:

- The student **DOES** meet the criteria to participate in the WV Alternate Summative Assessment for students with significant cognitive disabilities.
- The student **DOES NOT** meet the criteria to participate in the WV Alternate Summative Assessment for students with significant cognitive disabilities.

_____ Parent/Guardian
 _____ Parent/Guardian
 _____ Administrator/Designee/Chairperson
 _____ General Education Teacher
 _____ Special Education Teacher
 _____ Other

NOTE: If this report does not represent an individual team member’s conclusion, that team member must submit a separate statement presenting the member’s conclusions.

Appendix S. Request to Utilize Other Personnel for WVGSA/WVASA/SAT School Day

West Virginia Assessment Administration, 2020- 2021 School year

You must circle the assessment this request is for, if you do not circle one it will be **NOT** be processed.

WVGSA Grades 3-8

WVASA

SAT School Day

Name of School: _____ District: _____ Principal: _____

Please complete the following for all long-term aides and teachers on permit for whom you are requesting permission. If necessary, you may attach additional documentation. All approved personnel will need to be trained and sign the appropriate security agreements prior to testing. **All information must be completed for each employee for whom you are requesting approval.**

Employee's Name (Last, First)	Employee's Job Title	Student Name (Must list each student individually.)	Does employee currently work with this student and for how long?	Requesting Permission to:	Justification of Request (Give a specific reason why it is necessary to use this employee to administer a West Virginia Summative Assessment.)
	<input type="checkbox"/> Long-term Aide <input type="checkbox"/> Other (specify): _____ _____		<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> < 1 yr. <input type="checkbox"/> > 1 yr.	<input type="checkbox"/> Scribe <input type="checkbox"/> Administer <i>WVGSA Grades 3-8</i> or <i>SAT School Day</i> w/out supervision <input type="checkbox"/> Other (specify) _____	
	<input type="checkbox"/> Long-term Aide <input type="checkbox"/> Other (specify): _____ _____		<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> < 1 yr. <input type="checkbox"/> > 1 yr.	<input type="checkbox"/> Scribe <input type="checkbox"/> Administer <i>WVGSA Grades 3-8</i> or <i>SAT School Day</i> w/out supervision <input type="checkbox"/> Other (specify) _____	
	<input type="checkbox"/> Long-term Aide <input type="checkbox"/> Other (specify): _____ _____		<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> < 1 yr. <input type="checkbox"/> > 1 yr.	<input type="checkbox"/> Scribe <input type="checkbox"/> Administer <i>WVGSA Grades 3-8</i> or <i>SAT School Day</i> w/out supervision <input type="checkbox"/> Other (specify) _____	

Signature of Principal

Date

Signature of District Test Coordinator

Date

Scan and email form to the Office of Assessment, sonja.phillips@k12.wv.us and cchristy@k12.wv.us .

Appendix T. Request for Exclusion from Participation Rate due to Medical Emergency

Request for Exclusion from Participation Rate Due to Medical Emergency	
County Name/Code	
School Name/Code	
Student WVEIS Number	
Student Name	
Grade	
Assessment	<input type="checkbox"/> WVGSA Grades 3-8 <input type="checkbox"/> SAT School Day (Grade 11) <input type="checkbox"/> WVASA
Content Area (check all that apply)	<input type="checkbox"/> Math <input type="checkbox"/> ELA <input type="checkbox"/> Science (Only Grades 5, 8, and 11)
Dates of Condition	Start Date: End Date:
School Testing Window	Start Date: End Date:
Services student receives (check all that apply)	<input type="checkbox"/> IEP <input type="checkbox"/> 504 Plan <input type="checkbox"/> EL Plan
Overview of Request	

My signature below certifies the above information is true to the best of my knowledge and I will retain the appropriate signatures and other documentation in storage for a period of at least three years from the date of submission. I understand during this time the documentation may be subject to an audit led by the Office of Research, Accountability and Data Governance.

District Required Signatures:

Principal: _____ Date: _____

***Special Education Director/504 Coordinator or Title III Director:** (for students with disabilities or English language learners)

_____ Date: _____

District Test Coordinator: _____ Date: _____

Date/Time of submission by fax: _____

Scan and email form to the Office of Assessment rsurface@k12.wv.us and cchristy@k12.wv.us

Appendix U. Request for Accommodations for Temporary Medical Conditions

Process for Requesting Accommodations for Temporary Medical Conditions¹

1. Acute situation
2. Student treated for acute situation
3. Student reports acute situation to school
4. Classroom accommodations in place
5. Principal completes and signs Temporary Medical Condition Form requesting accommodations (see next page)
6. Principal sends form to district test coordinator
7. District test coordinator reviews form and signs if appropriate
8. District test coordinator forwards form to the WVDE Office of Assessment
9. Office of Assessment reviews request; approves or denies and signs form
10. Office of Assessment sends copy of form with decision to district test coordinator
11. District test coordinator informs school of decision regarding testing accommodation

¹Temporary Medical Condition – an acute medical occurrence limiting student’s ability to access the assessment (i.e., a broken arm).

Accommodations Request for Student with Temporary Medical Condition

Student Name: _____ WVEIS Number: _____

District: _____ School: _____ Grade: _____ Date of Birth: _____

Please indicate the test the student will take:

WVGSA Grades 3-8: _____ Classroom Benchmark Assessment: _____

SAT School Day: _____ WVASA: _____

Describe accommodation requested (retain any documentation received): _____

Describe the injury or medical condition, include the date of onset: _____

Principal Name: _____

Principal Signature: _____ Date: _____

District Test Coordinator Name: _____

District Test Coordinator Signature: _____ Date: _____

*Temporary Medical Condition – an acute medical occurrence limiting student’s ability to access the assessment (i.e., a broken arm).

If this request includes the use of a scribe/translator/interpreter, please note Appendix V must be completed following the assessment.

Scan and email form to the Office of Assessment, sonja.phillips@k12.wv.us and cchristy@k12.wv.us

Request for Accommodations: _____ Approved _____ Denied _____

Processed by: _____ Date: _____

Appendix V. West Virginia Assessment Scribe/Interpreter/Translator Verification Form

Student Name: _____

Student WVEIS ID Number: _____ Grade: _____

School: _____

District: _____

This is to verify the student's responses have been:

- accurately scribed to Test Book Number _____.
- accurately scribed from Test Book Number _____ into the testing platform.
- directly entered to the testing platform.

In case of "unintelligible student responses," please list the content area and test item number(s) that are considered unintelligible. _____

Please check one of the following reasons for transcribing the student answers to the booklet/computer:

- IEP/504 – Scribe (including sign interpreter)
- EL – Scribe (including language translator)
- Short Term Medical Condition
- Damaged Booklet (Test Booklet Number _____)

Provide a brief explanation: _____

The following signatures are needed:

Examiner: _____ Date: _____

Scribe: _____ Date: _____

Principal: _____ Date: _____

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

District Test Coordinator: _____ Date: _____

Students participating in the WVASA are not required to have this form completed as their test platform requires the test administrator to frequently enter responses for the student. The only exception would be if the student is typically able to enter their own responses but is unable to do so due to injury (i.e., broken wrist, etc.).

Appendix W. West Virginia Alternate Summative Assessment Security Checklist

State Operational Test Window: _____

Student: _____ School: _____ Grade: _____

Testlet	Date	Start Time	Ending Time	ELA Test Form	Math Test Form	Science Test Form
Example	April 13, 2021	8:30	9:15	SP ELA 4.1.B DP 1234	SP Math 4.c.1 PP 5678	SPEE.4-ESS1-2
1						
2						
3						
4						
5						
6						
7						
8						
9						
10						

Teacher/Examiner Signature

Principal/BLC Signature

***Examiners must attach and return all printed tickets and TIPS to the Principal/BLC.

***Principal/BLC will:

- Shred all test tickets and TIPS
- Keep a copy of the security checklists at the school.
- Submit the original security checklists to the *District Test Coordinator* no later than 5 days after the close of the test window.

Appendix X. EL Plan Participation Forms

EL: <i>ELPA21</i> Assessment Participation Form	
Date:	District Name:
School Name:	Student's Name:
ESL Teachers Name:	Grade:
Universal Tools	
These tools are available by default to all students .	
Embedded Universal Tools	Non-embedded Universal Tools
Amplification Audio support Expandable passages Highlighter Writing Tools	Answer choice eliminator Digital notepad Flag for review Keyboard navigation Zoom (item-level) Scratch paper Technological assistance with test navigation
Accommodations for students with EL Plans	
These tools are identified in advance by an informed educator. These tools are not available unless selected in WVEIS. (<i>EL Accommodations codes must use UPPER case in WVEIS – P02 is not the same as p02.</i>) Check all that apply.	
Embedded Accommodations	Non-embedded Accommodations
<input type="checkbox"/> P22-Zoom (enlarge text on screen test-level) <input type="checkbox"/> P28-High color contrast <input type="checkbox"/> P37-Masking <input type="checkbox"/> P44- Line tracker	<input type="checkbox"/> P02-Human read aloud, except reading passages <input type="checkbox"/> P23-Magnification device <input type="checkbox"/> P30-Native language translation of directions <input type="checkbox"/> P39-Color overlay <input type="checkbox"/> P42-Noise buffer <input type="checkbox"/> T03-Extra breaks (no studying) <input type="checkbox"/> T07-Flexible scheduling (delayed start; no studying) <input type="checkbox"/> T09-Separate setting (small group) <input type="checkbox"/> T10-Separate setting (1:1 – student can read aloud to self) <input type="checkbox"/> T12-Preferential seating <input type="checkbox"/> T13- Outside of traditional school setting <input type="checkbox"/> T14-Flexible scheduling-limited timed testing <input type="checkbox"/> T15-Extended breaks <input type="checkbox"/> T16-Breaks as needed
Accommodations from IEP or 504 Plan	
Please list any accommodation(s) the student has identified on either an IEP or 504 team. ONLY students found eligible for either an IEP or 504 will have anything listed in the box(es) below.	
Accommodations from IEP:	Accommodations from 504:
EL Committee Members' Signatures:	

EL: WVGSA Grades 3-8 Participation Form

Date:	District:
School:	Student's Name:
Grade:	ESL Teacher:

Universal Tools

These tools are available by default to **all students**.

Embedded Universal Tools	Non-Embedded Universal Tools
Breaks Digital Notepad Expandable Passages Highlighter Mark for review Spell check Writing tools	Calculator (only Grades 6-8) English Dictionary Global Notes Keyboard Navigation Math tools (embedded ruler/protractor) Strikethrough Zoom (1.5 X to 3.0X)

Accommodations for Students with EL Plans

These tools are identified in advance by an informed educator. These tools are not available unless selected in WVEIS. (EL Accommodations codes must use UPPER case in WVEIS – P02 is not the same as p02.)

Check all that apply.

Embedded Accommodations	Non- Embedded Accommodations
<input type="checkbox"/> P01- Text-to-speech (excluding ELA passages) <input type="checkbox"/> P28- Color contrast <input type="checkbox"/> P32-Translations for computer-based assessment (Spanish only; math uses stacked-style and science uses toggle-style) <input type="checkbox"/> P37- Masking	<input type="checkbox"/> P02-Human Read Aloud (excluding ELA passages) <input type="checkbox"/> P18-Simplified test directions <input type="checkbox"/> P23-Magnification <input type="checkbox"/> P27-Bilingual dictionary <input type="checkbox"/> P38-Color contrast <input type="checkbox"/> P39-Color overlays <input type="checkbox"/> P42-Noise buffers <input type="checkbox"/> P46-Read aloud in Spanish (math and science) <input type="checkbox"/> R15-Bilingual word-to-word glossary (utilize the glossary the student is accustomed to accessing for instruction) <input type="checkbox"/> T03-Extra breaks (no studying) <input type="checkbox"/> T07-Flexible scheduling (delayed start; no studying) <input type="checkbox"/> T09-Separate setting (small group) <input type="checkbox"/> T10-Separate setting (one-to-one) <input type="checkbox"/> T12-Preferential seating <input type="checkbox"/> T13-Non-traditional setting (change in location; home/hospital) <input type="checkbox"/> T14-Flexible scheduling-limited timed testing <input type="checkbox"/> T15-Extended breaks <input type="checkbox"/> T16-Breaks as needed

Accommodations from IEP or 504 Plan

Please list any accommodation(s) the student has identified on either an IEP or 504 team.

ONLY students found eligible for either an IEP or 504 will have anything listed in the box(es) below.

Accommodations from IEP:	Accommodations from 504:
---------------------------------	---------------------------------

EL Committee Members' Signatures

EL: SAT School Day Participation Form

Date:	District:
School:	Student's Name:
Grade:	ESL Teacher:
Universal Tools	
These tools are available by default to all students .	
Embedded Universal Tools	Non-Embedded Universal Tools
<i>None available</i>	<input type="checkbox"/> Breaks <input type="checkbox"/> Scratch Paper
Accommodations for Students with EL Plans	
These tools are identified in advance by an informed educator. These tools are not available unless selected in WVEIS. (<i>EL Accommodations codes must use UPPPER case in WVEIS – P02 is not the same as p02.</i>) Check all that apply.	
Embedded Accommodations	Non- Embedded Accommodations
<i>None available</i>	<input type="checkbox"/> P23-Magnification <input type="checkbox"/> P30-Translated test directions*** <input type="checkbox"/> P38-Color contrast <input type="checkbox"/> P39-Color overlays <input type="checkbox"/> P41-Provide translation glossary (only approved glossaries)** <input type="checkbox"/> P42-Noise buffers <input type="checkbox"/> R15-Bilingual word-to-word glossary (only approved glossaries)** <input type="checkbox"/> T03-Extra breaks (no studying) <input type="checkbox"/> T07-Flexible scheduling (delayed start; no studying) <input type="checkbox"/> T09-Separate setting (small group) <input type="checkbox"/> T10-Separate setting (one-to-one) <input type="checkbox"/> T12-Preferential seating <input type="checkbox"/> T13-Non-traditional setting (change in location; home/hospital) <input type="checkbox"/> T14-Flexible scheduling-limited timed testing <input type="checkbox"/> T15-Extended breaks <input type="checkbox"/> T16-Breaks as needed <input type="checkbox"/> T17-50% extra time – Reading* <input type="checkbox"/> T18-50% extra time - Essay <input type="checkbox"/> T19-50% extra time - Math
Accommodations from IEP or 504 Plan	
Please list any accommodation(s) the student has identified on either an IEP or 504 team. ONLY students found eligible for either an IEP or 504 will have anything listed in the box(es) below.	
Accommodations from IEP:	Accommodations from 504:
EL Committee Members' Signatures	

*If 50% extra time for the reading section is chosen in SSD Online dashboard, it will automatically apply to all other sections on the SAT School Day.

** <https://collegereadiness.collegeboard.org/pdf/sat-sd-college-board-approved-glossaries.pdf>

*** <https://collegereadiness.collegeboard.org/sat/k12-educators/sat-school-day/downloads>

Appendix Y. Guidelines for *NOCTI* Career Technical Education Assessments

Students completing a state-approved career technical education (CTE) program of study participate in a technical assessment through the *National Occupational Competency Testing Institute (NOCTI)*. *NOCTI* provides standardized assessments for Career and Technical Education Centers that are aligned with industry standards and created by industry experts in conjunction with educators across the country. Schools utilizing CTE programs have access to a variety of resources throughout the assessment process. Each member of the school community has a designated role in the implementation process.

***NOCTI* Roles and Access**

Directors/Principals

Directors and principals have access to *NOCTI*'s growth and comparison reports.

Site Coordinators

Individuals who are administrators, or an administrator's designee, responsible for implementing the *NOCTI* Technical Review and inputting school-related data

Instructors

Individuals who have capabilities to view reports, assign accommodations, and implement practice questions

Proctors

Individuals administering the *NOCTI* questions (cannot be the teacher of record or teacher of a related field)

Students

Individual who has access to student data reports highlighting their technical progress in comparison to the workforce entry levels, technical standards, and state and national averages.

Resources

Blueprints

Blueprints provide an overview of the specific skills measured on the *NOCTI* Audit and are aligned with a state-approved program of study. Each blueprint outlines the standards and competencies that are measured on the assessment.

Study Guides and Practice Audits

NOCTI provides study guides for each of their Audits (post-test). Each study guide contains 30 practice questions and is accompanied by a teacher companion guide. These 30 questions can also be accessed online utilizing the Practice Audits (post-test).

Assessments

Accommodations

Accommodations are available for students through the West Virginia Education Information System (WVEIS) and can be assigned by site coordinators or instructors. Two accommodations are automatically implemented through the system: text-to-speech and extended time.

Benchmark Survey (pre-test)

Commonly referred to as a pre-test, this is an online questionnaire taken at the beginning of a CTE completer's final year of a program to provide a baseline measurement. This is not required by the West Virginia Department of Education (WVDE)

Audits (post-test)

Commonly referred to as a post-test, the Audit is an online technical review to demonstrate student proficiency for all students who are completing a state-approved CTE Program of Study.

Audits (post-test) are administered by designated proctors. These individuals are assigned by the Site Coordinator and cannot be the instructor of the program or of a related field.

Performance Audits

Hands-on Performance Audits (post-test) are available when ordering Audits (post-test), but they are not required by the WVDE.

Retakes

Schools can allow a student to retake the *NOCTI* assessment one time prior to the completion of their state-approved program of study.

Reporting

Site Summary Report

A Site Summary Report is provided for each student and class that participates in *NOCTI*. It gives an overview of the average student performance on the Benchmark Survey (pre-test) and Audit (post-test) compared to the workforce entry level (criterion-referenced cut score), state average, and national average. The report also depicts student performance on individual standards compared to the state average and national average.

Workforce Entry Score

Each Audit has a designated "Workforce Entry Score" (criterion-referenced cut score) that is set by industry professionals and subject matter experts. By attaining this score, students show they are ready to enter the workforce in their technical field.

Workforce Competency Credential

Students who score at or above the Workforce Entry Score on a *NOCTI* assessment will receive a Workforce Competency Credential.

College Credit

NOCTI utilizes the National College Credit Recommendation Service (NCCRS) to provide recommended college credits for each of *NOCTI*'s assessments. Students who score above a 70 on qualifying Audits (post-test) are eligible to receive college credit at approved institutions of higher education.

Appendix Z. Assessment Accommodations Verification – ACCM.14 application

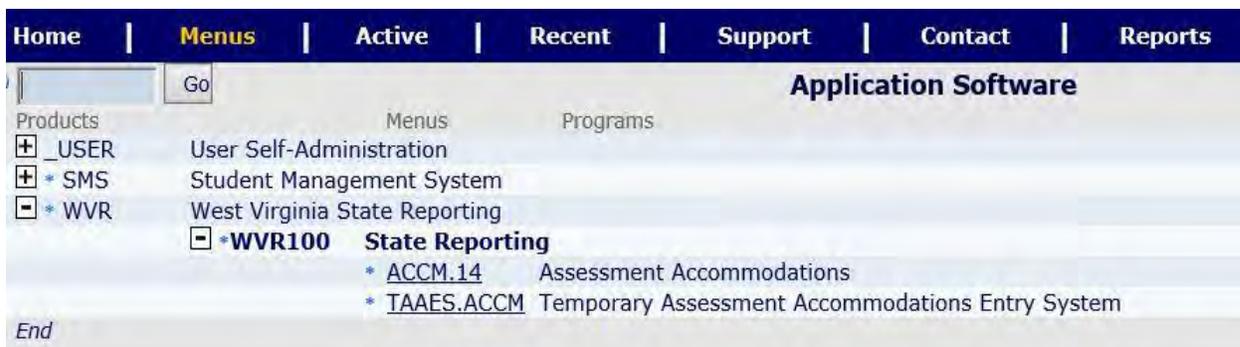
Assessment Accommodations Verification

Superintendents, District Test Coordinators, and other designees are required to login to WOW to verify assessment accommodations for students with IEPs, students with 504 plans, and for EL students.

Instructions for Verification

To verify the assessment accommodations for students, log into WVEIS on the Web (WOW). Then,

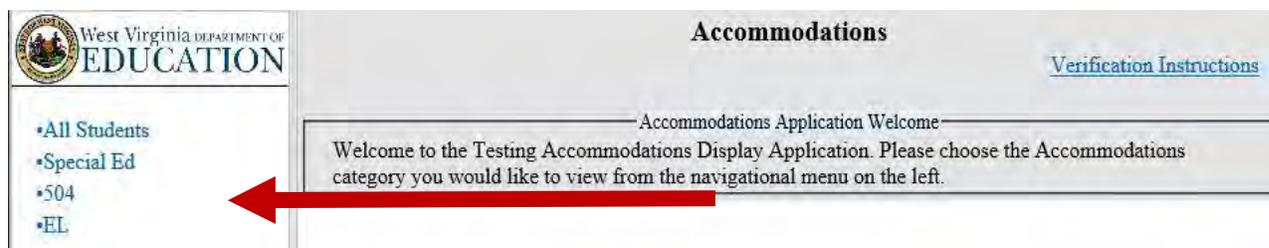
1. Select Menus
2. Find WVR West Virginia State Reporting
3. Find WVR100 State Reporting



4. Select ACCM.14.



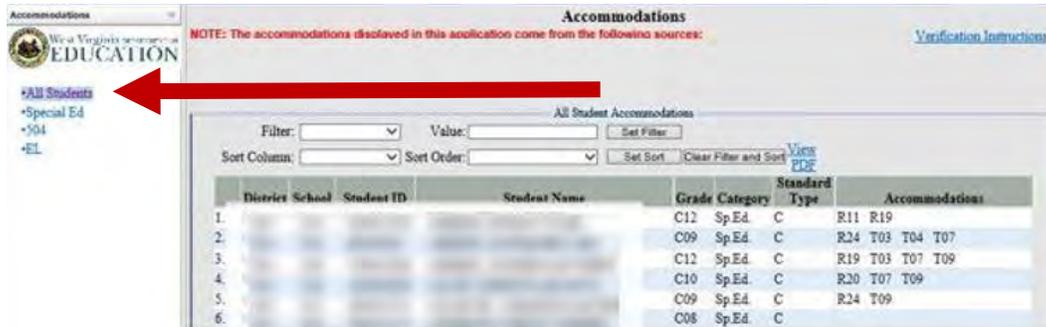
After selecting ACCM.14, you will find instructions on the main page that direct you to the menu on the left.



Select any of the categories to see the roster of students and their accommodations.

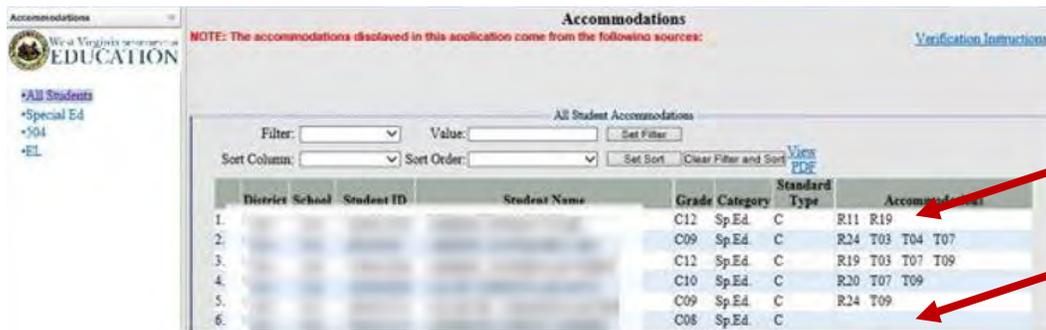
In the screenshot below, you can see the user has selected “All Students” on the left. By selecting the “All Students” tab, students within each of the three categories (i.e. Special Ed, 504, and LEP) will be displayed.

The “Category” column indicates the accommodations category that is applicable to the student.



For students with assessment accommodations, the specific accommodations will be displayed in the Accommodations column.

If no accommodations are displayed for a student and the area is blank, it means no accommodations have been designated for the student in his/her IEP.

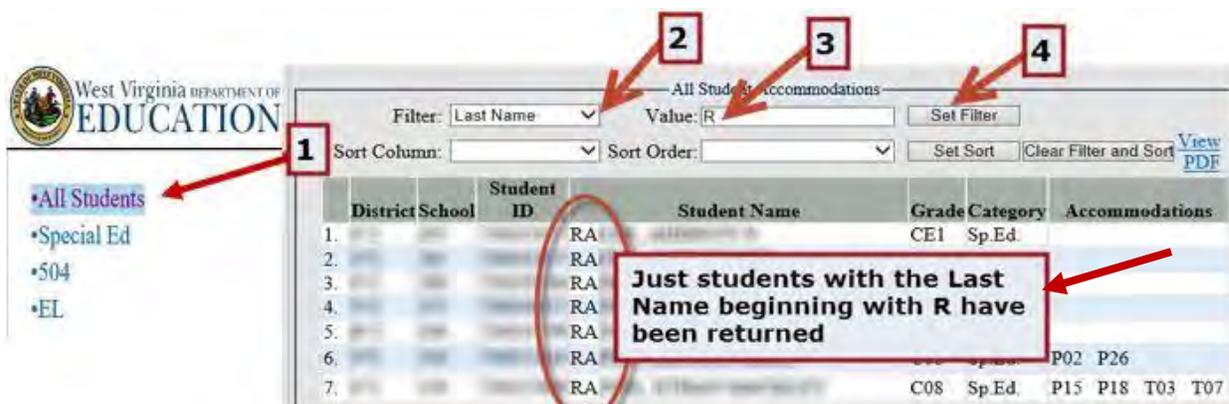


Note: For details about the accommodation(s) listed, hover over the accommodation with the mouse cursor to have the detail displayed in a popup.

How to Filter

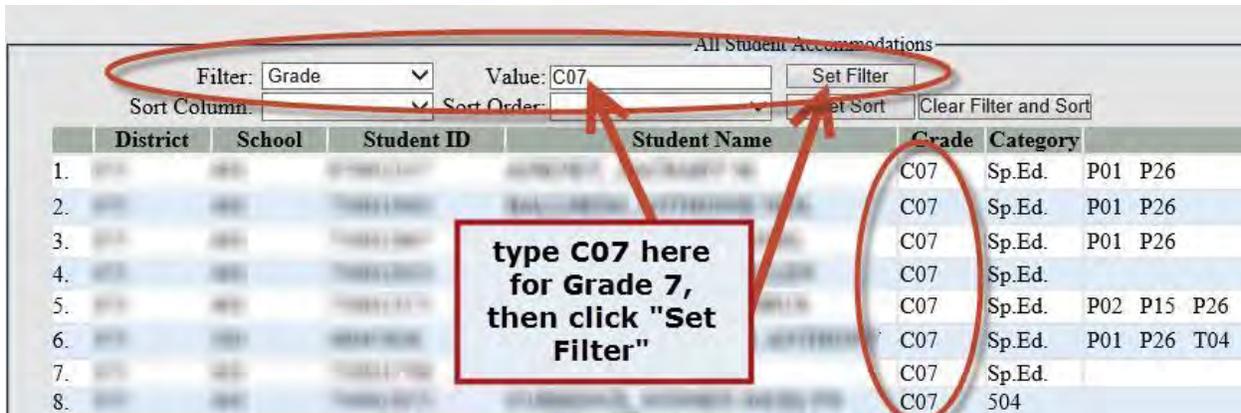
There are times when it is necessary (or faster) to see only a select group of students that meet certain criteria or answer a specific question. For example, you may want to see students whose Last Name begins with the letter R.

1. Click on the group of students on the left that is applicable. In this example, the “All Students” category has been selected.
2. Go to the Filter box near the top of the page and click on the arrow to select “Last Name”.
3. Next, **type in** the letter R in the “Value” box that is to the right of the Filter box.
4. Finally, click on “Set Filter” to have only students whose last name begins with R displayed.



To filter for a specific grade, you will need to select “Grade” in the filter box, and then type in the appropriate value in the “Value” box. Use the table below for the actual values you’ll type in.

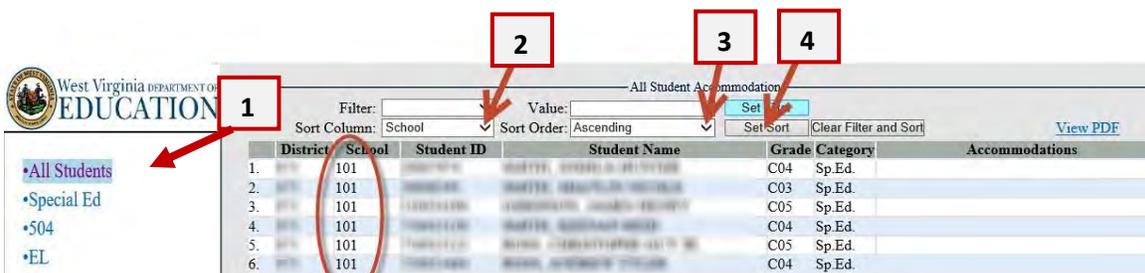
Grade level	Value to type into the “Value” box
Kindergarten	C0K
First Grade	C01
Second Grade	C02
Third Grade	C03
Fourth Grade	C04
Fifth Grade	C05
Sixth Grade	C06
Seventh Grade	C07
Eighth Grade	C08
Ninth Grade	C09
Tenth Grade	C10
Eleventh Grade	C11
Twelfth Grade	C12



How to Sort

The sort feature is helpful when you'd like to see the information displayed in a different manner than the default display, which is ordered by last name from A to Z. You may wish to see the information sorted by school. To sort by school:

1. Click on the group of students on the left that is applicable. In this example, the "All Students" category has been selected.
2. Go to the Sort box near the top of the page and click on the arrow to select "School".
3. Next, select Ascending in the "Sort Order" box to have the schools returned from smallest to largest number.
4. Finally, click on "Set Sort" to have the information sorted by School.

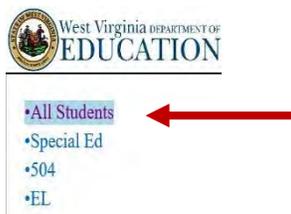


Filtering and Sorting for Alternate Assessment Students

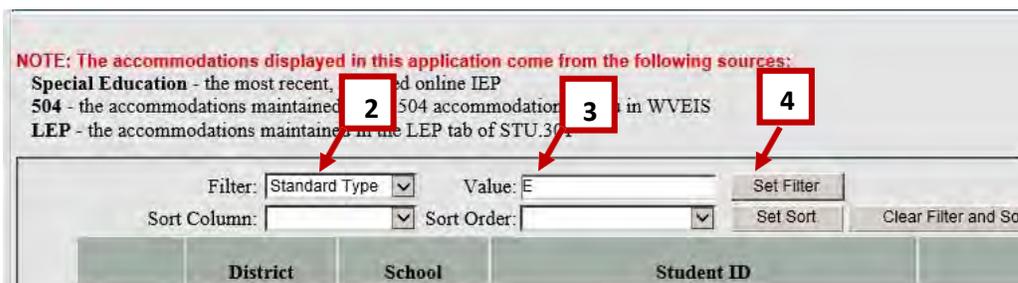
The filter and sort feature can also allow you to easily identify students needing the alternate assessment test.

To *filter* for alternate assessment students:

1. Click on the group of students on the left that is applicable. In this example, the “All Students” category has been selected.

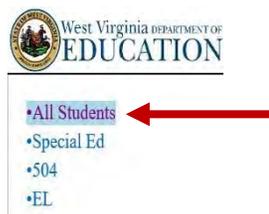


2. Go to the Filter box near the top of the page and click on the arrow to select “Standard Type”.
3. Next, type “E” in the Value box. The E represents alternate assessments.
4. Finally, click on “Set Filter” to have the information Filtered for alternate assessment.



To *sort* for alternate assessment students:

1. Click on the group of students on the left that is applicable. In this example, the “All Students” category has already been selected.



2. Go to the *Sort Column* box near the top of the page and click on the arrow to select “Standard Type”.
3. Choose a *Sort Order*. In this example, the results are sorted in descending order.
4. Finally, click on “Set Sort” to have the information sorted by “Standard Type.” In this example, all the alternate assessment students appear at the top of the list. (Alternate assessment students are marked with an ‘E’ in the *Standard Type* column.)

	District	School	Student ID	Student Name	Grade	Standard Type
1.					C09	E
2.					C04	E
3.					C12	E
4.					C08	E
5.					C05	E
6.					C05	E
7.					C07	E
8.					C06	E
9.					C07	E
10.					C08	E
11.					C08	E
12.					C12	C
13.					C0K	C
14.					C02	C

Additional notes

- Larger counties’ data requires additional time to load. This process may take up to one minute.
- By clicking on the “View PDF” link, you can view and print the student roster.
- The information displayed can also be selected, copied, and pasted into an Excel document.

Technical Assistance Communication Process

- The following section provides the WVDE process for Technical Assistance Requests.
- Following this process will ensure technical assistance requests are responded to in a timely fashion.
- District Test Coordinators with questions or issues should contact the WVEIS County Contact. If the WVEIS County Contact cannot answer the question or solve the problem, they should contact the WVDE WVEIS Help Desk.

Please remember District Test Coordinators are not responsible for contacting the WVDE directly with a technical question or problem.



Appendix AA. Non-Defined Accommodation(s) Requests

Request for non-defined accommodations:

IEP teams, Section 504 committees, and EL committees may request permission to use accommodations other than those included in this manual. Such requests should be received by the Office of Assessment no later than four (4) weeks prior to the testing window.

Please indicate the test(s) this request is for:

- *West Virginia General Summative Assessment, Grades 3-8:* _____
- *SAT School Day (11th graders only)* _____
- *West Virginia Alternate Summative Assessment (DLM):* _____
- *ELPA21* _____

Student Name:	WVEIS Number:		
District:	School:		
Grade:	Date of Birth:		
Indicate which educational plan(s) supports the student's accommodation needs:			
	IEP	504 plan	EL plan
Describe the specific accommodation(s) needed:			
Rationale for the requested accommodation(s) (e.g., Why can the need not be met within existing accommodation(s)?)			
What would be the impact on the student's assessment results if the student is not permitted to use the requested accommodation(s)?			

The signatures below verify the student receives the accommodation(s) on a regular basis during classroom instruction and classroom assessments and is familiar with the accommodation(s).

_____ Teacher Signature	_____ Date of Submission
_____ Principal Signature	_____ Date of Submission
_____ County Special Education Director	_____ Date (only if 504/IEP student)
_____ County Title III. Director	_____ Date (only if EL student)

Send written requests at least 4 weeks prior to the assessment to:

Office of Assessment
West Virginia Department of Education
Building 6, Suite 243
1900 Kanawha Boulevard East
Charleston, WV 25305-0330

Requests can also be emailed to Sonja Phillips at Sonja.phillips@k12.wv.us and your District Test Coordinator with appropriate signatures.

Office use only: _____ (date received)
Approved: _____ (yes) _____ (no) _____ (initials) _____
Follow up needed? _____

Appendix BB. Braille Accommodations Selections and *WVGSA Grades 3-8*

Available Braille Accommodations for *WVGSA Grades 3-8*

P03 - Braille test book

P17 - Braille computer test – computer adaptive test format

P35 - Braille computer-based, fixed form, with paper booklet for tactile graphics (available for math only)

Scenario 1: Student will take the *WVGSA Grades 3-8* using only paper braille test books

- Select only “P03 – Braille test book” in Online IEP program.
- Do **not** select P17 and/or P35.
- P03 must be used for all subject areas, and a paper braille book for each subject will be shipped to the district for each student who has the P03 accommodation.
 - This student cannot mix-and-match paper braille books with computer-administered portions for different subjects with this accommodation.
- TIDE Notes:
 - The P03 accommodation translates to the “Braille” value for the **Paper Tester** field in TIDE.
 - Students must have “Braille” for the **Paper Tester** field in TIDE for a test administrator to transcribe responses from braille test books into the Data Entry Interface (DEI).

What to select for IEP accommodations in the Online IEP Program for Scenario 1:		
Accommodation Code	Yes	No
P03	X	
P17		X
P35		X

Scenario 2: Student will take the WVGSA Grades 3-8 —computer adaptive forms for all subject areas

For computer adaptive test content to be delivered in a format compatible with refreshable braille devices and embossers across all subject areas, the student must have “P17 - Braille computer test – computer adaptive test format”, selected for ELA (reading and writing), math, and science in the Online IEP program and in TIDE.

- Do not select P03 for **any** student who will be taking *WVGSA Grades 3-8* assessment on via computer for any subjects.
- For science, ELA-Reading, ELA-Writing, and math subjects to be administered via a refreshable braille device, only select in the Online IEP Program “P17 - Braille computer test – computer adaptive test format”.
- TIDE Notes:
 - The **Paper Tester** field shows the value of “Select” or “No.”
 - The P17 accommodation translates to the **P17-Language Choice** field in TIDE. Students that have a value of “Braille” in this field will take the computer-adaptive test for a given subject.
 - The **P17-Language Choice** field shows the value of “Braille” (indicating the student has P17) selected for all subject areas.
 - **P35 Braille** value is “OFF” in the Mathematics column.

What to select for IEP accommodations in the Online IEP Program for Scenario 2:		
Accommodation Code	Yes	No
P03		X
P17	X	
P35		X

Scenario 3: Student will take the WVGSA Grades 3-8 —computer adaptive forms for ELA-Reading, ELA-Writing, and Science with mathematics completed using a fixed-form administration and tactile graphics booklet.

For test content to be delivered in a format compatible with refreshable braille devices and embossers for ELA-Reading, ELA-Writing, and science, the student must have “P17 - Braille computer test – computer adaptive test format”, selected for ELA (reading and writing), and science in TIDE.

If the student will require the support of an embossed tactile graphics booklet for math, **additionally** select the accommodation “P35 - Braille computer-based, fixed form, with paper booklet for tactile graphics” in the Online IEP program. The booklet will be sent from the test vendor.

- Do not select P03 for **any** student who will be taking the *WVGSA Grades 3-8* assessment via a computer for any subjects.
- TIDE Notes:
 - The **Paper Tester** field shows the value of “Select” or “No.”

- The **P17-Language Choice** field shows the value of “Braille” (indicating student has P17) selected only for ELA Reading, ELA Writing, and science.
- **P17-Language Choice** field with the value of “English” for Mathematics
- **P35 Braille** value is “ON” (indicating student will take the fixed form mathematics test online using the supplementary tactile graphics booklet) in the Mathematics column.

What to select for IEP accommodations in the Online IEP Program for Scenario 3:		
Accommodation Code	Yes	No
P03		X
P17	X	
P35	X (for math)	

TIDE fields

View/Edit Student: Demo DEMO

Birth Date (MMDDYYYY): (MMDDYYYY):

Grade: 06

English Learner Entry Date (MMDDYYYY):

English Learner Exit Date (MMDDYYYY):

Paper Tester: - Select -

District assigned student identifier:

Title III Language Instruction Program Type: - Select -

Primary Disability Type: - Select -

+ Interim Eligibility

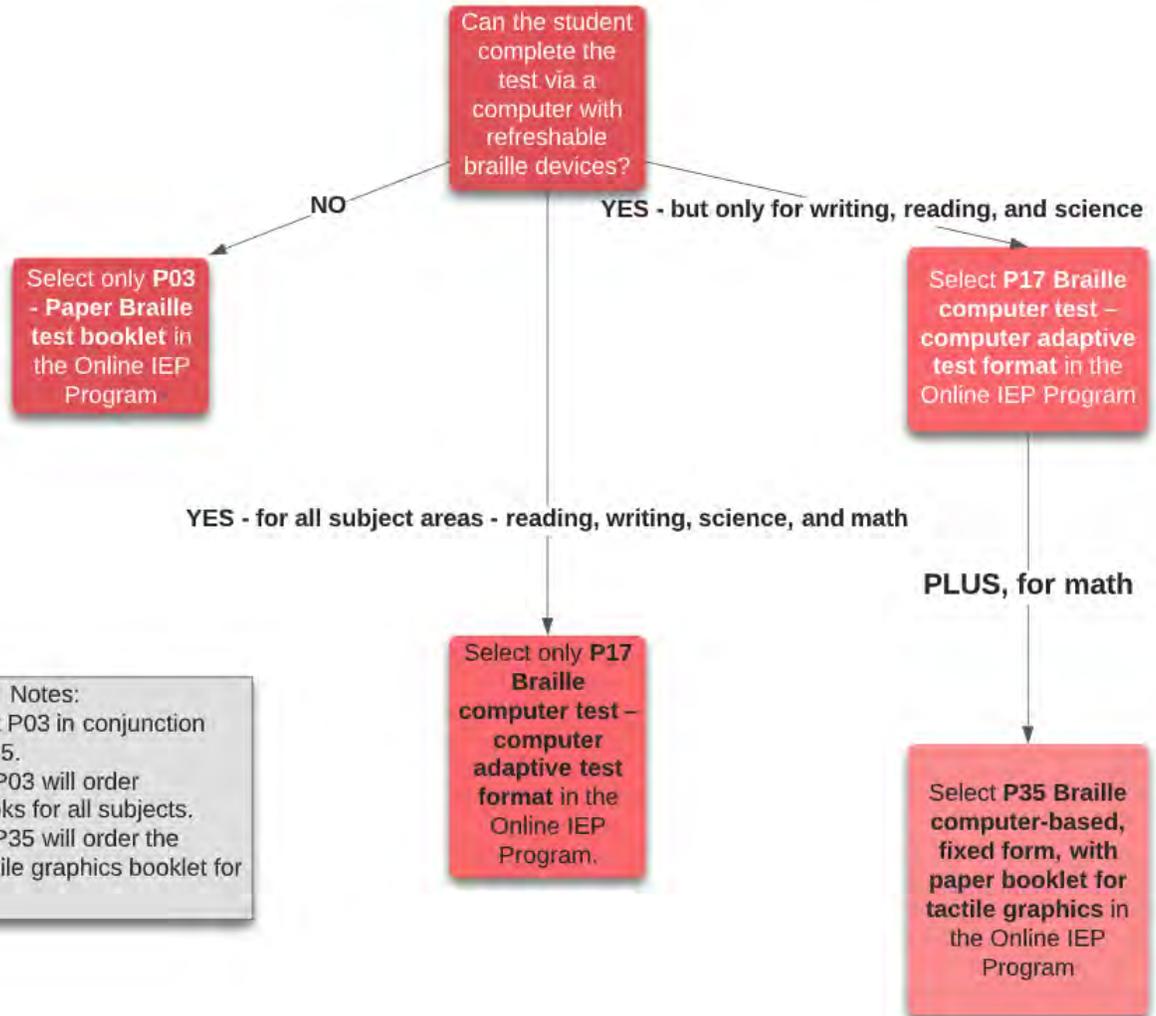
+ Race and Ethnicity

+ Student Participation

- Visual Assistance Tools

Visual Assistance Tools	1. ELA - Reading	2. ELA - Writing	3. Mathematics	4. Science
P17 - Language Choice <input type="checkbox"/>	Braille <input type="text"/>	Braille <input type="text"/>	Braille <input type="text"/>	Braille <input type="text"/>
P35 Braille <input type="checkbox"/>	OFF <input type="text"/>			

Braille Accommodations for WVGSA Grades 3-8 Decision Tree



Notes:
 * Do not select P03 in conjunction with P17 or P35.
 * Selection of P03 will order embossed books for all subjects.
 * Selection of P35 will order the embossed tactile graphics booklet for math.

Appendix CC. Familiar Listener and Speaking Domain Exemption Guidance

As a pilot study for these new accommodations, The West Virginia University Speech and Language Acquisition Disorders (SALAD) Lab narrative language sample analysis component of Speech Intelligibility score will make the final determination.

EL students identified as possible candidates for the R30 Familiar Listener Accommodation will have an audio language sample obtained and sent to the SALAD Lab for scoring by the SALT computer. The Speech Intelligibility rating by the computer will decide whether to use the accommodation. The speech-language pathologist should contact the IEP Team, including the parent, to add an IEP Amendment to the student's Individualized Education Program (IEP) requesting the additional evaluation of an "audio language sample" to determine whether the student requires the R30 Familiar Listener Accommodation. The speech-language pathologist should then obtain written permission on the *Request for Additional Evaluation Documented on the Individualized Education Program (IEP)* form. Upon receipt of the written permission to evaluate, the speech-language pathologist will obtain an audio language sample using a school-owned device (iPad, digital recorder).

Speech-language pathologists who will be gathering the audio language samples will receive a virtual training the first week of November on obtaining the audio narrative language sample. The procedure for obtaining the audio narrative language sample will be explained using the tutorials and resources available on the West Virginia University Speech and Language Acquisition and Disorders (SALAD) Lab. The speech-language pathologist will obtain the audio language sample and upload it to the SALAD Lab for transcription at least two weeks prior to having to make the decision in order to receive the transcription, including the Speech Intelligibility score, back from the WVU SALAD Lab. If the language sample analysis comes back with an intelligibility score of 79 or below, the student should be considered for the R30 Familiar Listener Accommodation.

If the student requires the accommodation, the IEP Team will add an Amendment to the IEP specifying the R30 Familiar Listener Accommodation code on the Accommodations section of the Online IEP.

The IEP Team should file the language sample analysis received from WVU with the student's IEP Amendment. Student's speech intelligibility can improve from year-to-year as they possibly receive speech therapy and exposure to English. This rating tool should be re-administered each year that there are speech intelligibility issues to ensure that the student's current speech intelligibility is considered.

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Appendix C
Test Information Distribution Engine (TIDE) User
Guide



West Virginia DEPARTMENT OF
EDUCATION

Test Information and Distribution Engine (TIDE) User Guide

2021-2022

Published March 14, 2022

Prepared by Cambium Assessment, Inc.



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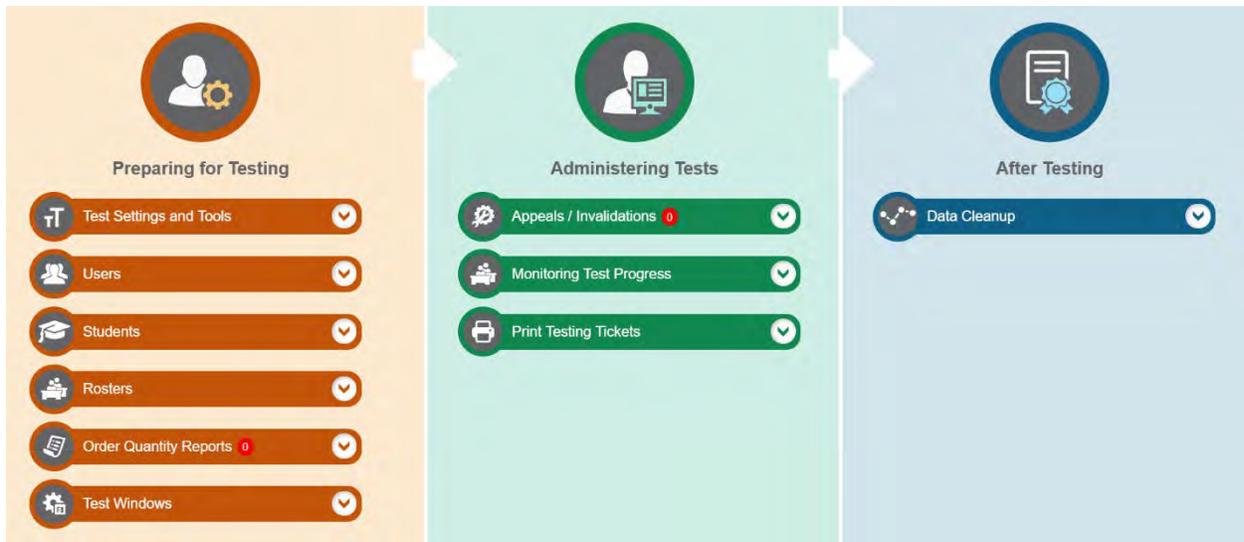
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Introduction to TIDE

This user guide provides instructions on how to use TIDE.

At its core, TIDE is a registration system for users and students who will access West Virginia Assessment Program systems.

Figure 1. TIDE Dashboard



You can use TIDE to perform the following tasks:

- Students must be registered in TIDE to test in TDS. Students are registered in TIDE via the data exchange which occurs hourly between WVEIS and TIDE.
- Rosters must be added in TIDE so Reporting can display scores at the classroom level and so teachers can view student results. You can add new rosters or modify existing rosters. Rosters represent classes or other groups of students. After testing, TIDE sends students' scores to Reporting so that system can display scores at the student, school, district, and state levels, and TIDE sends rosters to Reporting for reporting at the roster level.
- For paper testing material orders: You can place orders for paper Braille and Large Print materials and verify/update points of contact and shipping information.
- You can print hard-copy test tickets that include a student's username so the student can log in to a test.
- You can add new appeal requests or modify existing requests if a test must be retaken or reopened.

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- You can view your district's or school's progress in starting and completing tests as well as participation rate. Note: this participation rate is NOT the participation rate used for accountability; it is simply a rough estimation of the percent of your district's or school's enrollment having tested.
- You can provide reasons why students did not take an ELPA21 Summative test.

TIDE divides tasks by user role. Users with higher roles will have access to more tasks in TIDE than users with lower roles. District-level users have access to the most tasks, followed by school-level users, teachers, and test administrators. The structure of this guide is based on the user role. It includes the following sections:

- **How to Activate Your Account and Log in to TIDE**
- **How District-Level Users Perform Tasks in TIDE**
- **How School-Level Users Perform Tasks in TIDE**
- **How Teachers, Test Administrators, and ELPA Administrators Perform Tasks in TIDE**

There is also an [Appendix](#) with additional information and instructions.

Three Things All TIDE Users Must Know How to Do

Records for users, students, and rosters must be added to TIDE and kept current for the testing process to flow properly. Users not added to TIDE will not have access to any West Virginia Assessment Program systems. Students not added to TIDE will not be able to test. Rosters not added to TIDE will not be available in Reporting, and educators will not be able to view students' test results by roster or by other meaningful groupings. The process for adding and modifying records in TIDE is user-friendly because it's basically the same no matter the user role or which type of record is being added.

All TIDE users must be familiar with the following actions, as they are the same for Users, Rosters, Test Windows, and Appeal Requests:

- **Adding** new records or **modifying** existing records one at a time.
- **Adding** multiple new records or **modifying** multiple existing records all at once through **file upload**.

Note: Student records and accommodations are imported into TIDE via hourly data exchanges with WVEIS. Student records cannot be added to TIDE one at a time or through the file upload feature in TIDE.

How to Add Records One at a Time

1. Start at the dashboard that appears when you first log in to TIDE, select the task for which you want to add a new record, and select **Add**.
2. On the page that appears, fill out the information, verify its accuracy, and select **Save**.

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Figure 2. Add User

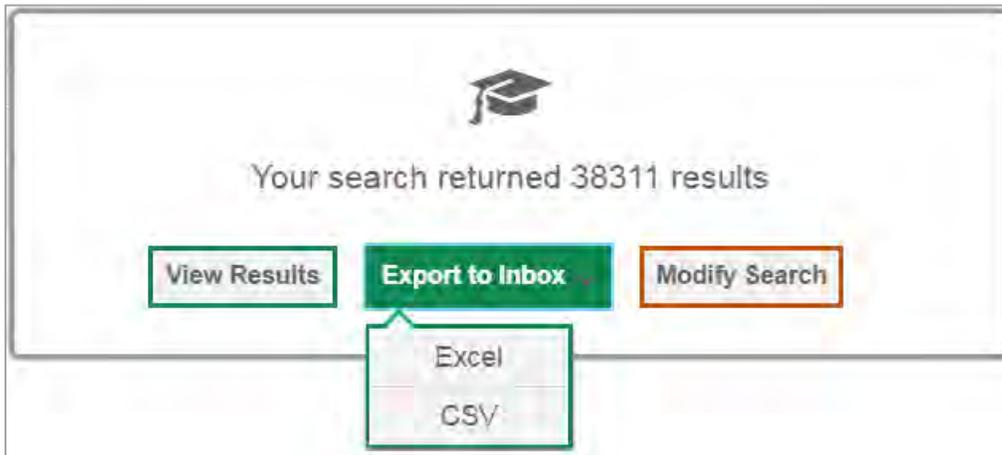
How to Modify Existing Records One at a Time

1. Begin by searching for the record you want to modify. Start at the dashboard that appears when you first log in to TIDE, select the task for which you want to search for records, and select **View/Edit/Export**. Fill out the form that appears and select **Search**.

Figure 4. View/Edit/Export User

2. A pop-up window appears, allowing you to view or export search results or modify your search. To view and edit search results, select **View Results**. To export all search results to the Inbox from the pop-up window, select **Export to Inbox** and then select either **Excel** or **CSV**. The search results will be exported to your Inbox and you will return to the search form.

Figure 5. Search Results



3. If you select **View Results**, the search results will appear in a table. To view individual records, select the edit button by the record you want. To delete individual records, mark the checkbox by that record and select . To export records, mark the checkbox by that record and select .

View/Edit/Export Student

Use this page to view, edit, or export students. [more info](#)

+ Search Students

    Move to Other School

Number of students found: 38311

Enter search terms to filter search result

1-50 of 38311 records | Page: 1 of 767

Edit	School Information		Student Information						
	District	School	SSID	District assigned student identifier	Student's Last Name	Student's First Name	Student's Middle Name	Gender	Birth Date (MMDD)
	000002	000003		ZZ9901502			MiddleName	Male	

How to Add or Modify Multiple Records All at Once

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1. Start at the dashboard that appears when you first log in to TIDE, select the task for which you'd like to upload records, and select **Upload**. An upload screen will appear where you can download a template file.

Figure 7. Upload Roster

2. Once you've downloaded and filled out the template file, return to the upload screen, select **Browse**, locate the file on your computer, and upload it to TIDE. Select **Next**. The upload preview screen appears.

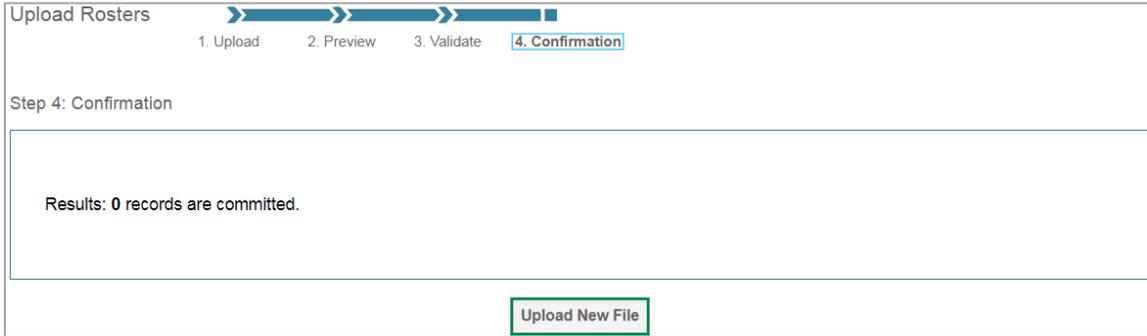
Row Number	District ID	School ID	Email address	Roster name	Student ID
1	000002	000003		Sample22	ZZ5457413
2	000002	000003		Sample22	ZZ5456112
3	000002	000003		Sample22	ZZ5457075

3. Once you've verified the information on the preview screen, select **Next** again. The validation screen appears.

Row Number	District ID	School ID	Email address	Roster name	Student ID
1	000002	000003	⚠	Sample22	ZZ5457413
2	000002	000003	⚠	Sample22	ZZ5456112
3	000002	000003	⚠	Sample22	ZZ5457075

4. The validation screen shows errors or warnings associated with your uploaded file. The email address displayed will be for the teacher who is associated with the roster. To continue with the upload despite these errors or warnings, select **Continue with Upload**. The confirmation screen appears. To revise the file before uploading, select **Upload Revised File**. To upload a new file from the confirmation screen, select **Upload New File**.

Figure 10. Upload Roster Confirmation Page



How to Activate Your Account & Log in to & out of TIDE

Your TIDE administrator creates your account, and then TIDE sends you an activation email. This email contains a link that takes you to the **Reset Your Password** page in TIDE where you can set up your password for logging in to TIDE and other applicable West Virginia Assessment Program systems. This link expires 15 minutes after the email was sent. If you do not set up your password within 15 minutes, you need to request a new link as described in the section “[Password Information](#)” in the appendix.

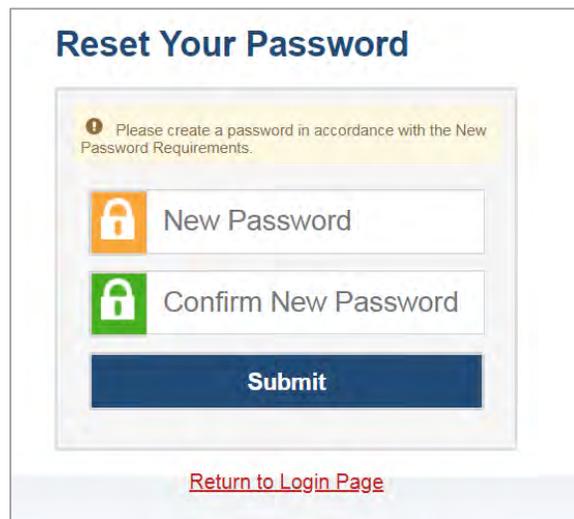
If you do not receive an activation email, check your spam folder. Emails are sent from DoNotReply@cambiumassessment.com, so you may need to add this address to your contact list.

How to Activate your Account

1. Select the link in the activation email. The **Reset Your Password** page appears (see [Figure 11](#)).
2. In the *New Password* and *Confirm New Password* fields, enter a new password. The password must be at least eight characters long and must include at least one lowercase alphabetic character, one uppercase alphabetic character, one number, and one special character (e.g., %, #, or !).
3. Select **Submit**.

Account activation is complete. You can proceed to TIDE by selecting the **TIDE** card (see [Figure 13](#)) on the West Virginia Assessment Program portal (<https://wv.portal.cambiumast.com/>).

Figure 11. Reset Your Password Page



How to Reactivate your Account at the Beginning of the School Year

At the beginning of a new school year, your TIDE password and security details will be automatically reset. You will receive an email from DoNotReply@cambiumassessment.com to notify you of this occurrence and to alert you that you will not be able to log in to TIDE or any other system until you reactivate your account for the new school year.

<https://wv.portal.cambiumast.com/>.

2. Select the **Test Administrators** card.

Figure 12. Test Administrators Card on Portal



3. Select **TIDE** (see [Figure 13](#)). The **Login** page appears (see [Figure 14](#)).

Figure 13. TIDE Card

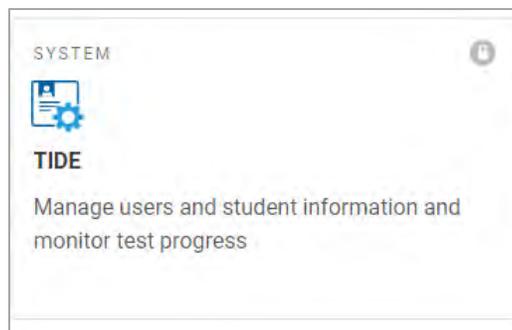


Figure 14. Login Page

4. Select **Request a new one for this school year**. The *Reset Your Password: Find Account* page appears (see [Figure 15](#)).
5. Enter your TIDE email address and select **Submit**. TIDE sends you an email containing a link to reset your password.

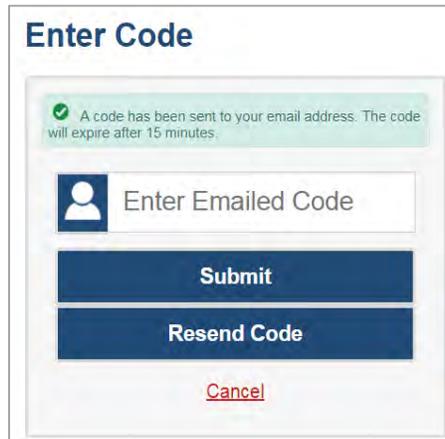
[Figure 11](#)).
7. In the *New Password* and *Confirm New Password* fields, enter a new password. The password must be at least eight characters long and must include at least one lowercase alphabetic character, one uppercase alphabetic character, one number, and one special character (e.g., %, #, or !).
8. Select **Submit**.

Figure 15. Fields in the Reset Your Password: Find Account Page

During the reactivation process, you will be taken to the **Enter Code** (see [Figure 16](#)) page and asked to provide the authentication code sent to your email.

- In the *Enter Emailed Code* field, enter the emailed code and select **Submit**.
- You must enter the code within fifteen minutes of the email being sent. If your code expires, you can request a new code by selecting **Resend Code** on the **Enter Code** page.

Figure 16. Enter Code Page



How to Log in to TIDE

Do not share your login information with anyone. All West Virginia Assessment Program systems provide access to student information, which must be protected in accordance with federal privacy laws.

<https://wv.portal.cambiumast.com/>.

2. Select the **Test Administrators** card. (See [Figure 12](#))
3. Select **TIDE** (see [Figure 13](#)). The **Login** page appears (see [Figure 14](#)).
4. On the **Login** page, enter the email address and password you use to access all West Virginia Assessment Program systems.
5. Select **Secure Login**.
 - a. If you have not logged in using this browser before, or if you have cleared your browser cache, the **Enter Code** page appears (see [Figure 16](#)) and an email is sent to your address. This applies every time you access TIDE with a new browser. The email contains an authentication code, which you must use within fifteen minutes of the email being sent.
 - i. In the *Enter Emailed Code* field, enter the emailed code. If the code has expired, Select **Resend Code** to request a new code.
 - ii. Select **Submit**.

The **Dashboard** for your user role appears. Depending on your user role, TIDE may prompt you to select a role, district, or school to complete the login.

Working with TIDE in more than one browser tab or window may result in changes in one tab overwriting changes made in another tab. Do not have more than one TIDE browser tab or window open at one time.

How to Log out of TIDE

- In the TIDE banner (see [Figure 17](#)), select **Log Out**.

Figure 17. Log Out



Logging out of TIDE logs you out of most West Virginia Assessment Program systems. However, you will not be logged out of the TA Interface in order to prevent the accidental interruption of active test sessions.

How District-Level Users Perform Tasks in TIDE

District-level users can perform most of the tasks available in TIDE. Some of these tasks must be performed before testing begins, some must be performed during testing, and some must be performed after testing.

How District-Level Users Perform Tasks in TIDE before Testing Begins

Before testing begins, district-level users must perform the following tasks in TIDE:

- Set up **user accounts** for school-level users so they can log in to TIDE and other West Virginia Assessment Program systems. If user accounts are not set up before testing begins, those users will not be able to access any West Virginia Assessment Program system.
- Verify **student accounts** so students can take the correct tests with the correct test settings at the correct time. If student accounts are not set up in TIDE before testing begins, those students will not be able to test.
- Set up **rosters** so Reporting can display scores at the roster level.
*This is primarily done at the school level but may be completed at the district level.
- Set up customized **test windows** so the correct tests are available when you need them.
- Set up point of contact and shipping information for **paper testing materials** as necessary.

How District-Level Users Set Up User Accounts in TIDE

District-level users must set up user accounts for school-level users to sign in to TIDE and other West Virginia Assessment Program systems. If these users don't have accounts set up in TIDE, they will not be able to access any West Virginia Assessment Program system.

How district-level users add new user accounts one at a time

You can add users to TIDE one at a time. To learn more about adding records to TIDE one at a time, see the section "[How to Add Records One at a](#)" in the Introduction.

1. From the **Users** task menu, select **Add Users**. The **Add Users** page appears.

Figure 18. Add User

2. In the *Email Address* field, enter the new user's email address and select **+Add user or add roles to the user with this email**. Additional fields appear.

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3. Enter the new user's first and last names in the required fields and other details in the optional fields.

Figure 19. Add User – Additional Fields

The screenshot shows a web form titled "Add Users". At the top, there is a header bar with "PERSONNEL" and "Add Role" sections. Below the header, there are several input fields: "Email Address", "Phone Number", "Last Name", and "Phone Number". There is also a "Role" dropdown menu and a "+ Add More Roles" button. At the bottom of the form, there are "Save" and "Cancel" buttons. The form is designed to allow users to add new users to the system, with optional fields for additional details.

4. From the **Role** drop-down, select a role. From the dropdowns that appear, select a state, district, and school, if applicable.
5. *Optional:* To add multiple roles, select **+Add More Roles** and repeat Step 4.
6. *Optional:* To delete a role, select  next to that role.

How district-level users modify existing user accounts one at a time

You can view and modify existing user accounts one at a time or multiple existing users' accounts all at once through file export. If a user's information changes after you've added the user to TIDE, you must edit the user account to match the most up-to-date information. If the user's account does not include the most up-to-date information, the user may not be able to access other West Virginia Assessment Program systems or features within those systems. You can also delete users from TIDE.

2. Retrieve the individual user account you want to view, edit, export, or delete by following the procedure in the section "[How to Modify Existing Records One at a Time](#)" in the Introduction.
3. In the list of retrieved user accounts, select  for the user whose account you want to view or edit.
4. If your role allows it, modify the user's details as required, using the table "[Fields in the View/Edit Users Page](#)" in the appendix as a reference.
5. *Optional:* To add more roles for this user, select **+Add More Roles** and then follow the steps as described in the section on adding individual users.

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6. *Optional:* To delete a role, select  next to that role. You can also delete the user's entire account from the search results table.
7. Select **Save**.
8. In the affirmation dialog box, select **Continue** to return to the list of user accounts.

How district-level users add or modify multiple user accounts all at once

[How to Add or Modify Multiple Records All at Once](#)” in the Introduction.

1. From the **Users** task menu, select **Upload Users**. The **Upload Users** page appears.
2. Following the instructions in the section “[How to Add or Modify Multiple Records All at Once](#)” in the Introduction and using the table “[Columns in the User Upload File](#)” in the appendix as a reference, fill out the template and upload it to TIDE. Users who have not previously been set up in TIDE will be added in TIDE. Users who already have accounts set up in TIDE will have their accounts modified with the updated content from the upload.

How district-level users upload users' TA Certification attribute (available starting in August 2021)

You can update the TA Certification attribute for multiple users at one time through file uploads. This task requires familiarity with composing comma-separated value (CSV) files or working with Microsoft Excel. Please note that all existing users have Remote TA Certification by default. This feature will most often be used for the Standard TA Certification course.

1. From the **Users** task menu, select **Upload User Attributes**. The **Upload User Attributes** page appears.
2. Following the instructions in the section “How to Add or Modify Multiple Records All at ” in the Introduction and using the table “[Columns in the User Attributes File](#)” in the appendix as a reference, fill out the template and upload it to TIDE.

How District-Level Users View Students Registered in TIDE

Students must be registered in TIDE to be eligible to test in TDS. To confirm all students are registered in the correct district and school in TIDE, you can search for student records one at a time or multiple students all at once.

How district-level users view existing student accounts

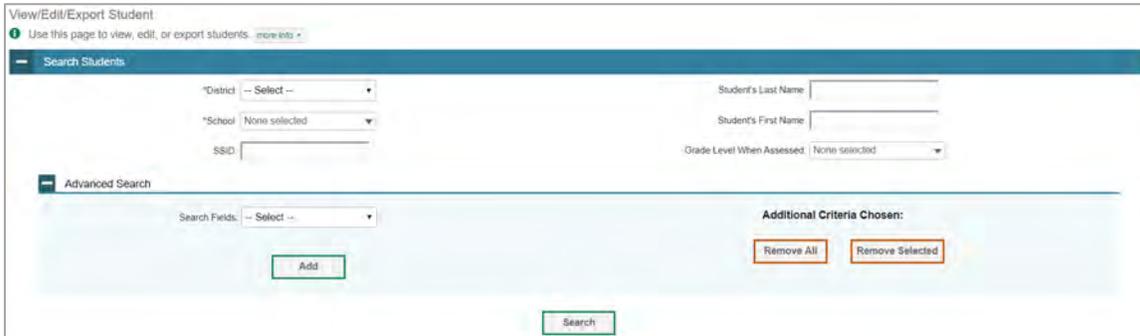
You can view detailed information about a student's record. You can also view a student's test participation report, if available.

1. From the **Students** task menu on the TIDE dashboard, select **View/Edit/Export Students**. The **View/Edit/Export Students** page appears.
2. Retrieve the individual student account you want to view, edit, or export by following the procedure in the section “[How to Modify Existing Records One at a Time](#)” in the Introduction.

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- In the list of retrieved students, select  for the student whose account you want to view. The **View/Edit Students: [Student's Name]** form appears.

Figure 20. View/Edit/Export Students



View/Edit/Export Student

Use this page to view, edit, or export students. [more info](#)

Search Students

District: -- Select -- Student's Last Name:

School: None selected Student's First Name:

SSID: Grade Level When Assessed: None selected

Advanced Search

Search Fields: -- Select --

Add

Additional Criteria Chosen:

Remove All Remove Selected

Search

- View the following details for an individual student:
 - In the *Demographics* panel, you can view the student's demographic information, using the table "[Fields in the Demographics Panel](#)" in the appendix as a reference.
 - In the available test settings and tools panels, view the student's test settings, using the table "[Fields in the Test Settings and Tools Panels](#)" in the appendix as a reference. The test settings are grouped into categories. The panels display a column for each of the student's tests. You can view different settings for each test.
- Select **Save**.
- In the affirmation dialog box, select **Continue** to return to the list of student records.

How district-level users view a student frequency distribution report

A Frequency Distribution Report (FDR) shows the number of occurrences of a particular category, such as the number of male and female students. You can generate FDRs for the students in your district or school by a variety of demographics and accommodations.

- From the **Students** task menu on the TIDE dashboard, select **Frequency Distribution Report**. The **Frequency Distribution Report** page appears (see [Figure 21](#)).

Figure 21. Fields in the Frequency Distribution Report Page

The screenshot shows a web interface for generating a Frequency Distribution Report. At the top, there is a title 'Frequency Distribution Report' and a message: 'Use this page to generate a Frequency Distribution Report. [more info](#)'. Below this are two main sections: 'Select Demographics' and 'Filters for Report'. The 'Select Demographics' section contains three dropdown menus: '*District: -- Select --', '*School: -- Select --', and 'Select Demographics: None selected'. The 'Filters for Report' section contains three controls: 'Grade: - Select -', 'English Learner Status: Yes No', and 'Ethnicity: - Select -'. At the bottom right of the form is a 'Generate Report' button.

2. In the *Select Demographics* panel:
 - a. From the **District** drop-down list (if available), select a district.
 - b. From the **School** drop-down list (if available), select a school. District-level users can retain the default for all schools within the district.

3. In the *Filters for Report* panel, select:
 - a. Optional: Select a specific grade.
 - b. Optional: Filter by additional demographics and accommodations.
4. Select **Generate Report**. TIDE displays the selected FDRs in grid format (see [Figure 22](#)).
5. Do one of the following:
 - To display the FDRs in tabular format, select **Grid**.
 - To display the FDRs in graphical format, select **Graph**.
 - To display the FDRs in both tabular and graphical format, select **Grid & Graph**.
 - To download a PDF file of the FDRs, select , and then select **Print** on the new browser window that opens displaying the report. The generated PDF file displays the report in your selected format of **Grid**, **Graph**, or **Grid & Graph**.

- To export to Excel, select , and in the affirmation dialog box select **OK**.

Figure 22. Frequency Distribution Reports by Grade and Gender



How District-Level Users Manage Rosters

The rosters you create in TIDE are available in Reporting. Reporting can aggregate test scores at these roster levels. You can also use rosters to print test tickets containing students' login information to start taking a test.

When creating rosters, it is recommended to follow the guidelines below:

- Rosters should ideally include about 25–30 students. If a roster is too large or too small, it may affect the credibility and usefulness of the data.

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- One or more rosters may need to be created depending on the subjects taught by a teacher. For example, if a group of Grade 3 students has the same teacher for English language arts, mathematics, and science, then separate rosters do not need to be created for each subject. However, if different teachers are responsible for teaching different subjects, then separate rosters need to be created for each teacher and subject.
- When naming rosters, a clear and consistent naming convention should be used that indicates the grade, class name, teacher, period as applicable. For example, an elementary school class may be named 'Gr3Jones' and a secondary school class may be named 'AikenPeriod3Eng9.'

You can only create rosters from students associated with your school or district.

How district-level users add new rosters one at a time

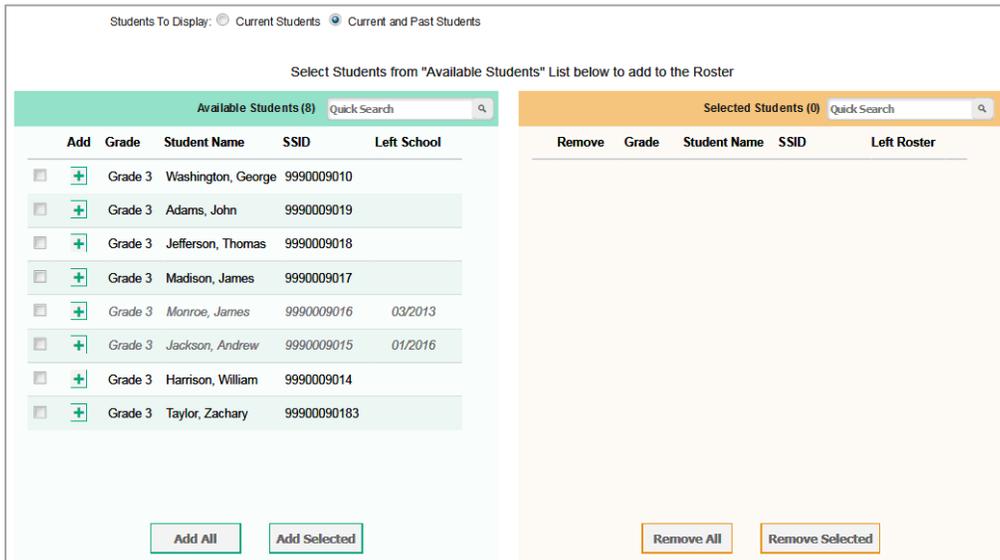
1. From the **Rosters** task menu on the TIDE dashboard, select **Add Roster**. The **Add Roster** form appears (see [Figure 23](#)).
2. In the *Search for Students to Add to the Roster* panel, search for students by filling out the search criteria and selecting **Search**.

Figure 23. Add Roster Form

[Figure 24](#)), do the following:

- a. In the *Roster Name* field, enter the roster name.
- b. From the *Teacher Name* drop-down list, select a teacher or school personnel associated with the roster.
- c. From the *Students to display* field, select the students you wish to view in the *Available Students* list. The two options are:

Figure 24. Add/Remove Students to Roster Panel: Current and Past Students



- **Current Students:** Displays students who match your search criteria and are currently associated with the school.
- **Current and Past Students:** Displays all the students who match your search criteria from the current year even if they are no longer associated with the school. For example, if a Grade 3 student has left the school and you search for Grade 3 students with the *Students to display* field set to **Current and Past Students**, the student who has left the school also will be displayed.

When viewing current and past students from the selected year, students who are no longer associated with your school will display the date on which they left the school. You can still add these students to your roster if desired.

- To move one student to the roster, select for that student.
 - To move all the students in the *Available Students* list to the roster, select **Add All**.
 - To move selected students to the roster, mark the checkboxes for the students you want to add, then select **Add Selected**.
- e. To remove students, do one of the following in the list of students in the roster:



- To remove all the students from the roster, select **Remove All**.
- To remove selected students from the roster, mark the checkboxes for the students you want to remove, then select **Remove Selected**.

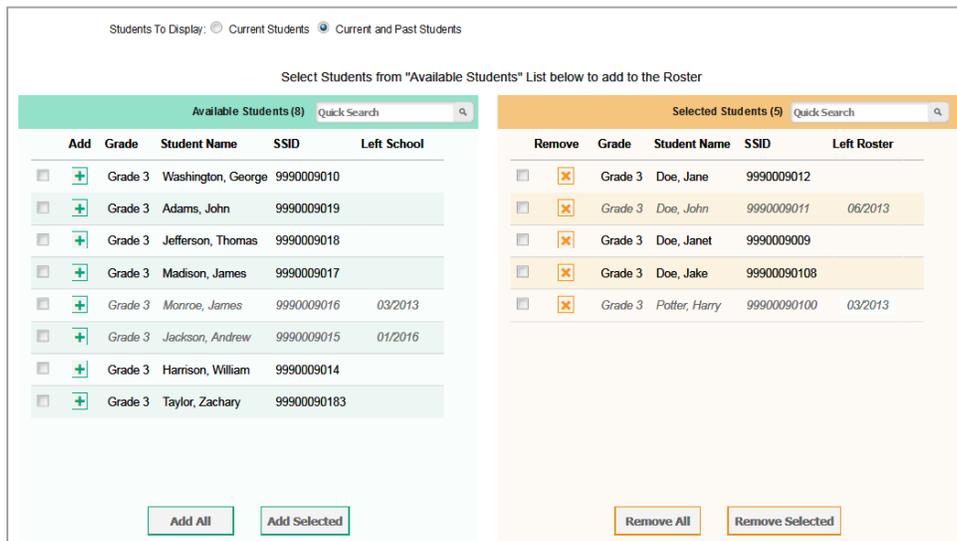
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2. Select **Save**, and in the affirmation dialog box, select **Continue**.

How district-level users modify an existing roster one at a time

1. You can modify a specific roster if required by performing the following steps: From the **Rosters** task menu on the TIDE dashboard, select **View/Edit/Export Roster**. The **View/Edit/Export Roster** page appears.
2. Retrieve the roster you want to view or edit by following the procedure in the section "[How to Modify Existing Records One at a Time](#)" in the Introduction.
3. In the list of retrieved rosters, select  for the roster whose details you want to view. The **View/Edit Roster** form appears. This form is similar to the form used to add rosters (see [Figure 23](#)).
4. In the *Search for Students to Add to the Roster* panel, search for students by following the procedure in the section "[How to Modify Existing Records One at a Time](#)" in the Introduction.
5. In the *Add/Remove Students to the Roster* panel (see [Figure 24](#)), do the following:
 - a. In the *Roster Name* field, enter the roster name.
 - b. From the *Teacher Name* drop-down list, select a teacher or school personnel associated with the roster.
 - c. From the *Students to display* field, select the students you wish to view in the *Available Students* and *Selected Students* lists. The two options are:
 - **Current Students:** Displays students who match your search criteria and are currently associated with the school and roster. The *Available Students* list displays students who are currently associated with your school and the *Selected Students* list displays students who are currently associated with the roster.
 - **Current and Past Students:** Displays all the students who match your search criteria from the current year even if they are no longer associated with the school or the roster. If a student has been removed from the roster, the date on which the student was removed from the roster is displayed in the *Selected Students* list. If the student who has been removed from the roster is still associated with the school, they are listed in the *Available Students* list as a regular student. However, if a student has left the school then the record will appear in the *Available Students* list with the date the student left the school.
 - d. To add students, from the list of available students, do one of the following:
 - To move one student to the roster, select  for that student.
 - To move all the students in the *Available Students* list to the roster, select **Add All**.
 - To move selected students to the roster, mark the checkboxes for the students you want to add, then select **Add Selected**.

Figure 25. Modifying a Roster: Current and Past Students



e. To remove students, do one of the following in the list of students in the roster:

- To remove one student from the roster, select  for the student.
- To remove all the students from the roster, select **Remove All**.

6. Select **Save**, and in the affirmation dialog box, select **Continue**.

If you have many rosters to add or modify, you can do so through file upload as shown in the section [“How to Add or Modify Multiple Records All at Once”](#) in the Introduction

1. From the **Rosters** task menu on the TIDE dashboard, select **Upload Rosters**. The **Upload Rosters** page appears.
2. Following the instructions in the section [“How to Add or Modify Multiple Records All at Once”](#) in the Introduction and using the table [“Columns in the Roster Upload File”](#) in the appendix as a reference, fill out the Roster template and upload it to TIDE.

How District-Level Users Manage Test Windows

State testing policy states interim and diagnostic tests cannot be administered during the West Virginia General Summative Assessment (WVGSA) test window. The Test Windows module, which encompasses this overall section of TIDE, allows district-level users to create separate Test Windows for interims/diagnostics and the WVGSA.

How district-level users add new test windows one at a time

When you create or edit a test window at the district level, all schools within that district’s hierarchy administer the test during that window—except those schools that have their own customized window. A school test window will override the district test window.

1. From the **Test Windows** task menu on the TIDE dashboard, select **Add Test Windows**. The **Add Test Windows** form appears (see [Figure 26](#)).
2. In the *Test Window Information* panel, do the following:
 - a. In the *Window Name* field, enter a new name for the test window. The *Window Name* field only accepts alphanumeric characters. Characters like spaces, dashes, and underscores are not allowed for test window names.

Figure 26. Fields in the Add Test Windows Page

- b. Mark the type of entity for which you want to add a test window: **District** or **School**.
- c. From the **District** and **School** drop-down lists (as available), make selections for the district and school.

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- d. In the *Window Start Date* and *Window End Date* fields, enter the test window's start and end dates.
 - e. Select **Add Test Window**.
3. In the *Add/Remove Tests* section (see [Figure 27](#)), do the following:
 - a. To add tests, from the list of available Test Families do one of the following:
 - To move one test to the window, select  for that test.
 - To move all the tests in the *Available Test Families* list to the window, select **Add All**.
 - To move selected tests to the window, mark the checkboxes for the tests you want to add, then select **Add Selected**.

Figure 27. Add/Remove Tests Panel

Available Test Family(ies)	
Available Test Family(ies) (6)	Selected Test Family(ies) (2)
<input type="checkbox"/> Add Test Family(ies)	<input type="checkbox"/> Remove Test Family(ies)
<input type="checkbox"/>  Science Interim Assessments	<input type="checkbox"/>  Fixed Form CIA-ELA
<input type="checkbox"/>  Science Interim Assessments-BRAILLE	<input type="checkbox"/>  Interim Module Assessments-ELA
<input type="checkbox"/>  Fixed Form CIA-Math	

- To remove one test from the window, select  for the test.
 - To remove all the tests from the window, select **Remove All**.
 - To remove selected tests from the window, mark the checkboxes for the tests you want to remove, then select **Remove Selected**.
4. Select **Save**, and in the affirmation dialog box, select **Continue**.

How district-level users modify existing test windows one at a time

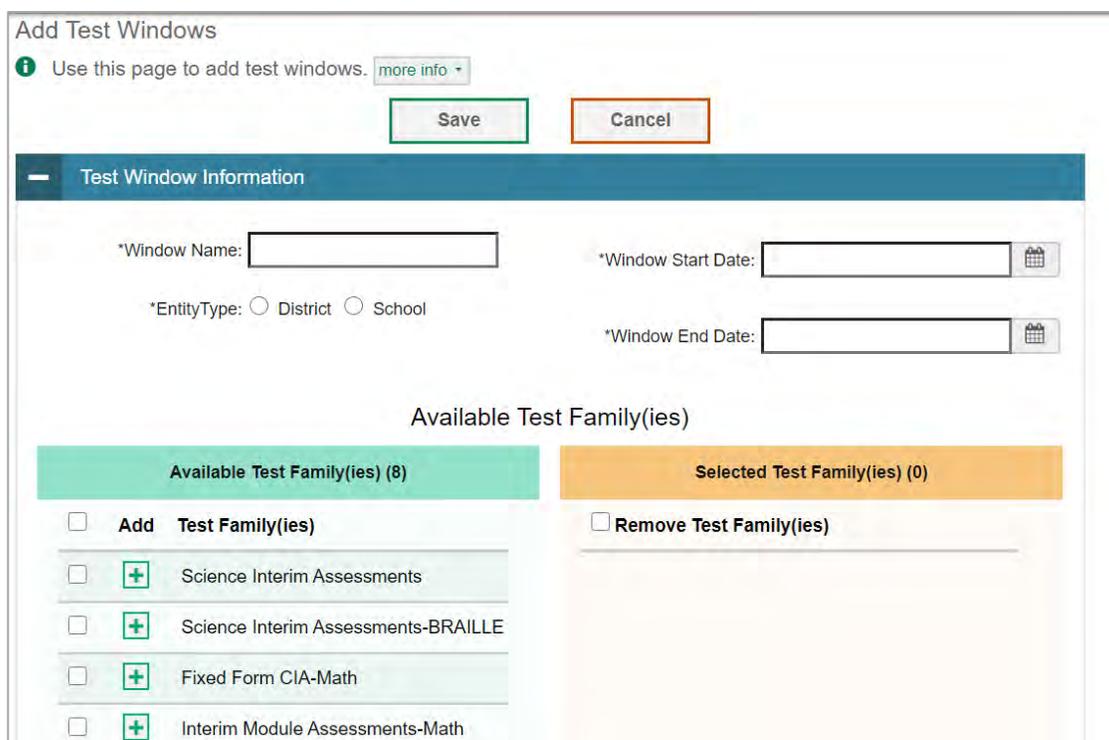
You can modify a custom test window by changing its name and dates, or by adding or removing students.

1. From the **Test Windows** task menu on the TIDE dashboard, select **View/Edit/Export Test Windows**. The *View/Edit/Export Test Windows* page appears.

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2. Retrieve the test window you want to view or edit by filling out the search criteria and selecting **Search**.
3. In the list of retrieved test windows, select  for the test window whose details you want to view. The **Add Test Windows** form appears. This form is similar to the form used to add test windows ([Figure 28](#)).
4. *Optional:* In the *Test Window Information* panel, do the following:
 - a. In the *Window Name* field, enter a new name for the test window. The *Window Name* field only accepts alphanumeric characters. Characters like spaces, dashes, and underscores are not allowed for test window names.

Figure 28. Fields in the Add Test Windows Page



- b. In the *Window Start Date* and *Window End Date* fields, enter the test window's new start and end dates.
 - c. Select **Add Test Window**.
5. *Optional:* In the *Add/Remove Tests* section (see [Figure 29](#)), do the following:
 - To move one test to the window, select  for that test.
 - To move all the tests in the *Available Test Families* list to the window, select **Add All**.

- To move selected tests to the window, mark the checkboxes for the tests you want to add, then select **Add Selected**.

Figure 29. Add/Remove Tests Panel

b. To remove tests, do one of the following in the list of tests in the window:

- To remove one test from the window, select  for the test.
- To remove all the tests from the window, select **Remove All**.

6. Select **Save**, and in the affirmation dialog box, select **Continue**.

If you have many test windows to create, it may be easier to perform those transactions through file uploads. This task requires familiarity with composing comma-separated value (CSV) files or working with Microsoft Excel.

1. From the **Test Windows** task menu on the TIDE dashboard, select **Upload Test Windows**. The **Upload Test Windows** page appears.
2. Following the instructions in the section [“How to Add or Modify Multiple Records All at Once”](#) in the Introduction and using the table [“Columns in the Test Window Upload File”](#) in the appendix as a reference, fill out the Test Window template and upload it to TIDE.

How District-Level Users Order Paper Testing Materials

1. You can order paper testing materials for the West Virginia General Summative Assessment and the Comprehensive Interim Assessment if any enrolled students require a Large Print test or Braille paper test. If paper materials are required, the district-level user can place an additional order in TIDE. From the **Paper Ordering** task menu on the TIDE dashboard, select **Additional Orders**.
2. In the *Contact Info* panel, do the following:
 - a. Verify or enter information in the *District Assessment Coordinator Information* panel.
 - b. Verify or enter information in the *Shipping Information* panel. Post Office (P.O.) boxes are not allowed for a shipping address.
 - c. Select **Verify**, and then select **Continue** in the confirmation message that appears.

Figure 30. Contact Info Panel

3. The **Additional Orders** form appears (see [Figure 31](#)).

Figure 31. Fields in the Additional Orders Page

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4. From the School drop-down, select a school.
5. Select **Search**. A list of materials available for ordering appears (see [Figure 32](#)). For information on the columns that appear, see the table [Columns in the Additional Orders Page](#) in the appendix.

Figure 32. List of Available Additional Orders

The following table lists your additional orders for Demo School 999801

Material Description	Quantity You Will Receive	Quantity Approved	Quantity Pending Approval	Additional Quantity
— Summative				
Summative Grade 3 Large Print ELA Kit <i>This kit contains a Grade 3 ELA Large Print book and a Grade 3 regular print test book.</i>	0	0	0	<input type="text" value="0"/>
Summative Grade 3 Braille ELA Kit <i>This kit contains a Grade 3 ELA Braille book and a Grade 3 regular print test book.</i>	0	0	0	<input type="text" value="0"/>

6. *Optional:* To change the shipping address, reopen the *Contact Info* panel.
7. *Optional:* To view comments about the order, expand the *Comments* panel if available. The comments panel displays all the comments entered for an order in chronological order. Each comment includes information about who entered the comment and when.

Figure 33. Additional Orders: Comments Panel

+ Contact Info
- Search for Orders

School
Search

- Shipping Address for This Order

998 Demo Street
PHILIPPI, WV 87946

- Comments

Please review my paper materials order. 6/30/2021 10:09:55 AM

Save Orders
Cancel

The following table lists your additional orders for Demo School 999801

Material Description	Quantity You Will Receive	Quantity Approved	Quantity Pending Approval	Additional Quantity
— Summative				
Summative Grade 3 Large Print ELA Kit <i>This kit contains a Grade 3 ELA Large Print book and a Grade 3 regular print test book.</i>	1	1	0	<input type="text" value="1"/>
Summative Grade 3 Braille ELA Kit <i>This kit contains a Grade 3 ELA Braille book and a Grade 3 regular print test book.</i>	0	0	0	<input type="text" value="0"/>

8. In the list of additional orders, review the number in the Quantity Approved column; this is the amount of each item you are scheduled to receive.

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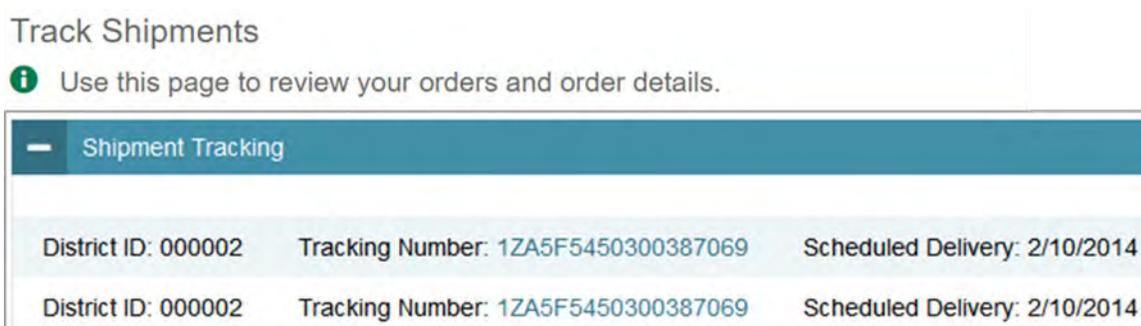
9. If the Quantity Approved is incorrect, enter a different number in the Additional Quantity column. Any additional quantities you order may require approval.
10. Select **Save Orders**. A text box appears allowing you to enter additional comments.
11. Select **Submit** to submit your order. The *Order Summary* pop-up window appears with the new order request on display.
12. Select **Close** to return to the **Additional Orders** page.

How district-level users track shipments of paper testing materials

You can view tracking reports showing the status of additional orders.

1. From the **Paper Ordering** task menu on the TIDE dashboard, select **Track Shipments**. The **Track Shipments** page appears (see [Figure 34](#)).
2. To view the shipping company’s tracking report, select its tracking number.

Figure 34. Shipment Tracking Panel in the Track Shipments Page

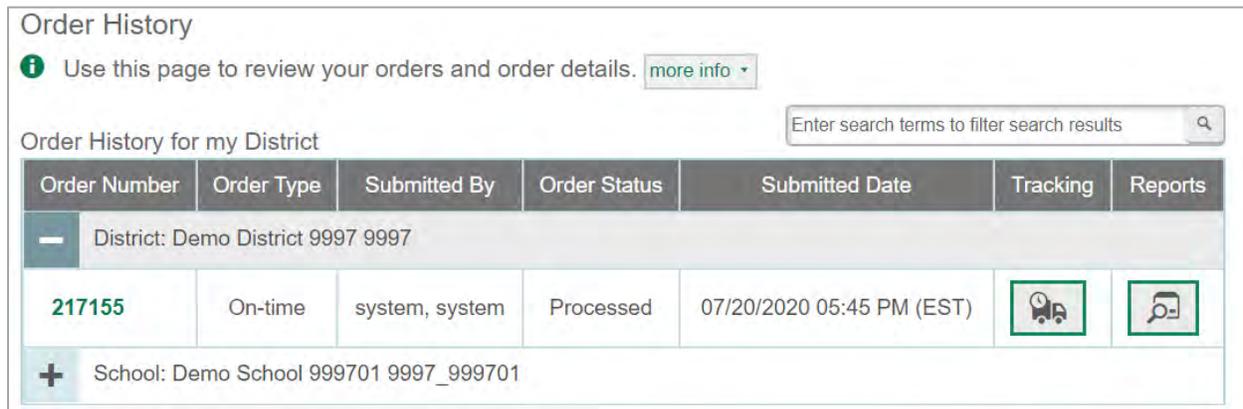


How district-level users view order history reports

You can review the order history of testing materials for schools in your district.

1. From the **Paper Ordering** task menu on the TIDE dashboard, select **Order History**. The **Order History** page appears (see [Figure 35](#)).
3. To view the order’s tracking report, select .
4. To view the order’s packing lists, manifests, and security checklists, select .

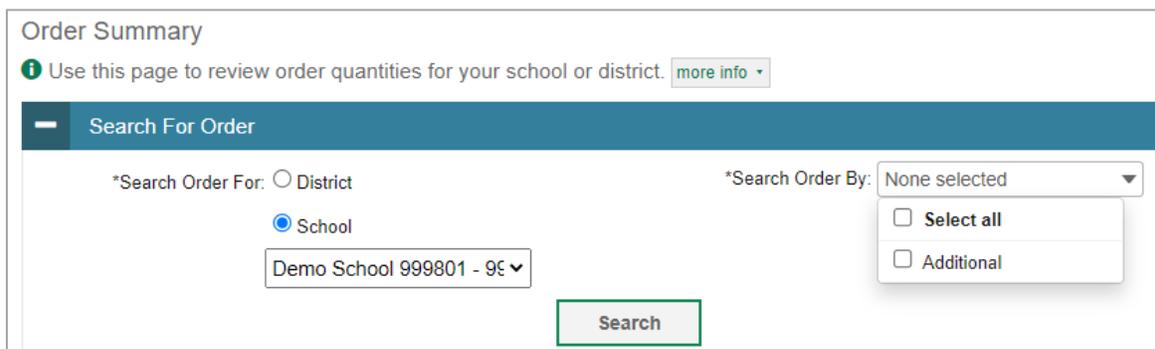
Figure 35. Fields in the Order History Page



How district-level users view order summary reports

You can review reports for your school's or district's open orders.

1. From the **Paper Ordering** task menu on the TIDE dashboard, select **Order Summary**. The **Order Summary** page appears (see [Figure 36](#)).



- Under *Search Order For*, mark **School**, and then select a school, to review orders for an individual school.
2. From the **Search Order By** drop-down list, mark the checkbox for **Additional**.
 3. Select **Search**. The order report appears.

During testing, district-level users can perform the following tasks in TIDE:

- Print **test tickets** to help students log in to tests.
- Add, modify, and upload appeal requests.
- View reports of students' current test statuses, test completion rates, and test status codes.

How District-Level Users Print Test Tickets

A test ticket is a hard-copy form that includes a student's username for logging in to a test.

TIDE generates the test tickets as PDF files that you download with your browser.

Figure 37. Sample Test Ticket

TEST TICKET		
test,test		
99999,Demo Dist		
9999-99999,Demo School1		
Grade: 05	Gender: M	Date of Birth: 03/11 /1999
SSID: 115001		

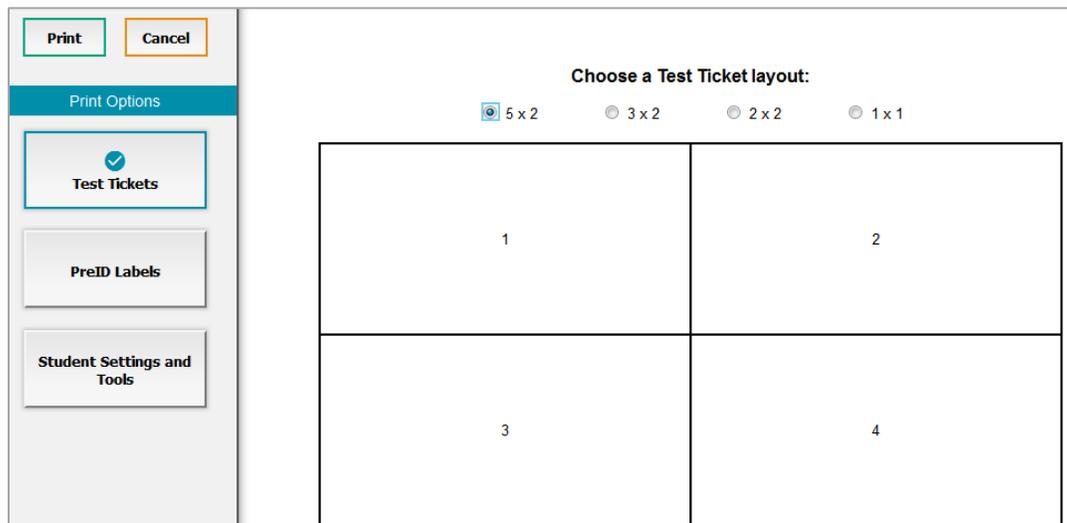
How district-level users print test tickets from student lists

1. From the **Print Testing Tickets** task menu on the TIDE dashboard, select **Print from Student List**. The **Print Test Tickets from Student List** page appears.
2. Retrieve the students for whom you want to print test tickets by filling out the search criteria and selecting **Search**.
4. Specify the students for whom test tickets need to be printed:
 - To print test tickets for specific students, mark the checkboxes for the students you want to print.
 - To print test tickets for all students listed on the page, mark the checkbox at the top of the table.
 - To print test tickets for all retrieved students, no additional action is necessary. The option to print all retrieved records is available by default.
5. Select  and then select the appropriate action:
 - To print test tickets for selected students, select **My Selected Test Tickets**.
 - To print test tickets for all retrieved students, select **All Test Tickets**.
6. In the new browser window that opens displaying a layout for selecting the printed layout (see [Figure 38](#)), verify **Test Tickets** is selected in the *Print Options* section.

7. Select the layout you require, and then select **Print**.

Your browser downloads the generated PDF.

Figure 38. Layout Model for Test Tickets



How district-level users print test tickets from roster lists

1. From the **Print Test Tickets** task menu on the TIDE dashboard, select **Print from Roster List**. The **View/Edit Rosters** page appears.
2. Retrieve the rosters for which you want to print test tickets by filling out the search criteria and selecting **Search**.
4. Do one of the following:
 - Mark the checkboxes for the rosters you want to print.
 - Mark the checkbox at the top of the table to print tickets for all retrieved rosters.

When printing multiple roster groups, the total number of students included in the rosters should not exceed 1,000.

5. Select  and then select **Test Tickets**. A layout model appears for selecting the printed layout (see [Figure 38](#)).
6. Verify **Test Tickets** is selected in the *Print Options* section.
7. Select the layout you require, and then select **Print**.

Your browser downloads the generated PDF.

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How District-Level Users Manage Appeals

In the normal flow of a test opportunity, a student takes the test in TDS and then submits it. Next, TDS forwards the test for scoring, and then the test scores are reported in Reporting.

Appeal requests are a way of interrupting this normal flow. A student may be required to retake a test or have another test opportunity. A district coordinator may want to invalidate a test because of an impropriety.

For a full list of appeal request types, see the table “[List of Appeal Request Types](#)” in the appendix.

For a list of appeal request statuses, see the table “[List of Appeal Request Statuses](#)” in the appendix.

For a list of available appeal requests by test status, see the table “[List of Appeal Requests by Test Status](#)” in the appendix.

How district-level users add new appeal requests one at a time

You can create an appeal request for a given test result.

1. Retrieve the result for which you want to create an appeal request by doing the following:
 - a. From the Appeals/Invalidations task menu on the TIDE dashboard, select **Create Requests**. The **Create Requests** page appears (see [Figure 39](#)).
 - b. Select a request type.
 - c. From the drop-down lists and in the text field, enter search criteria.

Figure 39. Selection Fields in the Create Requests Page

- d. Select **Search**. TIDE displays the found results at the bottom of the **Create Requests** page (see [Figure 40](#)).

2. Mark the checkbox for each result for which you want to create a test appeal, and then select **Create**.

Figure 40. Retrieved Test Results

<input type="checkbox"/>	Request Type	School IRN	ResultID	SSID	Student's Last Name	Student's First Name	Test Op #	Test Status	Test Start Date	Date of Last Activity	Test	Case Number	Appeal Status
<input type="checkbox"/>	Re-open a test	9998_999801	6594109	991006702	Smith	Andrew	1	submitted	8/7/2020 5:42:06 PM	8/7/2020 5:52:26 PM	FF-CIA Grade 8 ELA - Reading		
<input type="checkbox"/>	Re-open a test	9998_999801	6594108	991006702	Smith	Andrew	1	submitted	8/7/2020 5:38:21 PM	8/7/2020 5:39:31 PM	CA-CIA Grade 3 ELA - Writing		
<input checked="" type="checkbox"/>	Re-open a test	9998_999801	6594110	991006702	Smith	Andrew	1	submitted	8/7/2020 5:54:28 PM	8/7/2020 5:57:54 PM	Interim MS Physical Science - Wave Properties 2-PS4-1		

3. In the pop-up box, choose the appropriate value from the **Select a reason from the list** drop-down. The reasons may vary based on the appeal request type.
4. *Optional:* In the *Additional Comments* field, enter comments, if desired.
5. Select **Submit**. TIDE displays a confirmation message.

You can view, approve, reject, retract, and export existing appeal requests.

1. From the Appeals/Invalidations task menu on the TIDE dashboard, select **View/Approve/Export Requests**. The **View/Edit/Export Requests** page appears (see [Figure 41](#)).

Figure 41. Selection Fields in the View/Edit/Export Requests Page

The screenshot shows the 'View/Approve/Export Requests' interface. It includes a header with a 'more info' link and a 'Search' button. The main area is divided into three sections: 'Choose a Request Type', 'Choose a Request Status', and 'Additional Request Criteria'. Each section contains a list of checkboxes with question marks for help. The 'Additional Request Criteria' section also includes a 'Session ID' input field and a 'Filter By' dropdown menu.

2. Retrieve the requests you want to view by filling out the search criteria and selecting **Search**. [Figure 42](#) shows retrieved requests.

Figure 42. Retrieved Requests

The screenshot shows a table of retrieved requests. Above the table are buttons for 'Process', 'Print', and 'Export'. The table has a search bar and a 'Process' button. The table contains three rows of data for 'Reset A Test' requests.

	Status	Case Number	Result ID	School ID	Request Type	Last Name	First Name	SSID
<input checked="" type="checkbox"/>	Processed	17816	832	99-999	Reset a Test	Smith	Tim	992421311
<input type="checkbox"/>	Pending Approval	16316	818	99-999	Reset a Test	Brown	Patricia	992421525
<input type="checkbox"/>	Rejected	16399	834	99-999	Reset a Test	Taylor	John	992421867

How district-level users add or modify multiple appeal requests all at once

If you have many appeal requests to create, it may be easier to perform those transactions through file uploads. This task requires familiarity with composing comma-separated value (CSV) files or working with Microsoft Excel.

2. Following the instructions in the section [“How to Add or Modify Multiple Records All at Once”](#) in the Introduction and using the table [“Columns in the Online Appeals Template Upload File”](#) in the appendix as a reference, fill out the Appeals Request template and upload it to TIDE.

How District-Level Users Monitor Test Progress

The tasks available in the **Monitoring Test Progress** task menu allow you to generate various reports that provide information about a test administration's progress.

The following reports are available in TIDE:

- **Plan and Manage Testing Report:** Details a student's test opportunities and the status of those test opportunities. You can generate this report from the **Plan and Manage Testing** page or the **Participation Search by SSID** page.
- **Test Completion Rates Report:** Summarizes the number and percentage of students who have started or completed a test.
- **Test Status Code Report and Test Session Status Report:** Displays all the non-participation codes for a test administration.

How district-level users view students' current test status reports

TIDE includes a Plan and Manage Testing Report that details all of a student's test opportunities and the status of those test opportunities.

Because the report lists testing opportunities, a student can appear more than once on the report.

1. From the **Monitoring Test Progress** task menu on the TIDE dashboard, select **Plan and Manage Testing**. The **Plan and Manage Testing** page appears (see [Figure 43](#)).
2. In the *Choose What* panel, select the parameters for which tests to include in your report:
 - a. From the **Test Instrument** drop-down list, select a test category.

Figure 43. Plan and Manage Testing Page

- b. Optional: From the **Test Name** drop-down list, select the name of the test(s) you wish to view. The drop-down will default to “All selected.”
 3. In the *Search Students* panel, select the parameters for whose information to include in your report:
 - a. From the **District** drop-down list, select a district if applicable.
 - b. From the **School** drop-down list, select a school if applicable.
 - c. *Optional:* If a single school was selected, choose a teacher from the **Teacher** drop-down list.

The **Teacher** drop-down list includes all school-level users, such as teachers, test administrators, and principals associated with the selected school. When you select a person from the **Teacher** drop-down list, TIDE performs a check to see if the person is associated with any roster. If no rosters exist for the selected person, no data is displayed when you generate the report. If the selected person has an associated roster, the Plan and Manage Testing Report shows the test attempts of the students included in the roster.

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If you do not select any person from the **Teacher** drop-down list and use the default value of **All** to generate the report, you will see all the tests taken in that school, irrespective of roster associations.

It is important to note the TA Name displayed on the Plan and Manage Testing Report, see [Figure 44](#) below, does not imply the name of the teacher. The TA is the person who conducts the test. This can be the same as the teacher or it can mean a different person.

- d. *Optional:* In the *Student's Last Name* field, enter a student's last name.
 - e. *Optional:* In the *Student's First Name* field, enter a student's first name.
 - f. *Optional:* In the *SSID* field, enter an SSID.
 - g. *Optional:* From the **Grade** drop-down list, select a grade. You may select one, multiple, or all grades from this list.
4. In the *Get Specific* panel, select the radio button for one of the options and then set the parameters for that option. The following options are available (parameters for each option are listed in {brackets}):
- Students who {have/have not} {completed/started} the {1st/2nd/Any} opportunity in the selected administration.
 - Search for students who have not started the 1st/Any opportunity will return results for students who have not started their first opportunity on the selected test.
 - Students whose current opportunity will expire {in/between} {number/range} days.
 - If you select "in," you may enter any number in the displayed text box to determine tests expiring in the specified number of days. You may also enter 0 to see opportunities expiring that day.
 - If you select "between," you may enter two numbers in the displayed text boxes to signify a range of days (such as 1-3).
 - Students on their {1st/2nd/Any} opportunity in the selected administration and have a status of {student test status}.
 - Students who have a status of {student test status} in the selected administration.
 - Students whose most recent {Session ID/TA Name} was {Optional Session ID/TA Name} between {start date} and {end date}.
 - Search student(s) by {SSID/Student Name}
5. Do one of the following:
- To view the report on the page, select Generate Report.

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- To open the report in Microsoft Excel, select Export Report.

Figure 44. Plan and Manage Testing Report

Number of students found: 4

Enter search terms to filter search results

1-4 of 4 records | Page: 1 of 1

Name	District Name	SSID	Enrolled Grade	School Name	Restricted Subjects	Test	Language	Opportunity	TA Name	SessionID	Date Started	Date Completed
Demo, Demoo	Demo District 9999	130100005	08	Demo School 999901		CA-CIA Grade 8 ELA - Writing	ENU	1	Lname, Fname	UAT-BB96-3	07/22/2020	07/22/2020
Demo, Demoo	Demo District 9999	130103479	08	Demo School 999901		CA-CIA Grade 6 Math	ENU	1	Lname, Fname	UAT-4CB7-3	07/22/2020	07/22/2020
Demo, Demoo	Demo District 9999	130103479	08	Demo School 999901		CA-CIA Grade 7 Math	ENU	1	Lname, Fname	UAT-EAC0-3	07/22/2020	07/22/2020
Demo, Demoo	Demo District 9999	130103479	08	Demo School 999901		CA-CIA Grade 8 Math	ENU	1	Lname, Fname	UAT-6CA4-3	07/22/2020	07/22/2020

1-4 of 4 records | Page: 1 of 1

For descriptions of the columns in this report, see the table “[Columns in the Plan and Manage Testing Report](#)” in the appendix.

How district-level users view students’ current test status reports by student ID

You can also generate Participation Reports for specific students by SSID. This section describes how to generate Participation Reports for one or more students using students’ SSIDs.

1. From the **Monitoring Test Progress** task menu on the TIDE dashboard, select Participation Search by SSID. The *Participation Search by SSID* page appears (see [Figure 45](#)).
2. Do one of the following:
 - To enter students’ SSIDs, select Search by SSID(s). Next, enter one or more SSIDs, separated by commas, in the Student IDs field. You can enter up to 1,000 SSIDs.

Figure 45. Participation Search by SSID Page

Participation Search by SSID

i Use this page to view participation reports for specified students. [more info](#)

Enter Upload

Enter SSID(s)

Use a comma to separate multiple values.

Student ID(s)

Generate Report

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- To upload SSIDs, select Upload SSID. Next, select Browse and then use the file browser to select an Excel or CSV file with Student IDs listed in a single column. You can upload up to 1,000 SSIDs.

3. Select **Generate Report**. The Participation Report by SSID appears (see [Figure 44](#)).

For descriptions of the columns in this report, see the table “[Columns in the Plan and Manage Testing Report](#)” in the appendix.

How district-level users view test completion rates reports

The Test Completion Rate Report summarizes the number and percentage of students who have started or completed a test.

1. From the **Monitoring Test Progress** task menu on the TIDE dashboard, select **Test Completion Rates**. The **Test Completion Rates** page appears.
2. In the *Report Criteria* panel (see [Figure 46](#)), select the parameters for which tests to include in your report.

Figure 46. Test Completion Rates Search Fields

3. To open the report in Microsoft Excel, select **Export Report**. [Figure 47](#) displays a sample Test Completion Rate Report.
4. For a description of the columns in this report, see the table “[Columns in the Test Completion Rate Report](#)” in the appendix.

Figure 47. Test Completion Rate Report

Date	Test Name	Opportunity	Total Student	Total Student Started	Total Student Completed	Percent Started	Percent Completed
8/4/2020	CA-CIA Grade 3 ELA - Reading	1	12455	1	0	0.01%	0.00%
8/4/2020	CA-CIA Grade 3 ELA - Writing	1	12455	1	0	0.01%	0.00%

How district-level users view test status codes reports

If students do not start or complete tests to which they are assigned, school officials assign special codes to those tests. The Test Status Code Report displays all the non-participation codes for a test administration.

1. From the **Monitoring Test Progress** task menu on the TIDE dashboard, select **Test Status Code Report**. The **Test Status Code Report** page appears.
2. In the *Report Criteria* panel (see [Figure 48](#)), select search criteria for the test and administration.

Figure 48. Test Status Code Report Search Results

3. Do one of the following:
 - To view the report on the page, select Generate Report.
 - To open the report in Microsoft Excel, select Export Report.

[Figure 49](#)).

Figure 49. Test Status Code Report

Number of records found: 2

Student Name	SSID	Test Name	Test Status	Date Started	Special Code	Assigned School ID	Assigned School Name
Washington, George	1234567890	Grade 3 ELA Summative		01/15/16	ky75321p	9998_01	Demo inst 9999
Lincoln, Abraham	98876543F	Grade 6 ELA Summative		01/15/16	fr78900w	9998_02	Demo inst 9999

For a description of the columns in this report, see the table [“Special Codes and Their Descriptions”](#) in the appendix.

For a description of each status a test opportunity can have, see the table [“Test Opportunity Status Descriptions”](#) in the appendix.

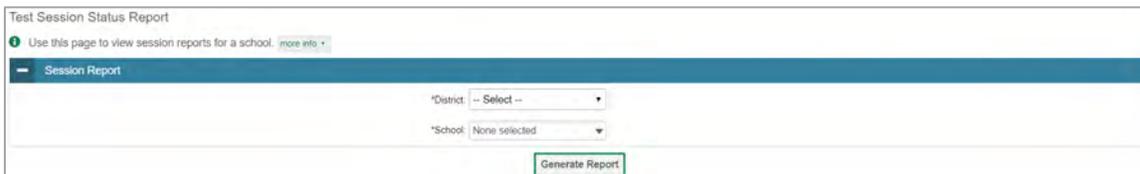
How district-level users view test session status reports

District-level users also can view school-level Test Session Status Reports for each school in their district. These reports show each active and inactive session ID for a school, along with information like proctor name, test name, the start time of the test session, the total number of students taking the test, and the number of students who have started, paused, and completed the test.

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1. From the **Monitoring Test Progress** task menu on the TIDE dashboard, select **Test Session Status Report**. The **Session Report** page appears.

Figure 50. Session Report Page



2. From the **District** drop-down list, select a district.
3. From the **School** drop-down list, select an individual school to view a detailed report for that school or select multiple schools to view a summary report for the schools you select. To view a summary report for all schools in your district, select **All Schools**.
4. Select **Generate Report**. If you selected an individual school in Step 3, skip Step 5.

If you selected **All Schools** in Step 3, a summary report page appears. For a description of the columns in this report, see the table “[Columns in the Summary Session Report Page](#)” in the appendix.

Figure 51. Summary Session Report



6. Select a school from the summary report page to view a detailed report for that school. If you selected an individual school in Step 3, a detailed report will appear after you complete Step 4. For a description of the columns in this report, see the table “[Columns in the Test Session Status Report Page](#)” in the appendix.

Figure 52. Detailed Session Report



Figure 53. School Report Page with All Sessions Expanded

Demo School 999701(9997_999701) x

Number of Sessions (active and inactive) found: 3

Include inactive sessions

Proctor Name	Test Name	Session ID	Session Start Time	Total Tests	Tests In Progress	Tests Paused	Tests Completed	Earliest Start Time of Student Testing
DemoUser, User265	CA-CIA Grade 5 ELA - Writing	WV-3297-28	02:56 PM	1	0	0	1	02:58 PM
DemoUser, User265	CA-CIA Grade 5 ELA - Reading	WV-A76D-28	10:58 AM	1	0	0	1	11:03 AM
Meyer, Amy	Multiple Tests	WV-AFET-29	11:30 AM	2	0	2	0	12:12 PM
	CA-CIA Grade 5 ELA - Writing			1	0	1	0	
	Module: Writing Grade 3 Opinion-A			1	0	1	0	

- Optional:* To view inactive test sessions, mark the Inactive Test Sessions checkbox. Inactive test sessions will appear in italics. Sessions will be considered inactive if all students in the session are paused or have completed the test opportunity, and no new opportunities have been started.
- Optional:* Select to refresh the list of available sessions. Data is refreshed in near real-time.

How District-Level Users Use TIDE after Testing

How District-Level Users Perform Data Cleanup for ELPA21

After ELPA21 Summative testing is complete, you must clean up data by adding or editing non-participation codes for students who did not take a test as intended.

How district-level users view or edit non-participation codes

There are circumstances in which a student did not participate in ELPA 21. In such instances, you need to assign a special code to the student’s test so Reporting can accurately explain the non-participation. For a list of special codes and their descriptions, see the table “[Special Codes and Their Descriptions](#)” in the appendix.

- From the **Data Cleanup** task menu on the TIDE dashboard, select **Reason Not Tested**. The **Reason Not Tested** page appears (see [Figure 54](#)).
- Retrieve the student whose non-participation codes you want to view or edit by filling out the search criteria and selecting **Search**.

Figure 54. Fields in the Reason Not Tested Page

The screenshot shows the 'Reason Not Tested' page. At the top, there is a header 'Reason Not Tested' and an information icon with the text 'Use this page to enter codes explaining a student's non-participation.' followed by a 'more info' link. Below this is a 'Search Students' section with a blue header. It contains several input fields: '*District: -- Select --' (dropdown), '*School: None selected' (dropdown), 'SSID:' (text input), 'Student's First Name:' (text input), 'Grade: None selected' (dropdown), 'Student ID Type: None selected' (dropdown), and 'Student's Last Name:' (text input). Below the search section is an 'Advanced Search' section with a light blue background. It includes a 'Search Fields: -- Select --' dropdown, an 'Add' button, and an 'Additional Criteria Chosen:' section with 'Remove All' and 'Remove Selected' buttons. At the bottom center of the advanced search section is a 'Search' button.

3. In the list of retrieved students, select  for the student whose non-participation codes you want to edit. The **Edit Non-Participation Codes** form appears, listing the student’s demographic information in the *Student Information* panel, and the student’s available tests and special codes in the *Special Codes* panel (see [Figure 55](#)).

Figure 55. Edit Non-Participation Codes

Edit Non-Participation Codes

Use this form to add or modify a student's non-participation codes. [more info](#)

Go to section:

- 1
- 2

Student Information

District: 9997 - Demo District 9997 Middle Name:

School: 9997_999701 - Demo School 999701 Gender: F

SSID: 777778888 Birth Date (MMDDYYYY): 01012000

Student's Last Name: Last Grade: 05

Student's First Name: First Paper Tester: Largeprint

Special Codes

Special Codes

ELPA21 Screener

Grades 4-5-DEI: None

4. From the drop-down lists in the *Special Codes* panel, select the special code for each available test, as required. For a listing of special codes, see the table [“Special Codes and Their Descriptions”](#) in the appendix.
5. Select **Save**.

How School-Level Users Perform Tasks in TIDE

School-level users have access to many of the same tasks as district-level users and perform these tasks the same way a district-level user performs them. For these tasks, this section of the guide refers school-level users back to the instructions presented in the district-level user section.

How School-Level Users Perform Tasks in TIDE before Testing Begins

Before testing begins, school-level users must perform the following tasks in TIDE:

- Set up **user accounts** for teachers and test administrators so they can sign in to TIDE and other West Virginia Assessment Program systems. If teachers or test administrators do not have accounts set up in TIDE, they will not be able to access any West Virginia Assessment Program system or administer tests.
- Students must be registered in TIDE to test in TDS. Students are registered in TIDE via the data exchange which occurs hourly between WVEIS and TIDE.
- Set up **rosters** so Reporting can display scores at the roster, school, district, and state levels.

How School-Level Users Set up User Accounts in TIDE

School-level users must set up user accounts in TIDE for teachers and test administrators. If teachers and test administrators do not have user accounts set up in TIDE before testing begins, they will not have access to any West Virginia Assessment Program system or be able to administer tests.

Like district-level users, school-level users can add or modify user accounts one at a time or multiple user accounts all at once through file upload. These tasks can be performed following the procedure as described in the section "[How District-Level Users Set Up User Accounts in TIDE](#)." For detailed information, please refer to the following sections:

- [How district-level users add new user accounts one at a time](#)
- [How district-level users modify existing user accounts one at a time](#)
- [How district-level users add or modify multiple user accounts all at once](#)

How School-Level Users View Students Registered in TIDE

Students must be registered in TIDE to be eligible to test in TDS. To view students in your school who are registered in TIDE, you can search for student records one at a time or multiple students all at once.

How school-level users view existing student accounts

You can view detailed information about a student's record. You can also view a student's test participation report, if available. These tasks can be performed following the procedure described in the section "[How District-Level Users View Students Registered in TIDE](#)."

How School-Level Users Manage Rosters

School-level users can manage rosters for students in their school. These rosters are then sent to Reporting.

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Like district-level users, school-level users can add or modify rosters one at a time or all at once through file upload. These tasks can be performed following the procedure in the section “[How District-Level Users Manage Rosters](#).” For detailed information, please refer to the following sections:

- [How district-level users add new rosters one at a time](#)
- [How district-level users modify existing rosters one at a time](#)
- [How district-level users add or modify multiple rosters all at once](#)

How School-Level Users View Test Windows

Test windows are set by the district coordinator. School-level users can search for test windows in their district and/or school by selecting the **Test Windows** task menu, selecting **View/Edit/Export Test Windows**, filling out the search criteria, and selecting **Search**. Search results can be viewed in TIDE or exported to the Inbox.

How School-Level Users Use TIDE during Test Administration

During testing, school-level users can perform the following tasks in TIDE:

- Print **test tickets** to help students log in to tests.
- View appeal requests.
- View reports of students’ current test statuses, test completion rates, and test status codes.

How School-Level Users Print Test Tickets

School-level users can print test tickets for students in their school. Test tickets are hard-copy forms that include a student’s username for logging in to a test.

Test tickets can be printed by following the procedure in the section “[How District-Level Users Print Test Tickets](#).” For detailed information, please refer to the following sections:

- [How district-level users print test tickets from student lists](#)
- [How district-level users print test tickets from roster lists](#)

How School-Level Users View Appeal Requests

District-level users submit appeals, but school-level users can view appeal requests for students in their school by selecting the **Appeals/Invalidations** task menu, selecting **View/Edit/Export Requests**, filling out the search criteria, and selecting **Search**. Search results can be viewed in TIDE or exported to the Inbox.

How School-Level Users Monitor Test Progress

Like district-level users, school-level users can view reports of students’ current test statuses, test completion rates, and test status codes. These tasks can be performed by following the procedure in the section “[How District-Level Users Monitor Test Progress](#).” For detailed information, please refer to the following sections:

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- [How district-level users view students' current test status reports](#)
- [How district-level users view students' current test status reports by student ID](#)
- [How district-level users view test completion rates reports](#)
- [How district-level users view test session status reports](#)

How Teachers, Test Administrators, and ELPA Administrators Perform Tasks in TIDE

Teachers, test administrators, and ELPA administrators have access to some of the same tasks as district-level and school-level users and perform these tasks the same way a district-level or school-level user performs them. For these tasks, this section of the guide refers these users back to the instructions presented in the district-level user section.

How Teachers, Test Administrators, and ELPA Administrators Perform Tasks in TIDE before Testing Begins

Before testing begins, teachers, test administrators, and ELPA administrators can perform the following tasks in TIDE:

- View **user accounts** to verify their own account information.
- Students must be registered in TIDE to test in TDS. Students are registered in TIDE via the data exchange which occurs hourly between WVEIS and TIDE.
- View roster(s) that have been created on their behalf by the school coordinator.

How Teachers, Test Administrators, and ELPA Administrators View User Accounts in TIDE

Teachers, test administrators, and ELPA administrators can view their own user account information in TIDE by selecting **Manage Accounts** from the banner.

How Teachers, Test Administrators, and ELPA Administrators View Student Information

Teachers and test administrators can view student accounts and student distribution reports by selecting the **Student** task menu, selecting **View Students**, filling out the search criteria, and selecting **Search**. Search results can be viewed in TIDE or exported to the Inbox.

How Teachers, Test Administrators, and ELPA Administrators View Rosters

Teachers and ELPA administrators can view rosters of students that have been created on their behalf by the school or district coordinator by selecting the **Rosters** task menu, selecting **View/Edit/Export Roster**, filling out the search criteria, and selecting **Search**. Search results can be viewed in TIDE or exported to the Inbox. These rosters are sent to Reporting so teachers and ELPA administrators can view students' test results.

How Teachers, Test Administrators, and ELPA Administrators Use TIDE during Testing

During testing, teachers and test administrators can perform the following tasks in TIDE:

- Print **test tickets** to help students log in to tests.
- View reports of students' current test statuses, test completion rates, and test status codes.

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How Teachers and Test Administrators Print Test Tickets

Teachers and test administrators can print test tickets for their students. Test tickets are hard-copy forms that include a student's username for logging in to a test.

Test tickets can be printed by following the procedure in the section "[How District-Level Users Print Test Tickets](#)." For detailed information, please refer to the following sections:

- [How district-level users print test tickets from student lists](#)
- [How district-level users print test tickets from roster lists](#)

How Teachers and Test Administrators Monitor Test Progress

Like district- and school-level users, teachers, and test administrators can view reports of students' current test statuses, test completion rates, and test status codes. These tasks can be performed by following the procedure in the section "[How District-Level Users Monitor Test Progress](#)." For detailed information, please refer to the following sections:

- [How district-level users view students' current test status reports](#)
- [How district-level users view students' current test status reports by student ID](#)
- [How district-level users view test completion rates reports](#)

Appendix

A

Account Information

Figure 56. TIDE Banner



You can modify your name, phone number, and other account information in TIDE. (To change your email address, your school or district coordinator must create a new account with the updated email address.)

1. In the TIDE banner (see [Figure 56](#), from the **Manage Account** drop-down list, select **My Contact**. The **My Contact Information** page appears (see [Figure 57](#)).
2. Enter updates as necessary.
3. Select **Save**.

TIDE saves your changes, and a confirmation message appears.

Figure 57. Fields in the My Contact Information Page

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C

Changing Your Associated Test Administration, Institution, or Role

Depending on your permissions, you can switch to different test administrations, schools, districts, and user roles in TIDE.

1. In the TIDE banner (see [Figure 56](#), select **Change Role** from the **Manage Account** drop-down menu. The **Administration Details** window appears (see [Figure 58](#)).
2. Update the information as necessary.
3. Select **Submit**. A new home page appears that is associated with your selections.

Figure 58. Administration Details Window

Administration Details

Select the Test Administration, User Role, District, and School (as applicable):

Test Administration: West Virginia 2020-2021 ▾

User Role: Test Administrator (TA) ▾

*State: WestVirginia - 000000 ▾

*District: Demo District 9997 - 9997 ▾

*School: Demo School 999701 - 999701 ▾

Submit Cancel

Columns in the Additional Orders Page

You can use the information in the table below to [place orders for additional paper testing materials during testing](#).

Status	Description
Material Description	Description of the materials included in the order.
Quantity You Will Receive	Cumulative quantity sent to the printer. This number always increases after each transmission. This number is rounded up to the multiple in a pack or box.

Status	Description
Quantity Approved	Latest quantity approved. Resets to zero after transmission to the printer.
Quantity Pending Approval	Latest quantity sent for approval. Resets to zero after approved or disapproved.
Additional Quantity	Amount to order. The entered amount should include the quantity displayed in the <i>Quantity You Will Receive</i> column along with any additional quantity. For example, if the quantity displayed in the <i>Quantity You Will Receive</i> column shows 135 and you need 10 more, enter 145 to reach the total quantity that will be ordered.

Columns in the Online Appeals Template Upload File

You can use the information in the table below to [add or modify multiple appeal requests all at once through file upload](#).

Column Name	Description	Valid Values
Type*	Type of appeal request.	One of the following: Reset a test Invalidate a test Re-open a test Restore a test that was reset Grace Period Extension Re-open test segment
Search Type*	Student field to search.	One of the following: Result ID Session ID SSID
Search Value*	Search value corresponding to the search type.	Up to 1,000 alphanumeric characters. The value must exist in TDS or TIDE. For example, specifying a result ID of 123456 requires this result ID exist in TDS.
Reason*	Reason for creating appeal request.	Up to 1,000 alphanumeric characters. One of the options available for the selected appeal request type.
Description	Additional comments explaining the reason for the appeal request.	Up to 1,000 alphanumeric characters.

*Required field.

Columns in the Order Details Form

Column	Description
Material Description	Description of the materials included in the order.
Expected Shipment Quantity	Quantity to be shipped from the vendor.
Approved Quantity	Quantity of the material that is approved. This includes the original quantity plus any additional quantities you ordered.
Awaiting Approval Quantity	Additional quantities you ordered that are pending approval.
Approval Status	Approval status of additional quantities you ordered.

Columns in the Order History Page

Column	Description
Order Number	Purchase order number.
Order Type	Type of order: initial or additional.
Submitted By	User who generated the order.
Order Status	Order’s current status.
Submitted Date	Date order was generated.

Columns in the Plan and Manage Testing Report

You can use the information in the table below to view reports of students’ current test statuses through the [Plan and Manage Testing module, which encompasses this overall section of TIDE](#), or when [searching by student ID](#).

Attribute	Description
Name	Student’s legal name (Last Name, First Name).
District Name	Name of the district associated with the record.
SSID	Student’s Statewide Student Identifier number.
Enrolled Grade	The grade in which a student is enrolled.
School Name	Name of the school associated with the record.
Restricted Subjects	Not applicable.
Current LEP	Indicates whether the student is an English Learner.

Attribute	Description
Interim Test Grade	Indicates the interim grades set up for the student.
Test	Test name for this student record.
Language	The language setting assigned to the student (English, Spanish, or Braille).
Opportunity	The opportunity number for that student's specific record.
TA Name	The test administrator who created the session in which the student is currently testing (or in which the student completed the test).
Session ID	The Session ID to which the test is linked.
Status	The status for that specific opportunity.
Results ID	The unique identifier linked to the student's results for that specific opportunity.
Restarts	The total number of times a student has resumed an opportunity (e.g., if a test has been paused three times and the student has resumed the opportunity after each pause, this column will show three restarts). (This includes Restarts within Grace Period—see below.)
Restarts within Grace Period	The total number of times a student has resumed an opportunity within 20 minutes after a test was paused. For example, if a test has been paused three times and the student resumed the opportunity within 20 minutes of two pauses but 25 minutes after the third pause, this column shows two Restarts within Grace Period). A student has a grace period of 20 minutes to pause the test at a test item and then resume the test at that same item. However, if a test is paused for more than 20 minutes, the student will not be able to review any previous answers.
Date Started	The date when the first test item was presented to the student for that opportunity.
Date Completed	The date when the student submitted the test for scoring.
Last Activity	The date of the last activity for that opportunity or record. A completed test can still have activity as it goes through the QA and reporting process.
Expiration Date	The date the test opportunity expires.
Force Complete Date	The date a test expired and was force-completed.
Test Duration	The time it took a student to complete a test.

Columns in the Roster Upload File

You can use the information in the table below to [add or modify multiple rosters all at once](#).

Column Name	Description	Valid Values
District ID*	District associated with the roster.	District ID that exists in TIDE. Up to 20 characters.
School ID*	School associated with the roster.	School ID that exists in TIDE. Up to 20 characters. Must be associated with the district ID.
User Email ID*	Email address of the teacher associated with the roster.	Email address of a teacher existing in TIDE.
Roster Name*	Name of the roster.	Up to 20 characters.
SSID*	Student’s unique identifier within the district.	Up to 30 alphanumeric characters.
Action	Action column to add or delete students from roster.	Add – adds student to roster. Delete – deletes student from roster.

*Required field.

Columns in the Summary Session Report Page

You can use the information in the table below to [view test session status reports](#).

Column	Description
Proctor Name	Name of proctor (educator) who administered the test.
Test Name	Name of the test included in the test session.
Session ID	Session ID number.
Session Start Time	The time the proctor started the test session.
Total Tests	Total number of tests that have been started and completed.
Tests in Progress	Number of tests that have been started and have not been completed or paused.
Tests Paused	Number of students who have paused their test.
Tests Completed	Number of students who have completed their test.
Earliest Start Time of Student Testing	The time that the first student in the test session began testing.

Columns in the Test Completion Rate Report

You can use the information in the table below to [view the report of test completion rates](#).

Column	Description
Date	Date and time the file was generated.
Test Name	Grade, test, and subject being reported.
Test	Test instrument (e.g., Computer Adaptive CIA) being reported.
Administration	Administration being reported.
District Name	The name of the reported district.
District ID	The ID of the reported district.
School Name	The name of the reported school. This column is only included in the school-level report.
School ID	The ID of the reported school. This column is only included in the school-level report.
Opportunity	Test opportunity number being reported.
Total Student	Number of students with an active relationship to the school in TIDE.
Total Student Started	Number of students who have started the test.
Total Student Completed	Number of students who have finished the test and submitted it for scoring.
Percent Started	Percentage of students who have started the test out of the total number of students with an active relation to the school in TIDE.
Percent Completed	Percentage of students who have completed the test out of the total number of students with an active relation to the school in TIDE.

Columns in the Test Session Status Report Page

You can use the information in the table below to [view test session status reports](#).

Column	Description
Proctor Name	Name of the proctor (educator) associated with the Session ID.
Test Name	Name of the test associated with the Session ID. Multiple tests may be associated with one Session ID.
Session ID	The Session ID to which the test is linked.
Session Start Time	Start time of the session.
Total Tests	Total number of students testing in each school.

Column	Description
Tests in Progress	Number of tests that have been started and have not been completed or paused.
Tests Paused	Number of students who have paused their test.
Tests Completed	Number of students who have completed their test.
Earliest Start Time of Student Testing	The time the first test opportunity was started by the first student in the session.

Columns in the Test Window Upload File

You can use the information in the table below to [add or modify multiple test windows all at once through file upload](#).

Column Name	Description	Valid Values
INSTITUTIONTYPE*	Type of institution to which the test window applies.	One of the following: D—Window applies to districts. S—Window applies to schools.
INSTITUTIONIRN*	District’s or school’s ID.	For district-level windows, a district ID that exists in TIDE. For school-level windows, use DD-SS, where DD is the district ID and SS is the school ID. The institution must be associated with the user uploading the file.
WINDOWNAME*	Name for the test windows.	Up to 35 printable characters.
TESTNAME*	Test included in the test window.	One of the available test names from the drop-down list in the template.
WINDOWSTARTDATE*	Date test window starts.	Timestamp in MMDDYYYY hh:mm:ss format.
WINDOWENDDATE*	Date test window ends.	Timestamp in MMDDYYYY hh:mm:ss format.
ACTION*	Indicates if this is an add, modify, or delete transaction.	One of the following: Add—Add new window or edit existing window. Delete—Remove existing window.

*Required field.

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Columns in the Upload User Attributes File

You can use the information in the table below for uploading a file to indicate the completion of the TA Certification course for multiple users at once.

Field Name	Description	Valid Values
User ID*	User's email address	Any standard email address. Up to 128 characters that are valid for an email address. This is the user's username for logging in to TIDE.
AttributeName*	Name of the attribute.	Select TA Certified from the drop-down.
Subject*	Does not apply.	Select N/A from the drop-down.
Value*	Value of the attribute.	Enter either Standard or Remote.

Columns in the User Upload File

You can use the information in the table below to [add or modify multiple user accounts all at once through file upload](#).

Column	Description	Valid Values
DISTRICTID*	District associated with the user.	District ID that exists in TIDE, and must be associated with the user uploading the file. Up to 20 characters.
SCHOOLID	School associated with the user.	School ID that exists in TIDE, and must be associated with the user uploading the file. Up to 20 characters. Must be associated with the district ID. Can be blank when adding district-level users.
FirstName*	User's first name.	Up to 35 characters.
LastName*	User's last name.	Up to 35 characters.
Email*	User's email address.	Any standard email address. Up to 128 characters that are valid for an email address. This is the user's username for logging in to TIDE.
Phone	User's phone number.	Phone number in xxx-xxx-xxxx format. Extensions allowed.

Column	Description	Valid Values
Role*	User's role. For an explanation of user roles, see User Role Permissions.	One of the following: DC—District Coordinator DA—District Administrator SC—School Coordinator TE—Teacher TA—Test Administrator EA—ELPA Administrator Must be lower in the hierarchy than the user uploading the file.
Action*	Indicates if this is an add, modify, or delete transaction.	One of the following: Add—Add new user or edit existing user record. Delete—Remove existing user record.

*Required field.

D

Deleting Records from TIDE

You can delete existing records for users and rosters from TIDE. For users with multiple roles, individual roles can be deleted without deleting the entire user account.

1. Retrieve the records you want to delete by following the procedure in the section [Searching for Records in TIDE](#).
2. Do one of the following:
 - Mark the checkboxes for the record you want to delete.
 - Mark the checkbox at the top of the table to delete all retrieved records.
3. Select , and in the affirmation dialog box select **OK**.

E

Exporting Records in TIDE

You can export search results for users, students, rosters, students' test settings, test windows, and appeal requests to the Inbox.

1. Retrieve the records you want to export by following the procedure in the section [Searching for Records in TIDE](#).

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- In the search results pop-up window, select **Export to Inbox** and select the file format (CSV or Excel) in which the data should be exported. You can navigate away from the page and perform other tasks if required. When your file is available for download, you will receive an email to the email account registered in TIDE. After receiving the email, you can download the exported file from the Inbox.

Figure 59. Search Results



You can also export records from the search results grid.

- Retrieve the records you want to delete by following the procedure in the section [Searching for Records in TIDE](#).
- Do one of the following:
 - Mark the checkboxes for the record you want to export.
 - Mark the checkbox at the top of the table to export all retrieved records.
- Select , and in the affirmation dialog box select **OK**.

F

Fields in the Demographics Panel

You can use the information in the table below to [modify existing student accounts one at a time](#).

Field	Description
District*	District in which student is enrolled during the test administration.
School*	School in which student is enrolled during the test administration.
SSID*	Student's Statewide Student Identifier (SSID) within the enrolled district.
Last Name	Student's last name.

Field	Description
First Name	Student's first name.
Middle Name	Student's middle name.
Gender*	Student's gender.
Birth Date	Student's date of birth.
Grade*	Grade in which student is enrolled during the test administration.
Paper Tester – P03 Braille and P19 Large Print	Indicates if student requires a Large Print or Braille paper test.
District Assigned Student Identifier	Not applicable (for WVDE use only).
English Learner Status	Student's English Learner status.

*Required field.

Fields in the Test Settings and Tools Panels

You can use the information in the table below to view a student's computer-based test settings for each test.

Field	Description
Visual Assistance Tools	
Language Format	Indicates test content format (English, Braille, or Spanish). *See the <i>Guidelines for Participation in West Virginia Assessments</i> or contact your district test coordinator for further guidance.
P35 Braille	Indicates use of fixed form online test with tactile graphics – available only for WVGSA Math.
P22 – Zoom	List of available zoom levels.
P37 – Masking	Indicates use of embedded masking tool.
P38 – Color Choices	List of available color settings.
P43 – Streamlined Interface Mode	Indicates use of embedded streamlined mode.
P44 – Line Tracker	Indicates use of embedded line tracker tool.
Mouse Pointer	List of available mouse pointer sizes and colors.

Field	Description
Integration with Assistive Technology	
P01 or P13 Text-to-Speech	Indicates use of embedded TTS accommodation.
P34 – American Sign Language	Indicates use of embedded American Sign Language videos (available only for Reading tests).
P36 – Closed Captioning	Indicates use of embedded Closed Captioning (available only for Reading tests).
P40 – Print on Demand	Indicates use of print on demand feature.
R11/R21 – Permissive Mode for Assistive Tech	Indicates use of permissive mode which allows student to use pre-approved hardware or software with the secure browser.
R21 – Dictation Embedded Speech-To- Text	Indicates use of the embedded speech-to-text tool.

Fields in the View/Edit Users Page

You can use the information in the table below to [modify existing user accounts](#).

Field	Description
Role*	User’s role. For an explanation of user roles, see User Role Permissions.
First Name	User’s first name.
Last Name	User’s last name.
Phone	User’s phone number.
Email*	Email address for logging in to TIDE.
TA Certified	Indicates if the user has been trained to use online assessment systems (Standard and/or Remote).

*Required field.

I

Inbox Files

When searching for users, students, students’ test settings, test windows, and appeal requests you can choose to export the search results to the Inbox. The shared Inbox serves as a secure repository that lists files containing the data you have exported in TIDE and other West Virginia Assessment Program

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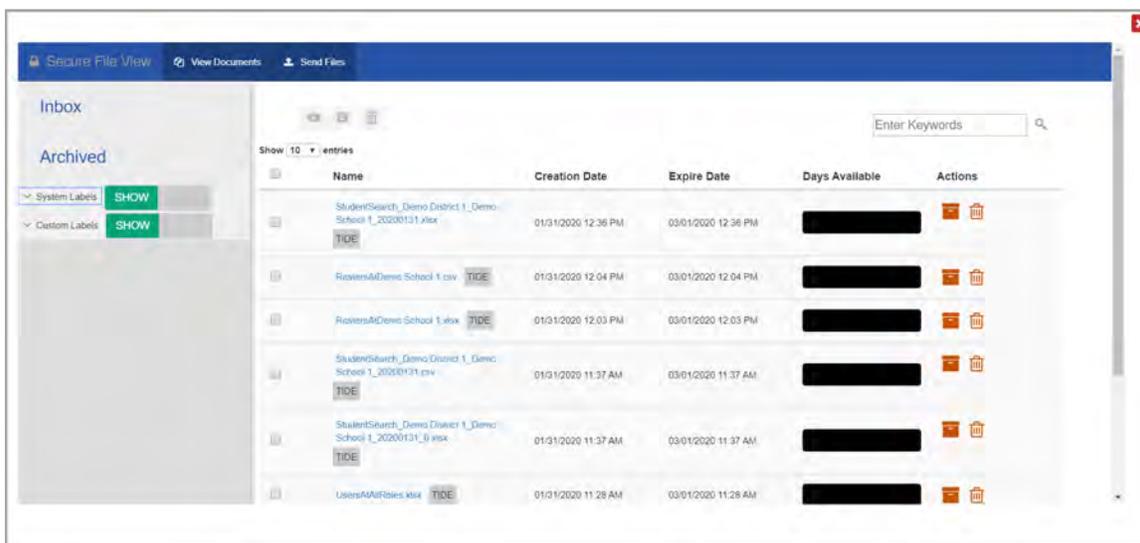
systems. When you choose to export search results to the Inbox, TIDE sends you an email when the export task is completed and the file is available in the Inbox for download.

The Inbox also lists any secure documents that have been externally uploaded to the Inbox and that you have privileges to view.

The files in the Inbox are listed in the order in which they were created. The file creation and file expiration dates appear, if applicable. The number of days remaining until a file expires is also displayed next to a file. By default, exported files are available for 30 days while secure documents are available for the period specified by the WVDE. You can access the Inbox from any page in TIDE to either download the file or archive the file for future reference. You can also delete the files you have exported, provided you have not archived them.

1. From the TIDE banner (see [Figure 56](#)), select **Inbox**. The **Inbox** page appears (see [Figure 60](#)). By default, TIDE displays the *View Documents* tab.
2. *Optional:* Select the file view from the available tabs:
 - **Inbox:** This is the default view and displays all the files except for the ones you have archived.
 - **Archived:** Displays the files you have archived.

Figure 60. Inbox – View Documents



3. *Optional:* To filter the files by keyword, enter a search term in the text box above the list of files. TIDE displays only those files containing the entered file name.

4. *Optional:* To hide or display system labels, toggle HIDE / SHOW

5. *Optional:* To hide files with a system label, unmark the checkbox for that system label.

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6. *Optional:* To hide or display custom labels, toggle  / .
7. *Optional:* To hide files with a custom label, unmark the checkbox for that custom label.
8. Do one of the following:
- To download a file, select the file name.
 - To add a new custom label or apply an existing custom label, select .
 - To apply a new custom label, mark the checkbox, enter a new custom label in the text box, and select **Save New Label**.
 - To apply an existing custom label, mark the checkbox, enter an existing custom label in the text box, and select **Apply Label**.
 - To archive a file, select .
 - To delete a file, select .

About File Deletion

- Archived files cannot be deleted.
- You can delete files you have exported, but you cannot delete secure documents uploaded to the Inbox by admin users.

L

List of Appeal Requests by Test Status

You can use the information in the table below to [manage appeal requests](#).

Test Status	Invalidate a Test	Reset a Test	Re-open a Test	Re-open Test Segment	Restore a Test that was Reset	Grace Period Extension
Approved		✓			✓	
Completed	✓	✓	✓		✓	
Denied	✓	✓		✓	✓	✓
Expired	✓	✓	✓		✓	
Paused	✓	✓		✓	✓	✓
Pending		✓			✓	

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Test Status	Invalidate a Test	Reset a Test	Re-open a Test	Re-open Test Segment	Restore a Test that was Reset	Grace Period Extension
Processing		✓			✓	
Reported	✓	✓	✓		✓	
Review		✓			✓	
Scored	✓	✓	✓		✓	
Started		✓			✓	
Submitted	✓	✓	✓		✓	
Suspended		✓			✓	
Invalidated		✓	✓		✓	

List of Appeal Request Statuses

You can use the information in the table below to [manage appeal requests](#).

Appeal Request Status	Description of Status
Error Occurred	An error occurred while the request was being processed.
Pending Approval	Request is pending approval.
Processed	Request was successfully processed, and the test opportunity has been updated.
Rejected	Another user rejected the request.
Rejected by System	Test Delivery System was unable to process the appeal request.
Requires Resubmission	Request must be resubmitted.
Retracted	Originator retracted the request.
Submitted for Processing	Request submitted to Test Delivery System for processing.

List of Appeal Request Types

You can use the information in the table below to [manage appeal requests](#).

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Reset and restore appeal requests must be submitted at least one day prior to the end of a test window so students can complete their test opportunity or data entry can be completed for paper-based tests.

Type	Description
Invalidate a Test	Eliminates the test opportunity, and the student has no further opportunities for the test. You can submit these requests until the end of the test window.
Reset a Test	Allows the student to restart a test opportunity (removing all responses on the test) or allows the data entry operator to restart the data entry process. You can submit these requests until the end of the test window.
Re-open a Test	Reopens a test that was completed, invalidated, or expired.
Re-open Test Segment	<p>Reopens a test segment a student submitted. Available only if the student has not yet started a new test segment. For example, use this request type if a student submitted a test segment, and wants to change a response on that segment before starting a new test segment.</p> <ul style="list-style-type: none"> • If you submit this request before the 20-minute pause timer expires, students can review and answer all questions in the reopened test segment. <p>If you submit this request after the 20-minute pause timer expires, students can review and answer only unanswered test questions in the reopened test segment. If you want students to review and answer all questions (even answered ones) in the reopened test segment after the pause timer expires, submit and get approval for a Grace Period Extension request.</p>
Restore a Test that was Reset	Reverses a reset, restoring the student's responses on the test when the reset was processed.
Grace Period Extension (prior WVDE approval required)	<p>Allows the student to review previously answered questions upon resuming a test or test segment after expiration of the pause timer. For example, a student pauses a test, and a 20-minute pause timer starts running, the following scenarios are possible:</p> <ul style="list-style-type: none"> • If resuming the test within 20 minutes, student can review previously answered questions. • Without a GPE, student resuming the test after 20 minutes cannot review previously answered questions—student can only work on unanswered questions. • Upon receiving a GPE, student can review previously answered questions upon resuming the test. The normal pause rules apply to this opportunity.

O

Ordering Materials

Some students take tests using Large Print or Braille paper tests. CAI will ship these materials to districts based on student accommodation data. If a school needs more than the quantity shipped with initial orders, the district coordinator can order additional materials during the additional order window.

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Understanding an Order's Status

In the normal workflow for an additional order, the district coordinator generates the order, then reviews and submits it for approval. If approved, TIDE sends the order to the vendor, who prints and ships the order. TIDE tracks the order through each stage and assigns a status code accordingly.

On the **View Order History** page (see the section “How district-level users view order history reports”) TIDE displays an order's status depending on its most recent activity. The “List of Order Statuses” table below describes those statuses.

List of Order Statuses

Status	Description
Awaiting Approval	Order is awaiting approval.
Rejected	Order was not approved.
Approved	All line items in the order were approved.
Processed	Order was transmitted to vendor.
Partially Approved	At least one line item in the order was rejected.
In Process	Order is approved, not yet transmitted to vendor.
Canceled	Order was canceled.

P

Password Information

Your username is the email address associated with your account in TIDE. When you are added to TIDE, you receive an activation email containing a temporary link to the **Reset Your Password** page. To [activate your account](#), you must set your password within 15 minutes of the email being sent.

- **If your first temporary link expired:**

In the activation email you received, select the second link provided and proceed to request a new temporary link.

- **If you forgot your password:**

On the **Login** page, select **Forgot Your Password?** and then enter your email address in the *Email Address* field. You will receive an email with a new temporary link to reset your password.

- **If you did not receive an email containing a temporary link or authentication code:**

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Check your spam folder to make sure your email program did not categorize it as junk mail. If you still do not have an email, contact your school or district coordinator to make sure you are listed in TIDE.

- **Additional help:**

If you are unable to log in, contact the West Virginia Assessment Program Helpdesk for assistance. You must provide your name and email address. Contact information is available in the User Support section of this user guide.

Printing Records in TIDE

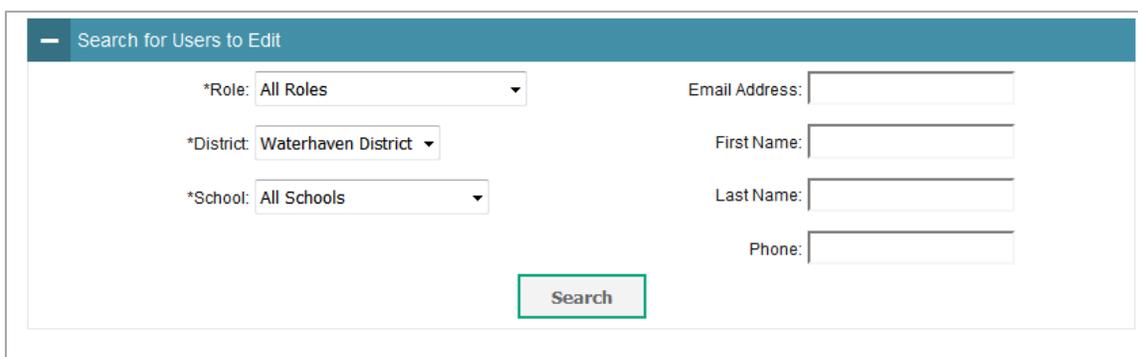
1. Retrieve the records you want to print by following the procedure in the section [Searching for Records in TIDE](#).
2. Do one of the following:
 - To print some records, mark the checkboxes for the records you want to print, select , select My Selected, and then select Print.
 - To print all records, select , select All, and then select Print.

S

Searching for Records in TIDE

Many tasks in TIDE require you to retrieve a record or group of records (for example, locating a set of users to work with when performing the **View/Edit/Export Users** task). For such tasks, a search panel appears when you first access the task page (see [Figure 61](#)). This section explains how to use this search panel and navigate search results.

Figure 61. Sample Search Panel



The screenshot shows a search panel titled "Search for Users to Edit". It contains the following fields:

- *Role: All Roles (dropdown)
- *District: Waterhaven District (dropdown)
- *School: All Schools (dropdown)
- Email Address: [text input]
- First Name: [text input]
- Last Name: [text input]
- Phone: [text input]
- Search (button)

1. In the search panel, enter search terms and select values from the available search parameters, as required. Some fields may allow you to select multiple values. For example, the school and grade drop-down lists on the student search pages and discrepancy resolution pages will allow you to select one, multiple, or all values. Similarly, the **Test ID** drop-down list on the **Plan and Manage Testing** page will allow you to select one, multiple, or all values.

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The search parameters available in the search panel depend on the record type. Required search parameters are marked with an asterisk.

2. *Optional:* If the task page includes an additional search panel, select values to further refine the search results:
 - To include an additional search criterion in the search, select it and select Add or Add Selected as available
 - *Optional:* To delete an additional search criterion, select it and select Remove Selected. To delete all additional search criteria, select Remove All.
3. Select **Search**.
 - If searching for users, students, students' test settings, test windows, and appeal requests, proceed to the next step.
 - If searching for other types of records, such as rosters, skip to Step [7](#).
4. In the search results pop-up window (see [Figure 62](#)) that indicates the number of records that matched your search criteria and provides you with options to view or export the records or modify your search parameters, do one of the following:
 - To view the retrieved records on the page, select **View Results**. Continue to Step [7](#). This option is not available if TIDE detects this action might adversely affect its performance.

Figure 62. Search Results Pop-up Window



- To export the retrieved results to the Inbox, select **Export to Inbox** and select the file format (CSV or Excel) in which the data should be exported. You can navigate away from the page and perform other tasks if required. When your file is available for download, you will receive an email to the email account registered in TIDE. After receiving the email, you can download the exported file from the Inbox (see [Inbox Files](#)).

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- To return to the page and modify your search criteria, select **Modify Search**. Repeat Steps 1–3.
5. The list of retrieved records appears below the search panel (see [Figure 63](#)).

Figure 63. Sample Search Results

Number of students found: 180

Enter search terms to filter search results

1-50 of 180 records | Page: of 4

	Edit	School Information		Student Information					
		District	School IRN	SSID	Student's Last Name	Student's First Name	Middle Name	Gender	Birth Date (MMDD)
<input type="checkbox"/>	<input type="checkbox"/>	9997	9997_999701	123322325	Test P	Test N		Male	

1-50 of 180 records | Page: of 4

6. *Optional:* To filter the retrieved records by keyword, enter a search term in the text box above the search results and select . TIDE displays only those records containing the entered value.
7. *Optional:* To sort the search results by a given column, select its column header.
- To sort the column in descending order, select the column header again.
8. *Optional:* If the table of retrieved records is too wide for your browser window, you can select and at the sides of the table to scroll left and right, respectively.
9. *Optional:* If the search results span more than one page, select or to view previous or next pages, respectively.

10. *Optional:* To hide columns, select (if available) and uncheck the checkboxes for the columns you wish to hide. To show columns again, mark the applicable checkboxes.

Searching for Students or Users by ID

A *Student ID/User Email* field appears in the upper-right corner of every page in TIDE. You can use this field to navigate to the **View and Edit Student** or **View/Edit User** *View/Edit User: [User's Name]* form for a specified student or user.

1. In the *Student ID/User Email* field, enter a student's SSID or a user's email address. The SSID or email address must be an exact match; TIDE does not search by partial SSID or email address.
2. Select . The **View and Edit Student** or **View/Edit User** form for that student or user appears.

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Figure 64. *Student ID/User Email*



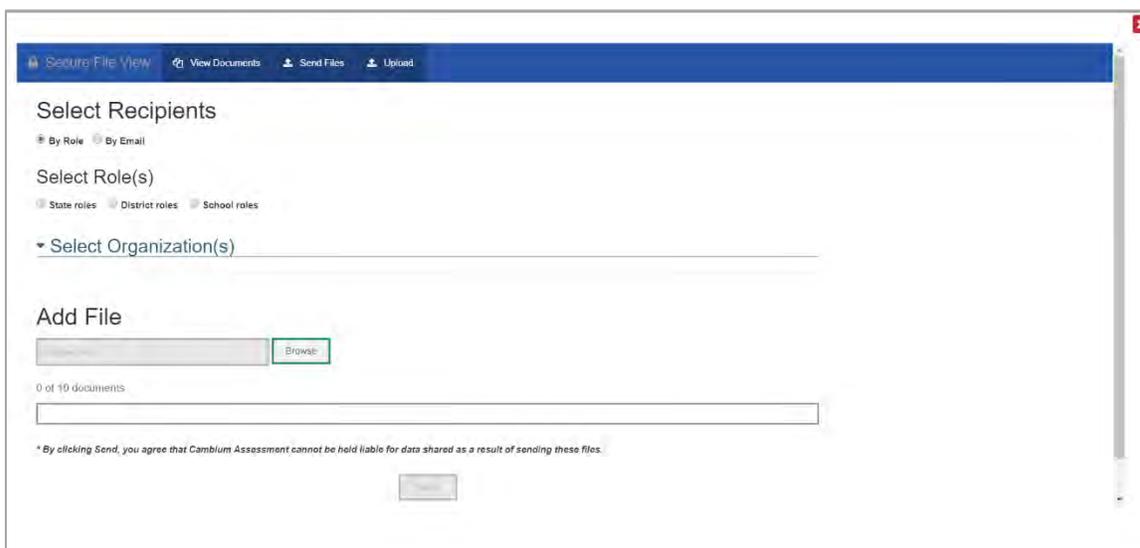
Sending Files from the Inbox

You can send a file or files from TIDE to individual recipients by email address or to groups of recipients by user role.

1. From the TIDE banner (see [Figure 56](#), select **Inbox**. The **Inbox** page appears (see [Figure 60](#)). By default, TIDE displays the *View Documents* tab.
2. Select the **Send Files** tab. The **Send Files** page appears (see [Figure 65](#)).
3. In the *Select Recipients* field, do one of the following:
 - Select **By Role** to send a file or files to a group of users by user role.
 - Select **By Email** to send a file or files to a single recipient by email address.

If you select **By Email**, skip to Step [7](#).

Figure 65. Inbox – Send Files



4. In the *Select Role(s)* field, select the role group to which you want to send a file or files. A drop-down list appears (see [Figure 66](#)).
5. From the drop-down list, select the role(s) to which you want to send a file or files. You can choose **Select all** to send a file or files to all roles in the selected role group.

Figure 66. Send Files – Select Roles

- From the *Select Organization(s)* drop-down lists, select organizations that will receive the file(s) you send (see [Figure 67](#)). These drop-down lists adhere to TIDE’s user role hierarchy. For example, district-level users will be able to filter at their role level and below.

Figure 67. Send Files – Select Organization(s)

- If you selected **By Role** in Step 3, skip this step. If you selected **By Email** in Step 3, enter the email address of the recipient to whom you wish to send a file or files.
- To select a file or files to send, in the *Add File* field, select **Browse**. A file browser appears.
- Select the file(s) you wish to send. You may send up to 10 files totaling no more than 20MB at once.

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10. Select **Send**.

Special Codes and Their Descriptions for ELPA21

You can use the information in the table below to [view or edit non-participation codes for ELPA21](#).

Special Code	Code Type	Description
None	Participation	Student took the test under standard testing conditions.
No longer enrolled	Non-participation	Student is no longer enrolled in the district or school.
Emergency medical waiver	Non-participation	Student is unable to test during the testing window due to an unanticipated medical circumstance.
Student Misclassified/No Longer LEP/EL	Non-participation	Student was misclassified or is no longer classified as an English Learner.
Parent/Guardian Refusal	Non-participation	A parent or legal guardian has requested the student not take the test.
Absent for Entire/Partial Testing Window	Non-participation	Student was not present during any part of the test administration period and was not able to make up the test.

T

Test Opportunity Status Descriptions

You can view descriptions of each status in the table below when you [view reports of test status codes](#).

Status	Definitions
Approved	The TA has approved the student for the session, but the student has not yet started or resumed the test.
Completed	The student has submitted the test for scoring. No additional action can be taken by the student.
Denied	The TA denied the student entry into the session. If the student attempts to enter the session again, this status will change to “Pending” until the TA approves or denies the student.
Expired	The student’s test has not been completed and cannot be resumed because the test has expired.
Invalidated	The test result has been invalidated.

Status	Definitions
Paused	<p>The student’s test is currently paused (as a result of one of the following):</p> <ul style="list-style-type: none"> • The student paused his or her test by selecting the Pause button. • The student idled for too long (more than 20 minutes) and the test was automatically paused. • The test administrator stopped the session in which the student was testing. • The test administrator paused the individual student’s test. The student’s browser or computer shut down or crashed.
Pending	The student is awaiting TA approval for a new test opportunity.
Reported	<p>The student’s score for the completed test in TDS has passed the quality assurance review and has been submitted to Reporting.</p> <p>Some items must be hand-scored before they appear in Reporting.</p>
Review	The student has answered all test items and is currently reviewing his or her answers before submitting the test. (A test with a “review” status is not considered complete.)
Started	The student has started the test and is actively testing.
Submitted	<p>The test has been submitted for quality assurance review and scoring before it is sent to Reporting.</p> <p>Note: All tests go through an internal scoring process during quality assurance review.</p>
Suspended	The student is awaiting TA approval to resume testing.

U

User Role Permissions

Each user in TIDE has a role, such as a district coordinator or test administrator. Each role has an associated list of permissions to access certain features within TIDE.

The table below indicates which users can access specific features and tasks within each West Virginia Assessment Program system. The corresponding user guide for each system contains complete information about each feature.

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Note: Beginning in the 20-21 SY, a new role, ELPA Administrator (EA), has been created. Only users with the role of EA will be allowed to administer the ELPA Screener and ELPA Summative Tests.

Task or Site	STATE	DA*	DC*	SC*	TE*	TA*	EA*
Access to Test Information Distribution Engine (TIDE) Features and Tasks							
Working with Student Information							
Adding Student Accounts	✓						
Viewing and Editing Students	✓	✓	✓	✓	✓	✓	✓
Uploading Student Settings	✓						
Uploading Interim Test Grades	✓						
Managing Users							
Adding User Accounts	✓	✓	✓	✓			
Viewing and Editing User Details	✓	✓	✓	✓			
Deleting User Accounts	✓	✓	✓	✓			
Uploading User Accounts	✓	✓	✓	✓			
Working with Appeals							
Creating Appeals	✓		✓				
Viewing Appeals	✓	✓	✓	✓	✓	✓	✓
Creating Appeals through File Uploads	✓		✓				
Approving Appeals	✓						
Working with Rosters of Students							
Viewing Rosters	✓	✓	✓	✓	✓	✓	✓
Adding a New Roster	✓	✓	✓	✓			
Modifying an Existing Roster	✓	✓	✓	✓			
Deleting a Roster	✓	✓	✓	✓			
Printing a Roster	✓	✓	✓	✓	✓	✓	✓
Creating Rosters through File Uploads	✓	✓	✓	✓			

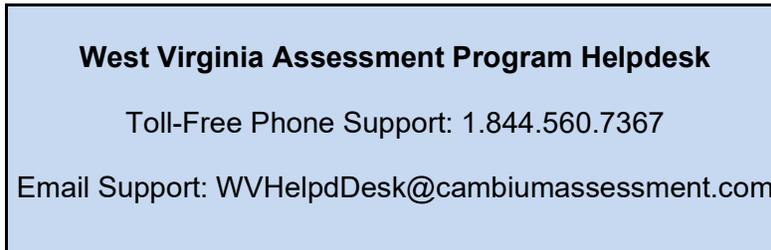
*DA—District Administrator; DC—District Coordinator; SC—School Coordinator; TE—Teacher, TA—Test Administrator; EA—ELPA Administrator.

Test Information and Distribution Engine User Guide

User Support

For additional information and assistance in using TIDE, contact the West Virginia Assessment Program Helpdesk.

The Helpdesk is open 6am-6pm Monday-Friday (except holidays or as otherwise indicated on the West Virginia Assessment Program portal).



Please provide the Helpdesk with a detailed description of your problem, as well as the following:

- If the issue pertains to a student, provide the SSID and associated district or school for that student. Do not provide the student's name.
- If the issue pertains to a TIDE user, provide the user's full name and email address.
- Any error messages that appeared.
- Operating system and browser information, including version numbers (e.g., Windows 10 and Firefox 60).

Change Log

Location	Change	Date
Throughout	Updated with WV Specific Information for 20-21	9/25/20

Appendix D
Quick Guide for Setting Up Your Online Testing
Technology



West Virginia DEPARTMENT OF
EDUCATION

Quick Guide for Setting Up Your Online Testing Technology

2021-2022

Published April 20, 2022

Prepared by Cambium Assessment, Inc.

Quick Guide for Setting Up Your Online Testing Technology

CAI's Test Delivery System (TDS) has two components: the **Test Administrator (TA) Interface** and the **Student Interface**.

- Test administrators use the TA Interface to create and manage test sessions from any web browser.
- Students access and complete their tests through the Student Interface via the Secure Browser.

This document explains in 4 steps how to set up technology in your schools and district:

Step 1. Setting up the test administrator workstation

Step 2. Setting up student workstations

Step 3. Configuring your network for online testing

Step 4. Configuring assistive technologies

STEP 1: SETTING UP THE TEST ADMINISTRATOR WORKSTATION

It is unlikely that any setup is required for your TA workstations. Nearly any modern device, including mobile devices like tablets and phones, with any modern browser can be used to access the TA Interface and administer a testing session. The TA Interface is a website. Any device you already use to check your email, browse Facebook, read news articles, or watch YouTube should be capable of administering tests.

If your school uses a firewall or other networking equipment that blocks access to public websites, you may need to add AIR and CAI websites to your allowlist. For a list of websites you should add to your allowlist, see the "Resources to Add to your Allowlist for Online Testing" section in the configuration guide for your operating system.

TAs can print test session information or test items for students with the print-on-request accommodation. To be able to print, TA workstations must be connected to a printer.

STEP 2: SETTING UP STUDENT WORKSTATIONS

In order for students to access online tests, each student workstation needs CAI's Secure Browser installed on it. The Secure Browser is CAI's customized web browser designed to keep tests secure by locking down the student desktop and preventing the student from accessing anything except their test. Unlike conventional web browsers, the Secure Browser displays the student application in full-screen mode with no user interface to the browser itself. It has no back button, next button, refresh button, or URL bar. Students open the Secure Browser and are taken exactly where they need to go.

To get started setting up your student workstations, you should first make sure your device is supported. Please note the Secure Browser is not supported for use within a virtual machine.

For a list of supported desktops and laptops and related hardware requirements, see the following table:

Desktops & Laptops		
Supported Operating Systems	Minimum Requirements	Recommended Specifications
Windows 8.1 (Professional and Enterprise) 10, 10 in S Mode (Educational, Professional, and Enterprise) (Versions 1909-21H1, 21H2 ^a) 11 (Version 21H2) ^b Server 2012 R2, 2016 R2 (thin client)	1 GHZ 64-bit Processor ^b 2 GB RAM 20 GB hard drive	1.4 GHZ 64-bit Processor 2 or more GB RAM 20 or more GB hard drive space
macOS 10.13-10.15, 11.4-11.6, 12-12.3 ^a	1 GHZ 64-bit Processor ^c 2 GB RAM 20 GB hard drive	1.4 GHZ 64-bit Processor 2 or more GB RAM 20 or more GB hard drive space
Linux^d Fedora 32-33 ^a LTS (Gnome) Ubuntu 18.04, 20.04 LTS (Gnome)	1 GHZ 64-bit Processor 2 GB RAM 20 GB hard drive Required libraries/packages: <ul style="list-style-type: none"> • GTK+ 3.14 or higher • X.Org 1.0 or higher (1.7+ recommended) • libstdc++ 4.8.1 or higher • glibc 2.17 or higher 	1.4 GHZ 64-bit Processor 2 or more GB RAM 20 or more GB hard drive space Recommended libraries/packages: In addition to the required libraries listed under minimum requirements, the following should be installed: <ul style="list-style-type: none"> • NetworkManager 0.7 or higher • DBus 1.0 or higher • GNOME 2.16 or higher • PulseAudio

- a. Support for this version is anticipated upon the completion of testing following its release.
- b. Known Issue in Windows 11: The network diagnostic tool identifies Windows 11 as Windows 10.
- c. 64-bit Intel, AMD, and ARM devices are supported. ARM devices require x64 emulation.
- d. Students who need access to permissive mode tools must use macOS 10.13-10.15.
- e. 64-bit Intel and Apple silicon devices are supported. Apple silicon devices require Rosetta 2.
- f. Raspberry Pi and other similar single-board computers are not supported for testing.

Tablets & Chromebooks	
Supported Operating Systems	Supported Devices
iPadOS 13.7, 14.5-14.8, 15.1-15.4	All 9.7" or larger iPads running a supported version of iPadOS.
Windows 8.1 (Professional & Enterprise) 10 (Educational, Professional, & Enterprise)	CAI supports any tablet running these versions of Windows, but has done extensive testing only on Surface Pro, Surface Pro 3, Asus Transformer, and Dell Venue.
Chrome OS^b 91+	<p>For a full list of supported Chromebooks, see https://support.google.com/chrome/a/answer/6220366.</p> <p>Chromebooks manufactured in 2017 or later must have an Enterprise or Education license and be attached to a management domain. The devices are required to be attached to the management console to run in kiosk mode, which is required to run the Secure Browser for testing.</p> <p>Chromebooks running in Tablet Mode and tablets running Chrome OS are not supported. Touchscreen features can be used on Chromebooks when available.</p> <p>CAI only supports versions of Chrome OS released on Google's stable channel.</p>

Known Issues in Supported Versions of Chrome OS:

- Sometimes, text-to-speech (TTS) does not work properly the first time it is invoked. Users who encounter this issue should reinvoke TTS. This issue exists in Chrome OS 91 and 92.
- Students testing on the Secure Browser on Chromebooks can restore or minimize the Secure Browser while the Chromebook is in kiosk mode. Because kiosk mode blocks access to all other applications on the device, this issue is noncritical and poses no security concerns. When the user returns to the Secure Browser, they are taken back to the login page. This issue exists in Chrome OS 91 and 92.
- Students testing on Chromebooks with touchscreens can access the Chrome OS context menu while taking a test. This presents no security concerns with the test being taken. This issue exists in Chrome OS 91, 92, and 93.
- A lag or delay in text-to-speech causes audio to lose sync with text the student is focused on. This issue exists in Chrome OS 94-99.

For a list of supported NComputing solutions for Windows, see the following table:

NComputing		
Supported Server Host	Supported Server Software	Supported Terminal
Windows Server 2012 R2 Windows Server 2016 R2 Windows 10	vSpace PRO 10	L300, L350, firmware version 1.13.xx
Windows 11a	vSpace PRO 12	L350, firmware version 1.13.xx

- a. USB redirect does not work in Windows 10 or Windows 11.

For a list of supported terminal servers for Windows, see the following table:

Terminal Servers	
Supported Terminal Server	Supported Thin Client
Windows Server 2012 R2, 2016 R2	<p>Any thin client that supports a Windows server. Thin clients allow access only to the program running on the host machine. Zero clients, which allow access to other programs on the client machine, are not supported.</p> <p>Please note using a terminal services or remote desktop connection to access a Windows Server or workstation that has the Secure Browser installed is typically not a secure test environment.</p>

Devices running CloudReady NeverWare are also supported. For information on supported devices and installation instructions, please visit <https://www.neverware.com>.

All supported computers, laptops, tablets, and approved testing devices must meet the following requirements:

Testing Device	Requirement
<p>Screen Dimensions</p> 	Screen dimensions must be 10" or larger (iPads with a 9.7" display are included).
<p>Monitors & Displays</p> 	<p>All devices must meet the minimum resolution of 1024 x 768. Larger resolutions can be applied as appropriate for the monitor or screen being used.</p> <p>For the best experience, your device's display scale should be set to 100% to keep the amount of usable screen real estate within the 1024x768 minimum resolution for TDS.</p> <p>A secure testing environment can only be guaranteed when using a single display. A multi-monitor configuration is not supported.</p>
<p>Keyboards</p> 	<p>For the best possible testing experience, the use of external keyboards is highly recommended for tablets that will be used for testing. On-screen keyboards take screen real estate away from the test and may make typing responses more difficult.</p> <p>For iPads, the following are examples of external keyboards you might use:</p> <ul style="list-style-type: none"> • iPad 8th Generation: Logitech Rugged Combo or Logitech Combo Touch • iPad Air 3rd Generation: Apple Magic Keyboard or Apple Smart Folio Keyboard • iPad Pro: Air Keyboard
<p>Mice</p> 	Wired two- or three-button mice can be used on desktops or laptops. Mice with "browser back" buttons should not be used.
<p>Headphones & Headsets</p> 	Wired headphones or headsets with a 3.5 mm or USB connector. While Bluetooth devices are supported, their use is discouraged due to issues with pairing multiple devices in the same lab.

Installing the Secure Browser

Once you have made sure your device is supported, you are ready to download and install the Secure Browser. This section explains where you can go to download the Secure Browser and how to install it.

The Secure Browser is available for all major operating systems listed above. You can download the Secure Browser from your portal. Your portal also contains basic installation instructions.

If you are a Technology Coordinator and it is your responsibility to manage a large number of machines across your school or district, you can likely use the same tools you are already familiar with to push the Secure Browser out to all of your machines at scale. For example, the Secure Browser ships as an MSI package which enables use of MSIEXEC.

If you are from a small school, you can follow the basic installation instructions on your portal to install the Secure Browser. The Secure Browser is installed the same way as most other software. You will be asked to download a file, open that file, and follow prompts along the way to install the Secure Browser. If you are familiar with installing software, install the Secure Browser the same way.

If you are running the Secure Browser on Apple silicon devices, you must first install Rosetta 2. Rosetta 2 may already be installed on your Apple silicon device if you needed it to run another Intel-based application. If it not already installed, a prompt to install it will appear the first time you launch the Secure Browser. Rosetta 2 can also be deployed to multiple devices at once through scripting or mobile device management (MDM). For more information about Rosetta 2, including instructions to install it, please see <https://support.apple.com/en-us/HT211861>.

For iPads and Chromebooks, the SecureTestBrowser app is CAI's mobile version of the Secure Browser. It is available in each app store to download and install. The first time you open this app, it will ask you to choose your state and assessment program. Your choice is saved and from then on, the Mobile Secure Browser works just like the desktop version, allowing you to access operational tests, practice tests, and the network diagnostic tool. You can also use any mobile device management utility to install the Secure Browser on multiple managed devices and configure those devices.

Windows 10 and Windows 10 in S Mode come with Microsoft's Take a Test app, which enforces a locked-down, secure testing environment identical to CAI's Secure Browser. Users of the Take a Test app do not need to install the CAI Secure Browser on the testing machine. Instructions for configuring the Take a Test app can be found on your portal.

For schools and districts seeking advanced installation instructions for Windows, Mac, or Chrome OS, including instructions on how to install the Secure Browser on multiple devices, see the following document for your operating system:

- [Configurations, Troubleshooting, and Advanced Secure Browser Installation for Windows](#)
- [Configurations, Troubleshooting, and Advanced Secure Browser Installation for Mac](#)
- [Configurations, Troubleshooting, and Advanced Secure Browser Installation for Linux](#)
- [Configurations, Troubleshooting, and Advanced Secure Browser Installation for iPadOS](#)
- [Configurations, Troubleshooting, and Advanced Secure Browser Installation for Chrome OS](#)

Other Configurations

For devices running Windows, macOS, Linux, iPadOS, or Chrome OS, there are a few additional configurations that need to be made before secure testing can begin.

Several necessary configurations for Mac workstations running macOS 10.13-10.15 can be performed by installing the Mac Secure

Profile. For more information, see the section titled "Installing the Mac Secure Profile."

A feature built into macOS 11.4 and higher and all supported versions of iPadOS called Assessment Mode (AM) (formerly known as Automatic Assessment Configuration (AAC)) handles many necessary configurations to prepare Mac workstations and iPads for online

testing. For more information on AM, including a list of features it disables, please visit <https://support.apple.com/en-us/HT204775>. In addition to AM disabling features listed at the URL above, there are a few additional features in iPadOS that must be disabled prior to the administration of online testing. These features, which are listed below, should not be available to students without an accommodation and AM does not currently block them.

Disabling Fast User Switching for Windows

Fast User Switching is a feature in all supported versions of Windows that allows for more than one user to be logged in at the same time. If Fast User Switching is not disabled and students try to access another user account during a test, the Secure Browser will pause the test. If you plan to use the Take a Test app on a dedicated test account on a Windows 10 device, do not disable fast user switching, as it causes the machine to enter an infinite loop when rebooted.

Fast User Switching can be disabled using the Local Group Policy Editor or Registry Editor. For instructions on how to disable Fast User Switching, see the “How to Disable Fast User Switching” section in the document titled *Configurations, Troubleshooting, and Advanced Secure Browser Installation for Windows*.

Disabling Screen Edge Swipe for Windows 10 & Windows 11 Touchscreen Devices

Swiping inward from the edge of the display on Windows 10 and Windows 11 touchscreen devices opens the Windows notification center. If this swiping gesture is not disabled and students taking a test in the Secure Browser on a Windows 10 or Windows 11 touchscreen device swipe from the edge of the screen during a test, the notification center will open, displaying any notifications that might appear there and pausing the test. This affects all Windows 10 and Windows 11 touchscreen

devices.

The Screen Edge Swipe gesture can be disabled using the Local Group Policy Editor or Registry Editor. For instructions on how to disable the Screen Edge Swipe gesture, see the “How to Disable Screen Edge Swipe” section in the document titled *Configurations, Troubleshooting, and Advanced Secure Browser Installation for Windows*.

Disabling App Pre-launching for Windows

Application Prelaunch is a feature in Windows 10 that allows Universal Windows Platform apps, such as the Photos app or Edge web browser, to prelaunch and run in the background even if a user didn't open the apps themselves. Users will be unable to start the Take a Test app with these apps running in the background and will be kicked out of a test if the apps launch while the user is running the Take a Test app. This does not affect users running the CAI Secure Browser.

App pre-launching can be disabled by using a PowerShell command and editing the registry. For instructions on how to disable app pre-launching, see this [page](#) from Microsoft's Online Windows Support.

Installing the Mac Secure Profile

To configure Mac workstations running macOS 10.13-10.15, begin by downloading the Mac Secure Profile from your portal and then install it. The profile, upon installation, disables the hot keys for enabling Mission Control, Spaces, Screenshots, and Dictation and the trackpad gestures for accessing Lookup, App Exposé, Launchpad, and Show Desktop. It sets function keys to standard functions for all users of the Mac to which it is deployed and disables Voice Control and the menu pop-up that appears when triple-tapping the power button on Touch Bar-enabled devices. It also prevents the device from receiving files via AirDrop and the ability to have your Mac identify items under the pointer. Upon installing the profile, the Mac should immediately be restarted so that all settings can take effect. The Secure Profile was last updated for Spring

2021. If you have previously installed an older version of the Secure Profile, you must download and install the new version from the link on your portal. Instructions for installing the Secure Profile are in the document titled *Configurations, Troubleshooting, and Advanced Secure Browser Installation for Mac*.

Disabling Third-party App Updates for Mac

Updates to third-party apps may include components that compromise the testing environment. These updates can be disabled through System Preferences. For instructions on how to disable updates to third-party apps, see the “How to Disable Updates to Third-Party Apps” section in the document titled *Configurations, Troubleshooting, and Advanced Secure Browser Installation for Mac*.

Disabling Fast User Switching for Mac

Fast User Switching is a feature in all supported versions of macOS that allows for more than one user to be logged in at the same time. If Fast User Switching is not disabled and students try to access another user account during a test, the Secure Browser will pause the test.

Fast User Switching can be disabled through System Preferences. For instructions on how to disable Fast User Switching, see the “How to Disable Fast User Switching” section in the document titled *Configurations, Troubleshooting, and Advanced Secure Browser Installation for Mac*.

Disabling On-Screen Keyboard for Linux

Ubuntu and Fedora feature an on-screen keyboard that should be disabled before you administer online tests. If the on-screen keyboard is not disabled, the keyboard might pop up on a touchscreen device and, if it does, it may provoke the Secure Browser to pause the test.

The on-screen keyboard can be disabled through System Settings. For instructions on

how to disable the on-screen keyboard, see the “How to Disable On-Screen Keyboard” section in the document titled *Configurations and Troubleshooting for Linux*.

Adding Verdana Font for Linux

Some test content requires the Verdana TrueType font, which is not included in builds of Fedora or Ubuntu. For instructions on how to add the Verdana font, see the “How to Add Verdana Font” section in the document titled *Configurations and Troubleshooting for Linux*.

Disabling Voice Control for iPads

iPads running any supported version of iPadOS have access to a feature called Voice Control that is not automatically disabled by Assessment Mode (AM) (formerly known as Automatic Assessment Configuration (AAC)). Voice Control allows iPad users to control an iPad using voice commands. If this feature is enabled on iPads that are used for testing, students may be able to access unwanted apps, such as web browsers, during a test.

Voice Control is disabled by default. If it has never been enabled on an iPad, you have nothing to do. If it has been enabled, you must disable it before a student takes a test. Voice Control can be disabled through accessibility settings. For instructions on how to disable Voice Control, see the “How to Disable Voice Control” section in the document titled *Configurations for iPads*.

Disabling VoiceOver for iPads

iPads running any supported version of iPadOS have access to a feature called VoiceOver that is not automatically disabled by Assessment Mode (AM) (formerly known as Automatic Assessment Configuration (AAC)). VoiceOver is a gesture-based screen reader that allows users to receive audible descriptions of what is on the screen of their iPad. VoiceOver also changes touchscreen gestures to have different

effects and adds additional gestures that allow users to move around the screen and control their iPads. If VoiceOver is not disabled on iPads, students may be able to access unwanted apps during a test. This feature should not be available to students without an accommodation.

VoiceOver can be disabled through accessibility settings. For instructions on how to disable VoiceOver, see the “How to Disable VoiceOver” section in the document titled *Configurations for iPads*.

Disabling Emoji Keyboard for iPads

iPads running any supported version of iPadOS have an emoji keyboard enabled by default. If the emoji keyboard is not disabled, students will be able to enter emoticons into a test, which can be confusing for scorers.

The emoji keyboard can be disabled through keyboard settings. For instructions on how to disable the emoji keyboard, see the “How to Disable the Emoji Keyboard” section in the document titled *Configurations for iPads*.

Managing Chrome OS Auto-Updates

New versions of Chrome OS are released regularly and tested by CAI to ensure no new features pose a risk for online testing. However, bugs or unintentional features do sometimes show up in the latest release. Because of this, CAI recommends disabling Chrome OS auto-updates or limiting auto-updates to a version used successfully before summative testing begins to ensure Chromebooks remain stable during testing season.

You can disable or limit Chrome OS updates through the Device Settings page on your Chromebook. From this page, you can stop auto-updates or allow auto-updates but only to a specific version. For more detailed instructions on how to disable or limit Chrome OS auto-updates, see the “How to Manage Chrome OS Auto-Updates” section in the document titled *Configurations, Troubleshooting, and Advanced Secure Browser Installation for Chrome OS*.

STEP 3: CONFIGURING YOUR NETWORK FOR ONLINE TESTING

In this section, we provide some tools and recommendations to help configure your network for online testing. To ensure a smooth administration, CAI recommends network bandwidth of at least 20 kilobits per second for each student being concurrently tested.

The Network Diagnostic Tool

CAI provides a network diagnostic tool to test your network’s bandwidth to ensure it can handle administering online tests. The network diagnostic tool can be accessed through the Secure Browser or from your portal or practice test site through a conventional browser.

Network Diagnostics

Your Operating System: Windows 10

Your Browser Version: Chrome v91

Secure Browser: false

Bandwidth Diagnostic

There are variety of tests that can be conducted to determine if you have the adequate network bandwidth available. Please choose the appropriate test below for your unique situation and follow the steps.

- I work for the school or district and I'd like to know how many students I can expect to test concurrently at my location.
- I am a student who will be taking a test remotely.
- I am a test administrator who will be proctoring an exam remotely.

Run Test

Once you are in the network diagnostic tool, choose the option that applies to you. Upon choosing the option, additional fields appear. Enter information as necessary and then run the test. The goal of the network diagnostic tool is to determine if your network bandwidth can handle the number of students you hope to test at peak volume. If the tool indicates you should test with fewer students, try running a third-party network speed test like speedtest.net. If a third-party tool also indicates you lack proper bandwidth, determine if other activity on your network is drawing bandwidth away from the machine attempting to take the test. If it is, try to prioritize bandwidth for CAI's websites during online testing.

Proxy Servers

If your Technology Coordinator has set up a proxy server at your school, you may need to configure the Secure Browser's proxy settings. For instructions on how to configure the Secure Browser's proxy settings, see the "How to Configure the Secure Browser for Proxy Servers" section in the configuration guide for your operating system.

Proxy servers must be configured to not cache data received from servers.

Session timeouts on proxy servers and other devices should be set to values greater than the typically scheduled testing time. For

example, if test sessions are scheduled for 60 minutes, consider session timeouts of 65–70 minutes.

Traffic Shaping, Packet Prioritization, & Quality of Service

If your testing network includes devices that perform traffic shaping, packet prioritization, or Quality of Service, ensure CAI URLs have high priority. For a list of websites you should give high priority, see the "Which Resources to Add to your Allowlist for Online Testing" section in the configuration guide for your operating system.

STEP 4: CONFIGURING ASSISTIVE TECHNOLOGIES

CAI's Test Delivery System is a website that is accessed through a Secure Browser.

Students who use assistive technologies with a standard web browser should be able to use those same technologies with the Test Delivery System. The best way to test compatibility with assistive technologies is by taking a practice test with those technologies turned on. For a list of supported technologies and configuration instructions, see the document titled *Assistive Technology Manual*.

Assistive technologies must be launched on student workstations prior to launching the Secure Browser.

Supported Embedded Features

Embedded features are built into the Test Delivery System and can be accessed through settings. They can be accessed without additional third-party software. To use these embedded features, students need an accommodation. The following embedded features are available in the Test Delivery System:

Text-to-Speech

Text-to-speech (TTS) reads text on the screen aloud. Using TTS requires at least one voice pack to be installed on the student workstation. Voice packs that ship with the operating systems out of the box for Windows, Mac, and iPadOS are fully compatible with the Secure Browser. The Secure Browser works with voice packs that ship out of the box for Chrome OS devices, but the pause feature does not work properly on these devices. The Linux Secure Browser installation package contains English- and Spanish-language voice packs. For students who need the use of TTS, CAI recommends using a desktop, laptop, or tablet running Windows, macOS, Linux, or iPadOS. If a Chromebook is being used, there is a workaround that allows students to highlight a passage of text and have TTS read just that passage, eliminating the need for the pause feature.

For a full list of voice packs that have been tested and are allowed by the Secure Browser and for instructions about configuring TTS settings, see the document titled *Assistive Technology Manual*.

Speech-to-Text

Speech-to-text (STT) allows a student to speak into a headset and have their speech converted into text that becomes the

response that is entered into the Test Delivery System. The Test Delivery System (TDS) now offers an embedded Speech-to-Text (STT) solution. This embedded tool is supported on Windows, Mac, Linux, iPadOS, and Chrome OS. Third-party (non-embedded) STT solutions are also still supported, but the embedded tool should be used whenever possible. For more information about embedded STT, see the document titled *Assistive Technology Manual*.

Supported Non-Embedded Features

Non-embedded features require the use of other hardware and/or software to make certain functionality available to students within the Test Delivery System. Non-embedded features require settings be set to permissive mode. This mode, found in TIDE as a student test setting, temporarily lowers the security settings of the Secure Browser so that the student can interoperate with other software on the device, like JAWS or ZoomText, while they are taking the test. Permissive mode is supported on Windows and Mac. Permissive mode is not available for Linux, iPads, or Chromebooks. Users of these devices who need assistive technology supports should use CAI's embedded tools. The following non-embedded features are available for devices running Windows or macOS:

Screen Readers

Screen readers allow students to read text displayed on a screen with a speech synthesizer and a refreshable braille display. Screen reading requires software to be installed on the student workstation. For a list of supported screen readers and configuration instructions, see the document titled *Assistive Technology Manual*.

Braille Embossers

Braille embossers are needed to access content with images in ELA and Social Sciences tests, as well as all content in Mathematics and Science tests. The Test Delivery System (TDS) allows students to emboss test material with TA approval. The software that sends print requests to the Braille embosser must be installed on computers that TAs use for test sessions. For more information about configuring supported Braille embossers, see the document titled *Assistive Technology Manual*.

Refreshable Braille Displays

Refreshable Braille Displays (RBDs) are used to read text-only content on ELA, Mathematics, and Social Sciences tests, while Braille embossers are needed to read any content with images in ELA and Social Sciences tests, as well as advanced content in Mathematics and Science tests. RBDs must be properly setup before they can be used by students. For information about installing and setting up RBDs, refer to the product's provided instructions and manuals.

Speech-to-Text

Speech-to-text (STT) allows a student to speak into a headset and have their speech converted into text that becomes the response that is entered into the Test Delivery System. Though CAI recommends the embedded STT feature discussed above, STT is also available through third-party software for Windows and Mac through Dragon Naturally Speaking or other similar software. Users should verify the security and privacy policies of any third-party software before deciding to use that software. Many STT providers send a student's audio recording to the cloud for processing. This should be disabled before use so sensitive testing data is not sent to third parties. Users should have a clear understanding of what third-party providers do and do not do with student information. For more information regarding STT and possible solutions for other operating systems, see the document

titled *Assistive Technology Manual*.

Word Prediction

Word prediction software predicts words as a student types. Currently, CAI does not offer an embedded word prediction feature. Word prediction is available for Windows and Mac through the use of third-party apps like Read&Write and other similar software. For more information about supported third-party apps, see the document titled *Assistive Technology Manual*.

Alternative Computer Inputs

Alternative Computer Input (ACI) tools allow students to interact with a computer without using a traditional mouse and keyboard setup. CAI does not include any embedded alternative computer input tools, but it supports several third-party alternative computer input technologies. For more information about supported third-party alternative computer inputs, see the document titled *Assistive Technology Manual*.

Assistive Keyboard and Mouse Input

Assistive Keyboard and Mouse Input tools provide additional support to students who need to use a keyboard and mouse in order to respond to test items. CAI does not include any embedded assistive keyboard and mouse input tools, as these tools typically involve the use of special hardware, but TDS does support several third-party assistive keyboard and mouse input tools. For more information about supported third-party assistive keyboard and mouse input solutions, see the document titled *Assistive Technology Manual*.

Screen Magnification

Screen magnifier assistive technology enlarges the content displayed on the computer screen in order to assist students who need the content magnified. Although TDS supports some non-embedded screen magnifier tools from third parties, it is recommended that students use the embedded zoom tools in TDS. For more

information about screen magnifier assistive technology, see the document titled *Assistive Technology Manual*.

ADMINISTERING ONLINE TESTS

Before administering an operational test, get comfortable with the system by administering a practice test. Practice tests can be administered on supported devices via the Secure Browser or through modern conventional browsers like Chrome or Firefox.

ADMINISTERING PRACTICE TESTS

To administer a practice test, complete the following steps:

1. TAs should open a web browser, go to the TA Practice Site, and choose a practice test to administer.
2. Students should launch the Secure Browser and click the link for practice tests.
3. TAs should give the students the Session ID.
4. Students should click through the login pages. Students can log in anonymously as a guest or with their real account. In either case, they should use a Session ID from the TA.

For more information about administering practice tests, see the *TA User Guide*.

When TAs and students are comfortable using the system, you are ready to administer an operational test.

ADMINISTERING OPERATIONAL TESTS

The steps for administering an operational test are nearly identical to administering a practice test.

1. TAs should open a web browser and go to the TA Site.
2. Students should launch the Secure Browser.
3. TAs should give students the Session ID.
4. Students should enter the Session ID, their first name, and their Student ID.

For more information about administering operational tests, see the *TA User Guide*.

For additional assistance, contact the West Virginia Assessments Helpdesk at 1.844.560.7267 or WVHelpDesk@cambiumassessment.com.

CHANGE LOG

Location	Change	Date
Tablets & Chromebooks Support Table	Updated footnote explaining known issues in Chrome OS 96.	1/4/22
Tablets & Chromebooks Support Table	Added iPadOS 15.2	2/2/22
Tablets & Chromebooks Support Table	Updated note about Chromebooks manufactured in 2017 or later.	2/2/22
Desktops & Laptops Support Table	Added Windows 10 21H1 with 21H2 support anticipated pending the completion of internal testing.	3/3/22
Tablets & Chromebooks Support Table	Added iPadOS 15.3	3/3/22
Tablets & Chromebooks Support Table	Added Chrome OS 97 & 98 to the last bullet in footnote explaining known issues in Chrome OS.	3/17/22
Desktops & Laptops Support Table	Added macOS 12.3	3/30/22
Tablets & Chromebooks Support Table	Added Chrome OS 99 to the last bullet in footnote explaining known issues in Chrome OS.	3/30/22
Tablets & Chromebooks Support Table	Added iPadOS 15.4	4/8/22
Desktops & Laptops Support Table	Added Windows 11 with footnote. Reordered footnotes	4/18/22
NComputing Support Table	Added Windows 11 with footnote. Added same footnote to Windows 10.	4/18/22
Disabling Screen Edge Swipe	Added Windows 11.	4/18/22

Appendix E

Configurations, Troubleshooting, and Advanced Secure Browser Installation Guide for Chrome OS, iPad, Linux, Mac, and Windows



West Virginia DEPARTMENT OF
EDUCATION

**Configurations,
Troubleshooting, and
Advanced Secure Browser
Installation Guide for Mac**

For Technology Coordinators

2021-2022

Published March 3, 2021

Prepared by Cambium Assessment, Inc.



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Configurations, Troubleshooting, and Advanced Secure Browser Installation for Mac

This document contains configurations, troubleshooting, and advanced Secure Browser installation instructions for your network and Mac workstations.

How to Configure Mac Workstations for Online Testing

This section contains additional configurations for Mac.

Mac workstations require the following configurations be performed before testing begins:

- Download and install the Secure Profile
- Disable third-party app updates
- Disable fast user switching

In addition to the configurations listed above, Mac workstations running macOS 11 require the following configuration:

- Disable sleep Mode

Instructions for these configurations appear below.

How to Download and Install the Mac Secure Profile

The Secure Profile is a configuration profile that can be used to configure Mac workstations for online testing. It can be downloaded from your portal's Secure Browser page and must be installed, along with the Secure Browser, before testing begins.

The Secure Profile disables the hot keys for enabling Mission Control, Spaces, Screenshots, and Dictation and the trackpad gestures for accessing Lookup, App Exposé, Launchpad, and Show Desktop. It sets function keys to standard functions for all users of the Mac to which it is deployed, disables Voice Control, and disables the menu pop-up that appears when triple-tapping the power button on Touch Bar-enabled devices. It also prevents the device from receiving files via AirDrop and the ability to have your Mac identify items under the pointer. If you do not install the Secure Profile, the features listed in this paragraph must be disabled manually. Even if you do install the Secure Profile, the features listed in the bullet points above must still be disabled manually.

Because the Secure Profile configures the operating system regardless of the operating system's current settings, there is no way for CAI to create a configuration profile to roll back the changes. Before you install the Secure Profile, you should back up your device profile's preferences and settings. Once the device is no longer used for testing, the profile can be removed, and your original settings can be reapplied.

To revert configurations made by the Secure Profile if you did not create a backup of your device profile's preferences and settings prior to installation, the features listed in the paragraph above must be re-enabled manually. These features can be re-enabled through System Preferences. If you need assistance, including reapplying settings to multiple devices at once, contact the Helpdesk.

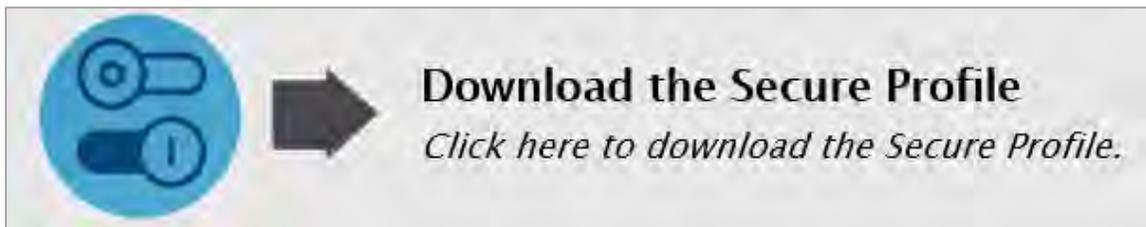
Configurations, Troubleshooting, and Advanced Secure Browser Installation for Mac

2020-20201 Update: The Secure Profile has been updated for 2020-2021 to disable Voice Control and the menu pop-up that appears when triple-tapping the power button on Touch Bar-enabled devices. If you have previously installed an older version of the Secure Profile, you must download and install the new version from the link on your portal.

Spring 2021 Update: The Secure Profile has been updated for Spring 2021 to prevent the device from receiving files via AirDrop and the ability to have your Mac identify items under the pointer.

1. Click the **Download the Secure Profile** link on the Mac tab of your portal's Secure Browser's page to download the Mac Secure Profile.

Figure 1. Download Mac Secure Profile



2. Run the Mac Secure Profile installer.
3. Upon installation, restart your computer.

How to Disable Updates to Third-Party Apps

Updates to third-party apps may include components that compromise the testing environment. This section describes how to disable updates to third-party apps.

The following instructions are based on macOS 10.14; similar instructions apply for other supported versions of OS X/macOS.

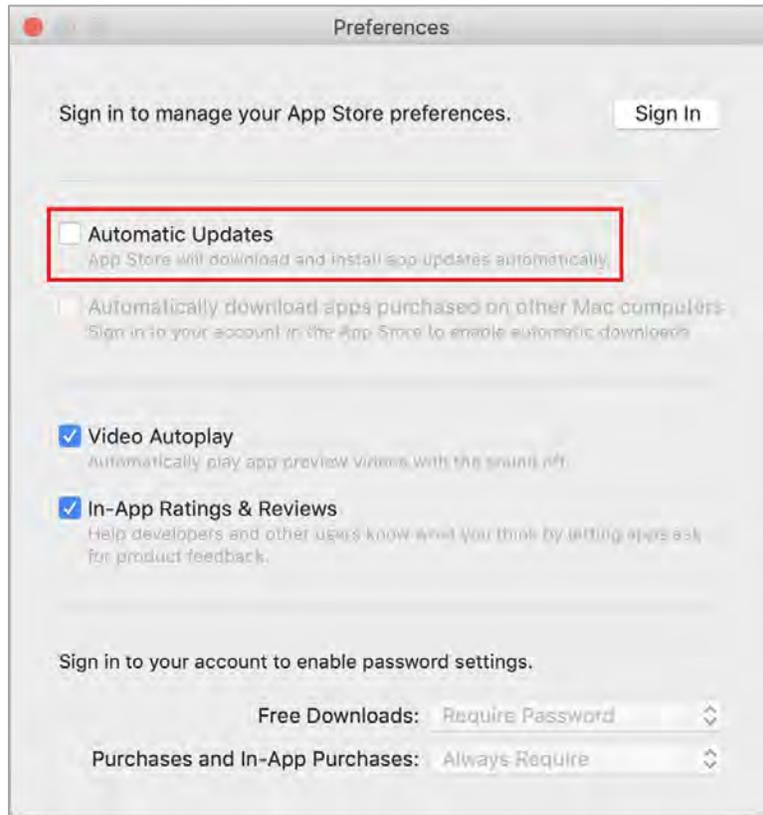
1. Log in to the student's account.
2. Open **App Store**. The **App Store** window opens.
3. From the menu bar, select **App Store**.

Figure 2. App Store Menu Bar Options



4. Select **Preferences**. The **Preferences** window opens.

Figure 3. App Store Preferences



5. Clear the **Automatic Updates** checkbox.
6. Close the **Preferences** and **App Store** windows.

How to Disable Fast User Switching

Fast User Switching is a feature in Mac OS X 10.11 and higher that allows for more than one user to be logged in at the same time. If Fast User Switching is not disabled and students try to access it during a test, the Secure Browser will pause the test. The following instructions describe how to disable Fast User Switching.

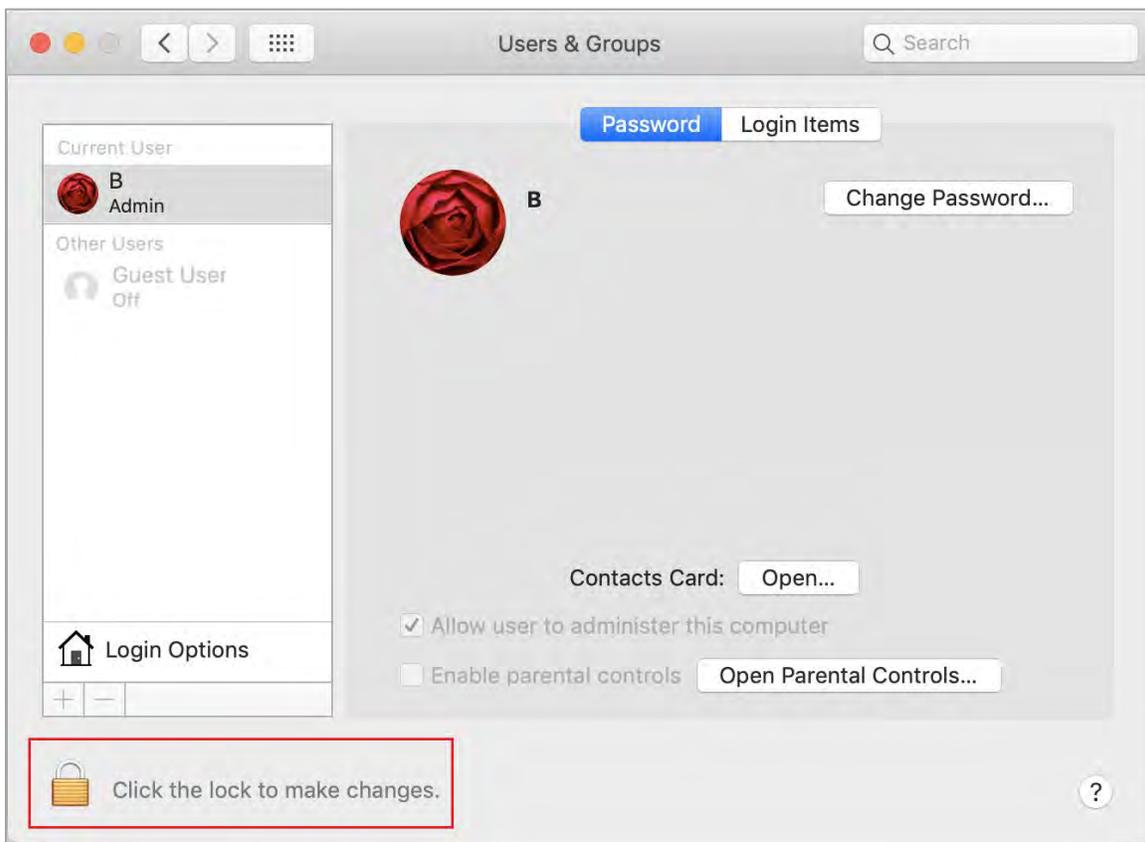
1. Open **System Preferences**. The **System Preferences** window opens.

Figure 4. System Preferences



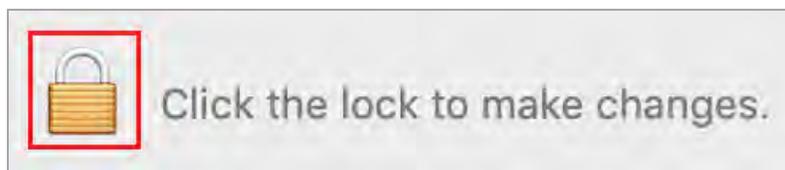
2. Select **Users & Groups**. The **Users & Groups** window opens.

Figure 5. Users & Groups



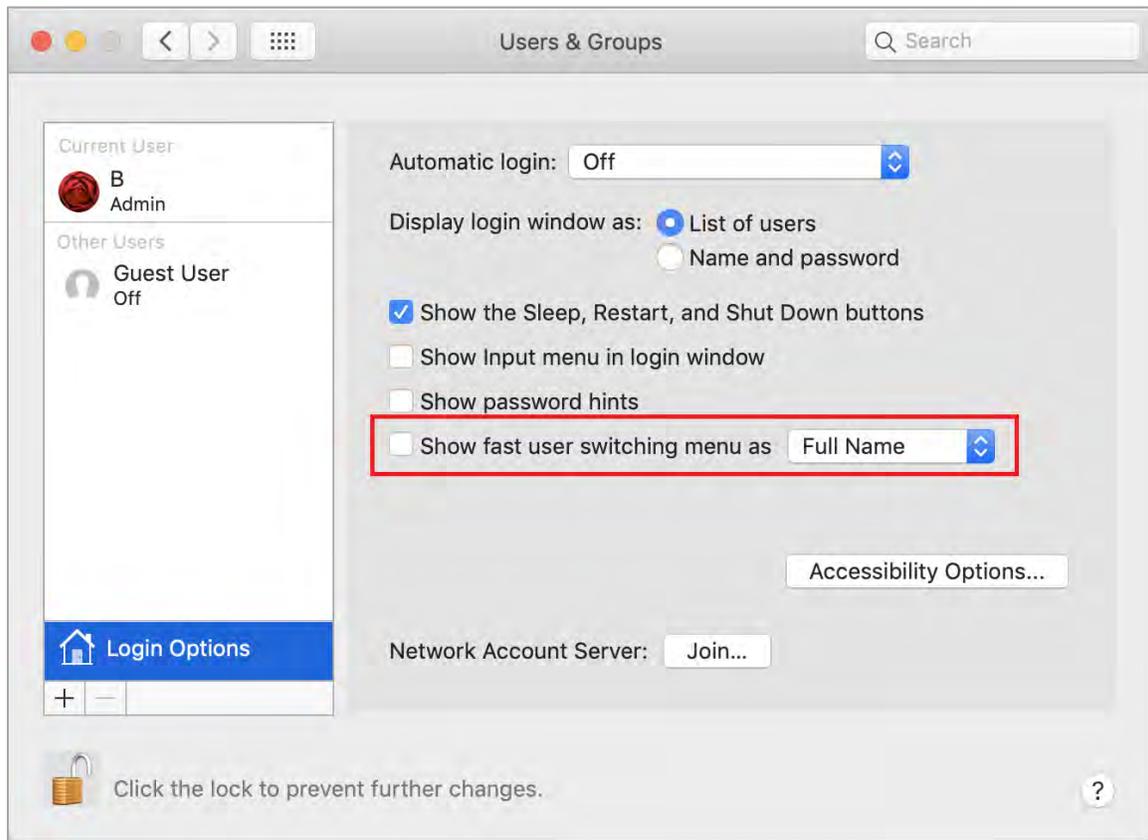
3. If the padlock in the lower left corner is locked, click it and authenticate with administrator credentials.

Figure 6. Users & Groups Padlock



4. Select **Login Options**. The **Login Options** window opens.
5. Clear the **Show fast user switching menu as** checkbox.

Figure 7. Users & Groups – Login Options



6. Close the **Users & Groups** window.

How to Disable Sleep Mode on macOS 11

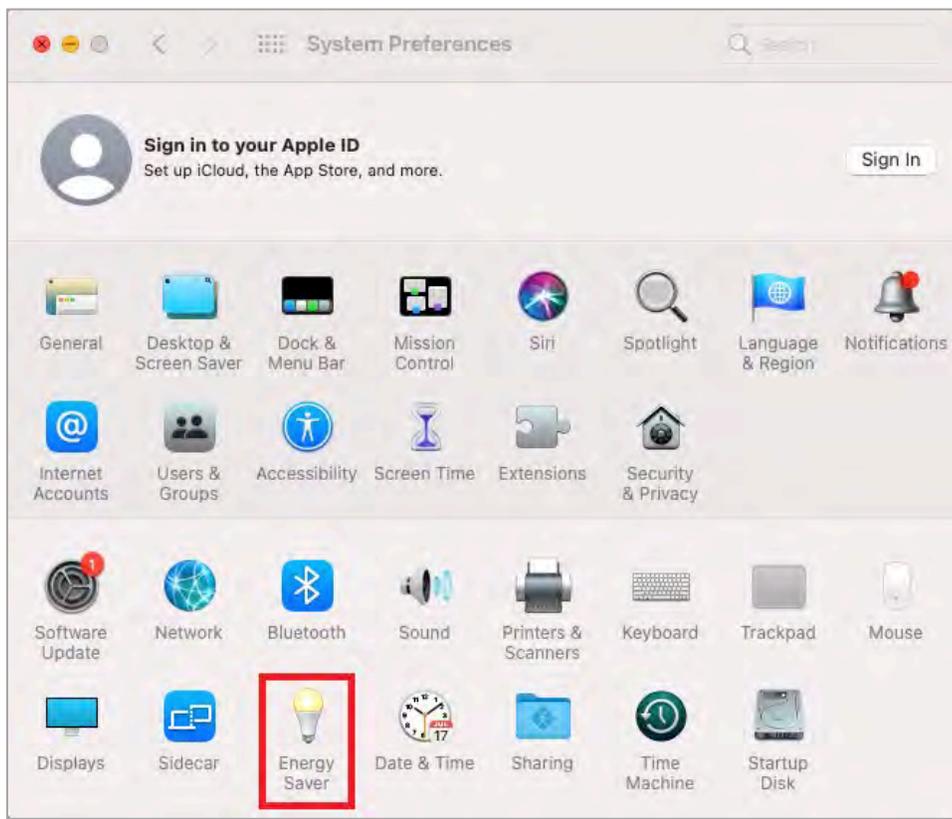
Sleep mode should be disabled on macOS 11 devices prior to testing. If sleep mode is not disabled and the device enters sleep mode while the student is testing, the student's testing experience may be disrupted. The following instructions differ slightly if you are using a desktop or laptop computer.

How to Disable Sleep Mode on macOS 11 Desktops

The following instructions describe how to disable sleep mode on macOS 11 desktop computers.

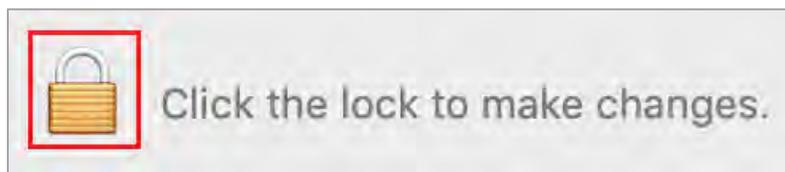
1. Open **System Preferences**. The **System Preferences** window opens.

Figure 8. macOS 11 System Preferences on Desktop



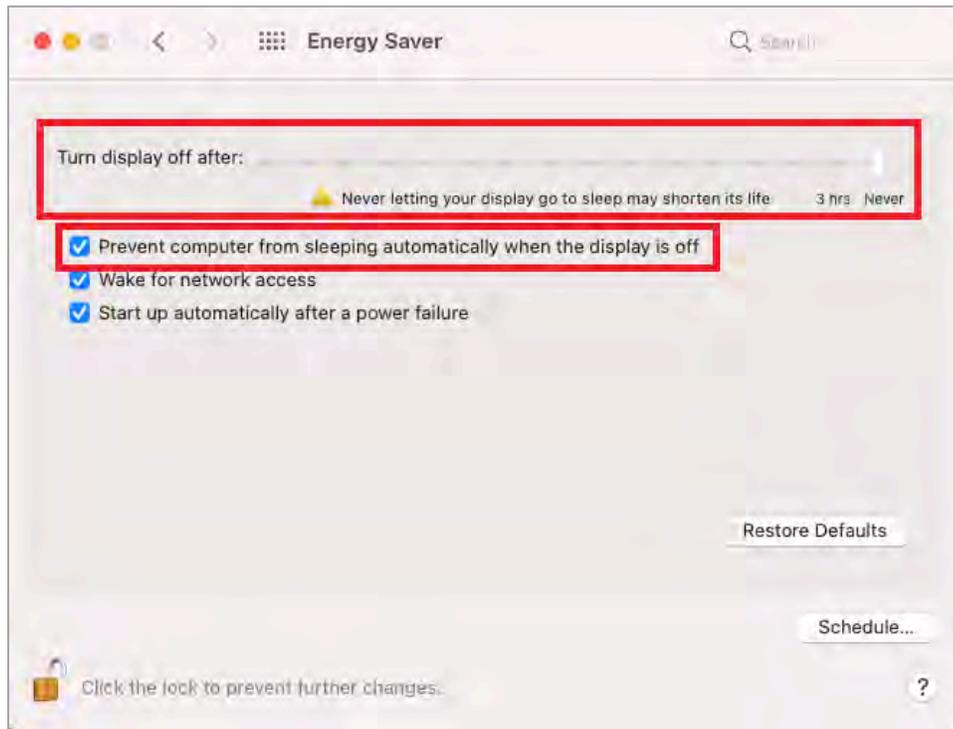
2. Open **Energy Saver** settings. The **Energy Saver** setting window opens.
3. If the padlock in the lower left corner is locked, click it and authenticate with administrator credentials.

Figure 9. Users & Groups Padlock



4. Drag the **Turn display off after** slider to **Never**.
5. If the **Prevent computer from sleeping automatically when the display is off** checkbox is cleared, mark it.

Figure 10. macOS 11 Energy Saver Settings



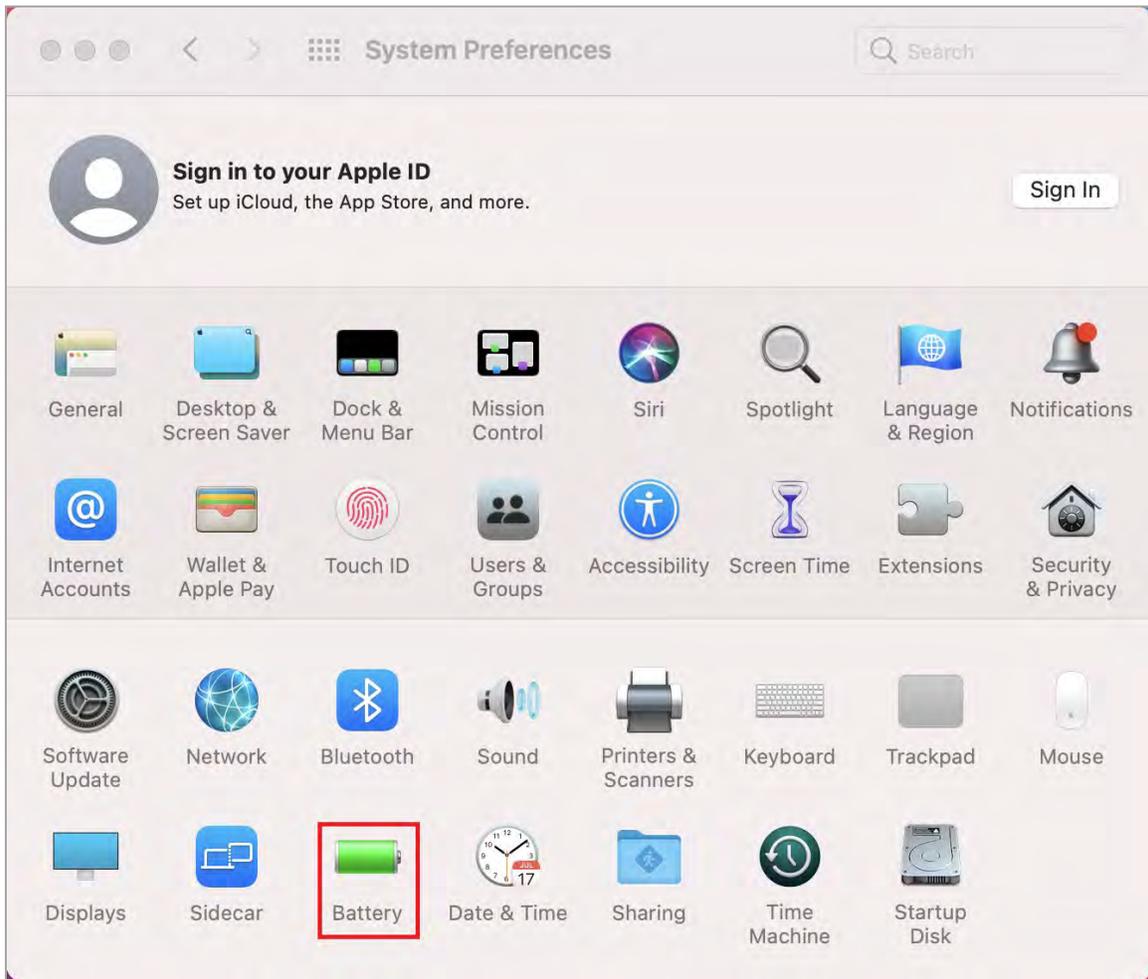
6. Close the **Energy Saver** settings and **System Preferences** windows.

How to Disable Sleep Mode on macOS 11 Laptops

The following instructions describe how to disable sleep mode on macOS 11 laptop computers.

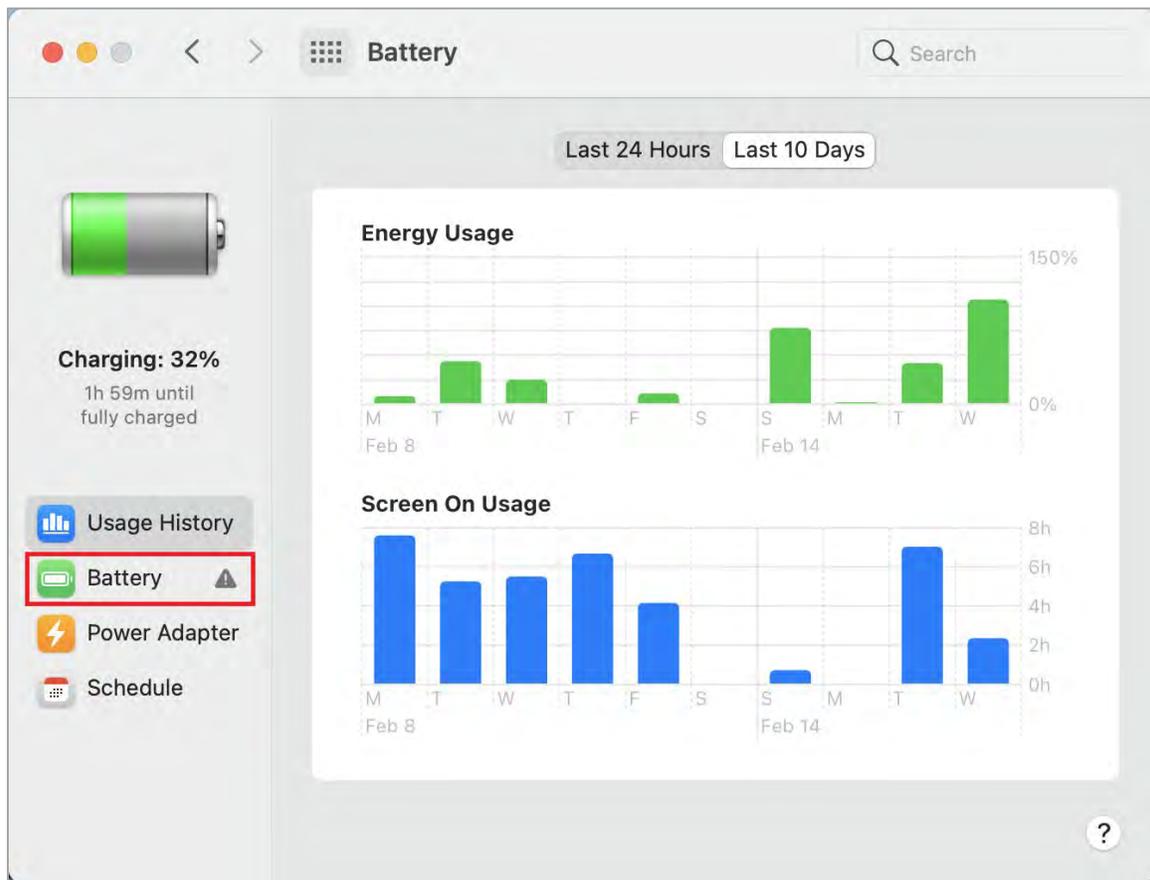
1. Open **System Preferences**. The **System Preferences** window opens.

Figure 11. macOS 11 System Preferences on Laptop



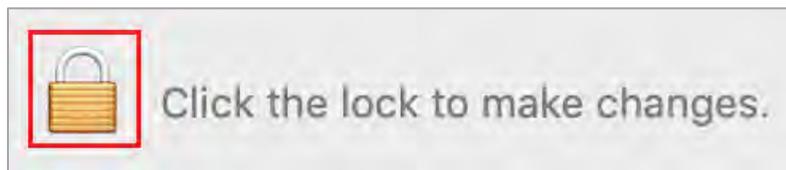
2. Open **Battery** settings. The **Battery** settings window opens, displaying the **Usage History** tab.

Figure 12. Battery Settings – Usage History Tab



3. Select the **Battery settings tab**. The **Battery** settings tab opens.
4. If the padlock in the lower left corner is locked, click it and authenticate with administrator credentials.

Figure 13. Users & Groups Padlock



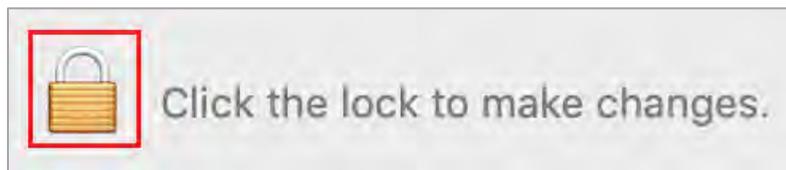
5. Drag the **Turn display off after** slider to **Never**.

Figure 14. macOS 11 Battery Settings – Battery Tab



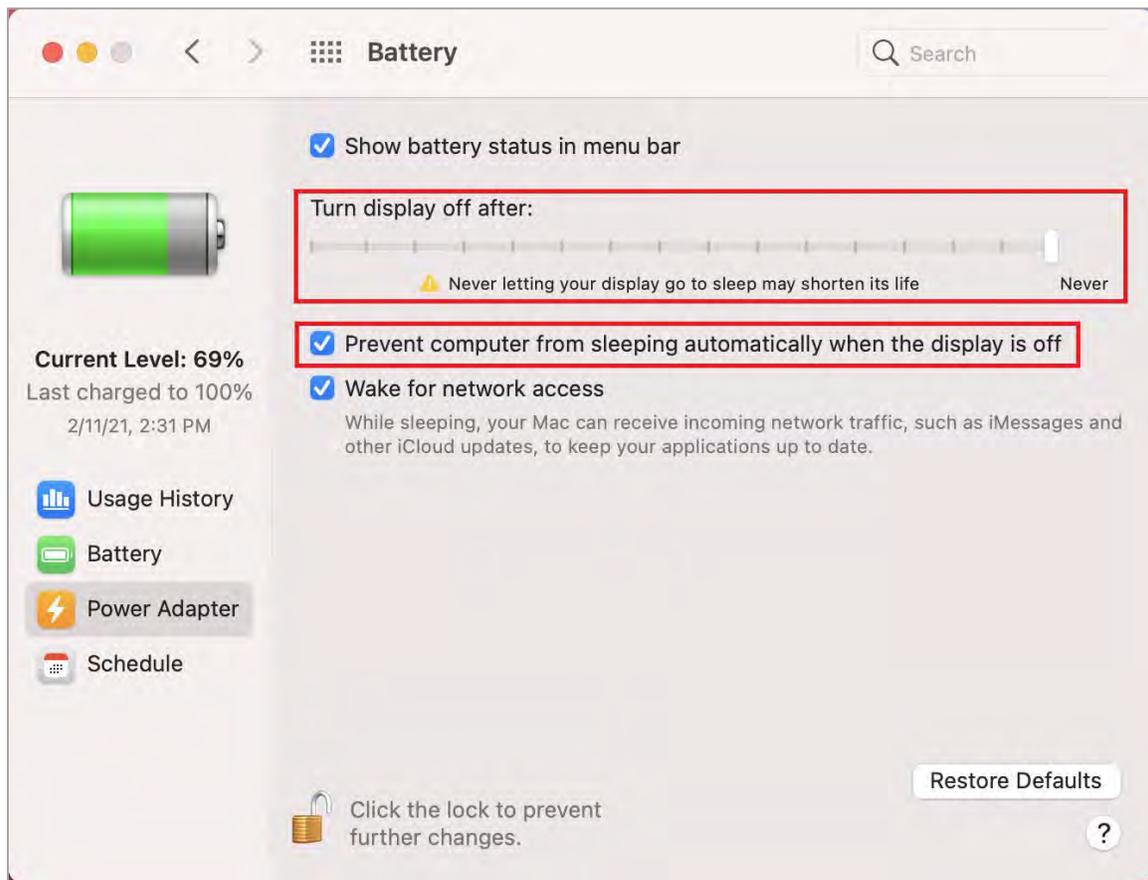
6. Select the **Power Adapter** settings tab. The **Power Adapter** settings tab opens.
7. If the padlock in the lower left corner is locked, click it and authenticate with administrator credentials.

Figure 15. Users & Groups Padlock



8. Drag the **Turn display off after** slider to **Never**.
9. If the **Prevent computer from sleeping automatically when the display is** off checkbox is cleared, mark it.

Figure 16. macOS 11 Battery Settings – Power Adapter Tab



10. Close the **Battery** settings and System Preferences windows.

How to Install Rosetta 2

If you are running the Secure Browser on Apple silicon devices, you must first install Rosetta 2.

Rosetta 2 may already be installed on your Apple silicon device if you needed it to run another Intel-based application. If it not already installed, a prompt to install it will appear the first time you launch the Secure Browser.

Rosetta 2 can also be deployed to multiple devices at once through scripting or mobile device management (MDM).

For more information about Rosetta 2, including instructions to install it, please see <https://support.apple.com/en-us/HT211861>.

How to Install the Secure Browser for Mac Using Advanced Methods

This section contains additional installation instructions for installing the Secure Browser for Mac.

How to Clone the Secure Browser Installation to Other Macs

Depending on your networking and permissions, it may be faster to install the Secure Browser onto a single Mac, take an image of the disk, and copy the image to other Macs.

1. On the computer from where you will clone the installation, install the Secure Browser following the directions on your portal. Be sure to run and then close the Secure Browser after the installation.
2. Clone the image.
3. Deploy the image to the target Macs.

How to Uninstall the Secure Browser on Mac

To uninstall a Mac Secure Browser, drag its folder to the Trash.

Configurations, Troubleshooting, and Advanced Secure Browser Installation for Mac

How to Troubleshoot Mac Workstations

This section contains troubleshooting tips for Mac.

How to Reset Secure Browser Profiles on Mac

If the Helpdesk advises you to reset the Secure Browser profile, use the instructions in this section.

1. Log on as an admin user or as the user who installed the Secure Browser and close any open Secure Browsers.
2. Start **Finder**.
3. While pressing **Option**, select **Go > Library**. The contents of the Library folder appear.
4. Returning to the Library, open the **Caches** folder, and delete the Secure Browser's folder.
5. Restart the Secure Browser.

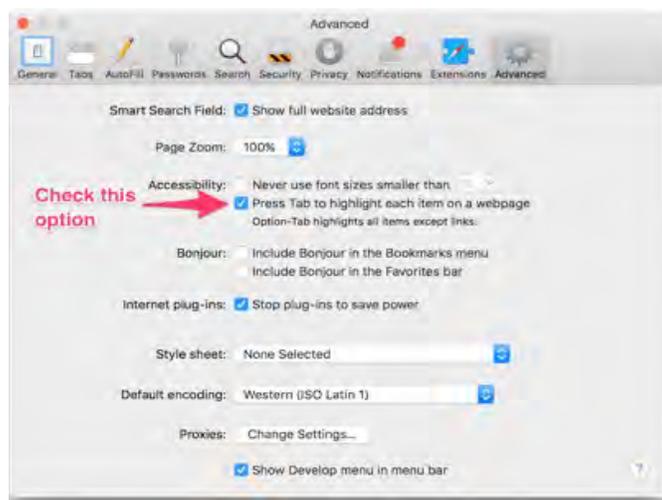
How to Navigate to the Tool Menu with the Keyboard Using a Safari Browser

Students can use any supported public browser for practice tests, and navigate to the Tool menu using standard methods, with the exception of Safari. To access the Tool menu using Safari, enable the "Press tab to highlight each item on a webpage" option in Safari Preferences, as shown below.

NOTE: Students who have text-to-speech (TTS) accommodation enabled for practice tests will need to use the Secure Browser.

1. Open Safari, and from the Safari menu, click **Preferences**.
2. Click **Advanced**.
3. Mark the checkbox **Press tab to highlight each item on a webpage**.

Figure 17. Advanced Safari Preferences



Configurations, Troubleshooting, and Advanced Secure Browser Installation for Mac

How to Disable Text-to-Speech Keyboard Shortcut

A feature in macOS 10.12 and later allows users to have any text on the screen read aloud by selecting the text and hitting a preset key or set of keys on the keyboard. By default, this feature is disabled and must remain disabled so as not to compromise test security. This section describes how to toggle this feature.

1. From the Apple menu, select **System Preferences**.
2. Select **Accessibility**.
3. Select **Speech**.
4. To enable this feature, check the **Speak selected text when the key is pressed** checkbox. To disable, deselect the checkbox.

How to Configure Networks for Online Testing

This section contains additional configurations for your network.

Resources to Add to your Allowlist for Online Testing

This section presents information about the URLs that CAI provides. Ensure your network’s firewalls are open for these URLs. If your testing network includes devices that perform traffic shaping, packet prioritization, or Quality of Service, ensure these URLs have high priority.

URLs for Non-Testing Sites to Add to your Allowlist

[Table 1](#) lists URLs for non-testing sites, such as Test Information Distribution Engine and Online Reporting System.

Table 1. CAI URLs for Non-Testing Sites

System	URL
Portal and Secure Browser installation files	https://wv.portal.cambiumast.com
Single Sign-On System	https://sso1.cambiumast.com/auth/realms/westvirginia/account
Test Information Distribution Engine	https://wv.tide.cambiumast.com
Reporting System	https://wv.reporting.cambiumast.com

URLs for TA and Student Testing Sites to Add to your Allowlist

Testing servers and satellites may be added or modified during the school year to ensure an optimal testing experience. As a result, CAI strongly encourages you to add these URLs to your allowlist at the root level. This requires using a wildcard.

Table 2. CAI and AIR URLs for Testing Sites

System	URL
TA and Student Testing Sites Assessment Viewing Application	*.cambiumast.com *.tds.cambiumast.com *.cloud1.tds.cambiumast.com *.cloud2.tds.cambiumast.com
For 2020-2021, users should add both Cambium and AIR URLs listed in this table to their allowlist.	*.airast.org *.tds.airast.org *.cloud1.tds.airast.org *.cloud2.tds.airast.org

Configurations, Troubleshooting, and Advanced Secure Browser Installation for Mac

URLs for Online Dictionary and Thesaurus to Add to your Allowlist

Some online assessments contain an embedded dictionary and thesaurus provided by Merriam-Webster. The Merriam-Webster URLs listed in [Table 3](#) should be added to your allowlist to ensure that students can use them during testing.

Table 3. CAI URLs for Online Dictionaries and Thesauruses

Domain Name	IP Address
media.merriam-webster.com	64.124.231.250
www.dictionaryapi.com	64.124.231.250

Domains for Email Exchange Server and Single Sign-On System

CAI systems send emails for password resets and login codes for the single sign-on system from cambiumast.com and from cambiumassessment.com. Add both domains to your allowlist to ensure you receive these emails.

Ports and Protocols Required for Online Testing

[Table 4](#) lists the ports and protocols used by the Test Delivery System. Ensure that all content filters, firewalls, and proxy servers are open accordingly.

Table 4. Ports and Protocols for Test Delivery System

Port/Protocol	Purpose
80/TCP	HTTP (initial connection only)
443/TCP	HTTPS (secure connection)

How to Configure Filtering Systems

If the school's filtering system has both internal and external filtering, the URLs for the testing sites (see [Table 2](#)) must be added to your allowlist in both filters. Ensure your filtering system is not configured to perform packet inspection on traffic to CAI servers. Please see your vendor's documentation for specific instructions. Also, be sure to add these URLs to your allowlist in any multilayer filtering system (such as local and global layers). Ensure all items that handle traffic to *.tds.cambiumast.com and *.tds.airast.org have the entire certificate chain and are using the latest TLS 1.2 protocol.

How to Configure for Domain Name Resolution

[Table 1](#) and [Table 2](#) list the domain names for CAI's testing and non-testing applications. Ensure the testing machines have access to a server that can resolve those names.

How to Configure Network Settings for Online Testing

Local Area Network (LAN) settings on testing machines should be set to automatically detect network settings.

1. Open **System Preferences**.
2. Open **Network**.

Configurations, Troubleshooting, and Advanced Secure Browser Installation for Mac

3. Select **Ethernet** for wired connections or **WiFi** for wireless connections.
4. Click **Advanced**.
5. Click **Proxies** tab.
6. Click **Auto Proxy Discovery** checkbox.
7. Click **OK** to close window.
8. Click **Apply** to close **Network** window.
9. Close **System Preferences**.

How to Configure the Secure Browser for Proxy Servers

By default, the Secure Browser attempts to detect the settings for your network’s web proxy server. However, users of web proxies should execute a proxy command once from the command prompt. This command does not need to be added to the Secure Browser shortcut. [Table 5](#) lists the form of the command for different settings and operating systems. To execute these commands from the command line, change to the directory containing the Secure Browser’s executable file.

Note: Domain names in commands The commands in [Table 5](#) use the domain proxy.com. When configuring for a proxy server, use your actual proxy server hostname.

Table 5. Specifying proxy settings using the command line

Description	System	Command
Use the browser without any proxy	Mac	<code>./WVSecureBrowser -proxy 0 aHR0cHM6Ly93di50ZHMuY2FtYm11bWFzdC5jb20vc3R1ZGVudA==</code>
Set the proxy for HTTP requests only	Mac	<code>./WVSecureBrowser -proxy 1:http:proxy.com:8080 aHR0cHM6Ly93di50ZHMuY2FtYm11bWFzdC5jb20vc3R1ZGVudA==</code>
Set the proxy for all protocols to mimic the “Use this proxy server for all protocols” of Firefox	Mac	<code>./WVSecureBrowser -proxy 1:*:proxy.com:8080 aHR0cHM6Ly93di50ZHMuY2FtYm11bWFzdC5jb20vc3R1ZGVudA==</code>
Specify the URL of the PAC file	Mac	<code>./WVSecureBrowser -proxy 2:proxy.com aHR0cHM6Ly93di50ZHMuY2FtYm11bWFzdC5jb20vc3R1ZGVudA==</code>

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Auto-detect proxy settings	Mac	<code>./WVSecureBrowser -proxy 4 aHR0cHM6Ly93di50ZHMuY2FtYm11bWFzdC5jb20vc3R1ZGVudA==</code>
Use the system proxy setting (default)	Mac	<code>./WVSecureBrowser -proxy 5 aHR0cHM6Ly93di50ZHMuY2FtYm11bWFzdC5jb20vc3R1ZGVudA==</code>

Change Log

Location	Change	Source	Date
Throughout	Cutover from 19-20.	Jeremy/SB Team	6/16/20
Domains	Added section on domains for email exchange and SSO	SB Team	10/12/20
Throughout	Added information for macOS 11 and how to install Rosetta 2.	SB Team	3/1/21



West Virginia DEPARTMENT OF EDUCATION

Configurations, Troubleshooting, and Advanced Secure Browser Installation Guide for Windows

For Technology Coordinators

2020-2021

Published October 12, 2020

Prepared by Cambium Assessment, Inc.



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Configurations, Troubleshooting, and Advanced Secure Browser Installation for Windows

This document contains configurations, troubleshooting, and advanced Secure Browser installation instructions for your network and Windows workstations.

How to Configure Windows Workstations for Online Testing

This section contains additional configurations for Windows.

How to Disable Fast User Switching

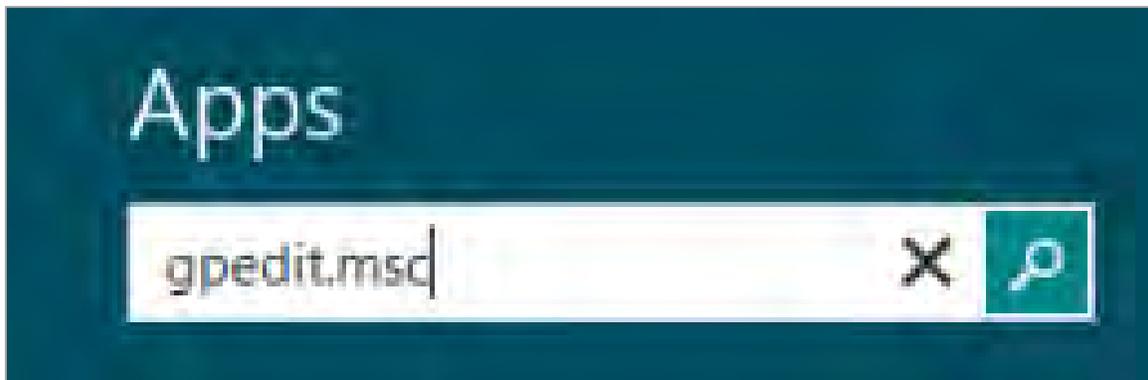
Fast User Switching is a feature in Windows 8, 8.1, and 10 that allows for more than one user to be logged in at the same time. If Fast User Switching is not disabled and students try to access it during a test, the Secure Browser will pause the test. The following sections describe how to disable Fast User Switching for different versions of Windows.

How to Disable Fast User Switching in Windows 8 and 8.1

The following procedure describes how to disable Fast User Switching under Windows 8 and 8.1.

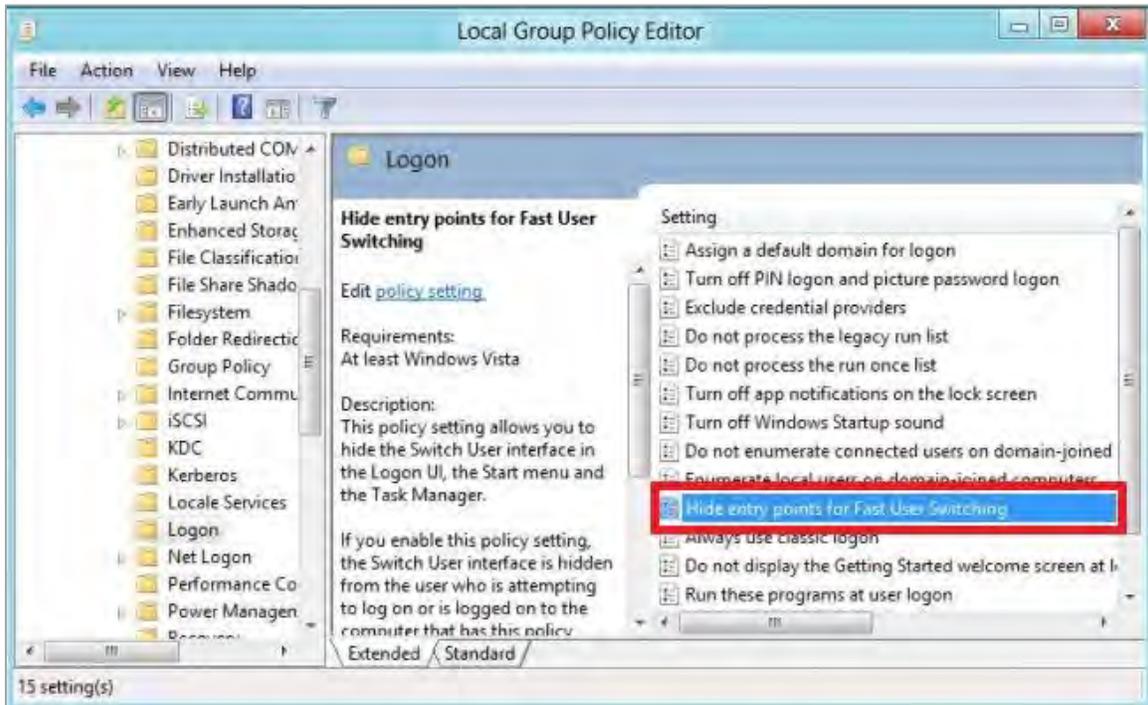
1. In the Search charm, type `gpedit.msc`. Double-click the `gpedit` icon in the Apps pane. The Local Group Policy Editor window opens.

Figure 1. Search Charm



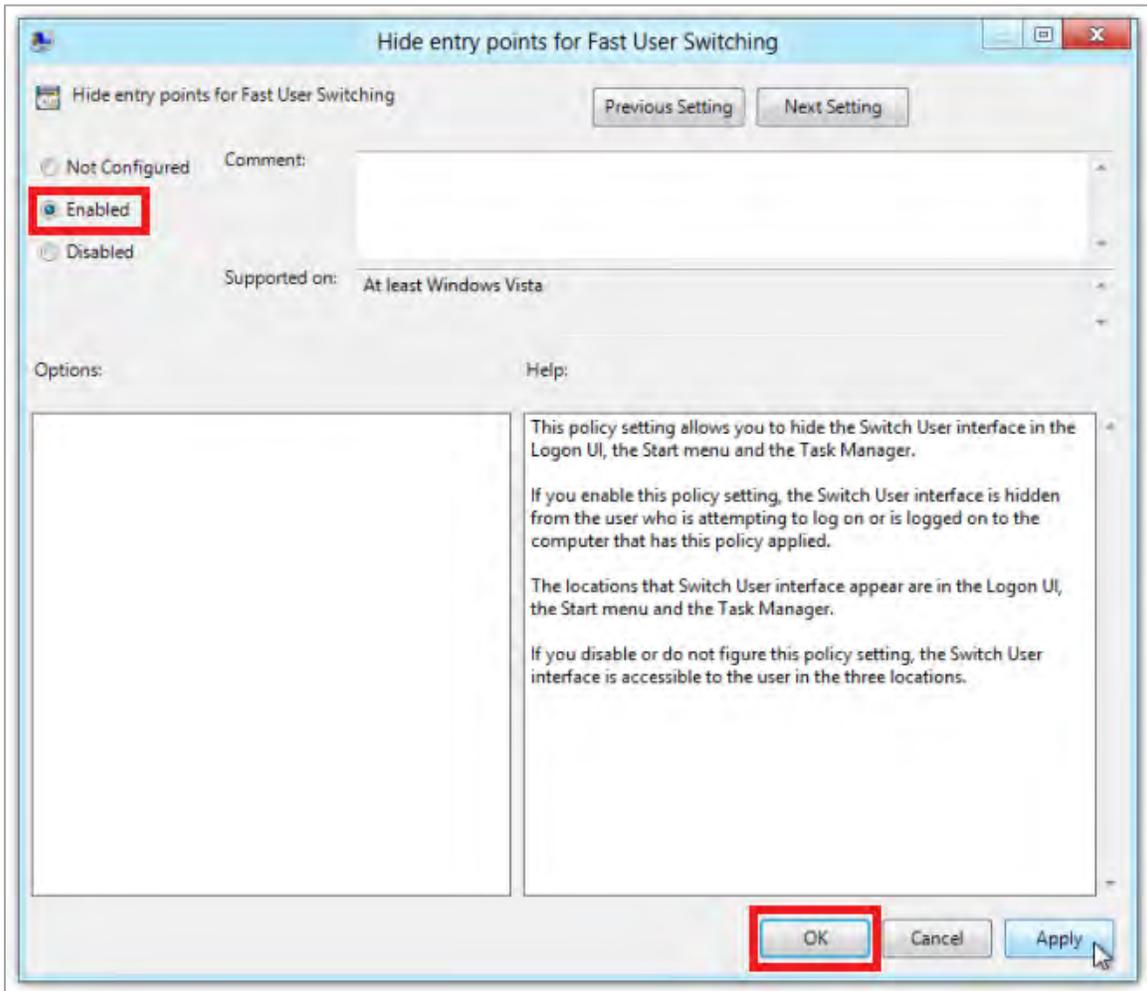
2. Navigate to Computer Configuration > Administrative Templates > System > Logon.
3. In the Setting pane, double-click **Hide entry points for Fast User Switching**.

Figure 2. Local Group Policy Editor



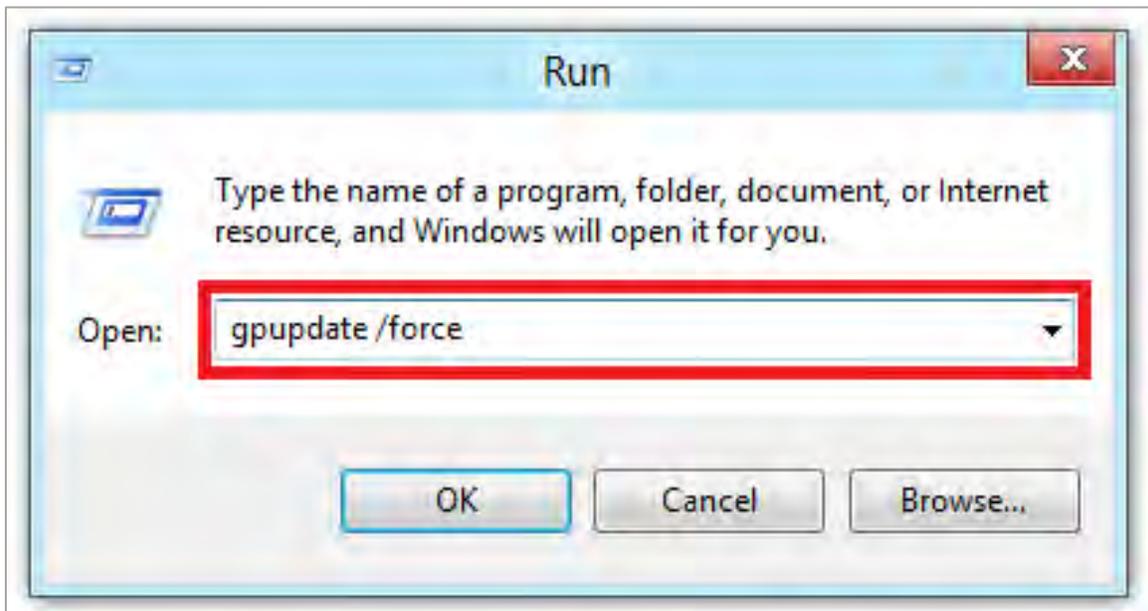
4. Select **Enabled** and then click **OK**.

Figure 3. Hide entry points for Fast User Switching



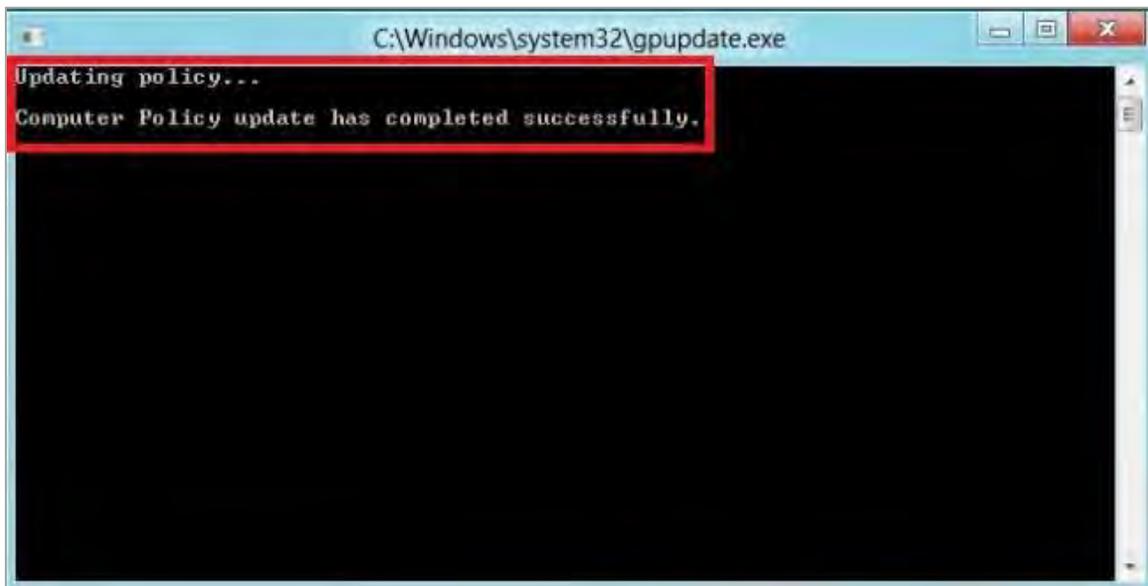
5. In the Search charm, type **run**. The **Run** dialog box opens.
6. Enter the command `gpupdate /force` into the text box and then click **OK**. (Note the space before the forward slash.)

Figure 4. Run



7. The command window opens. When you see the message Computer Policy update has completed successfully, this will be your notification that Windows has successfully disabled Fast User Switching.

Figure 5. Command Window



How to Install the Secure Browser for Windows Using Advanced Methods

This document contains additional installation instructions for installing the Secure Browser for Windows under a variety of deployment scenarios. One scenario describes installing the Secure Browser on a shared network drive, from which students would then run the Browser. However, there are significant drawbacks in this method. Running the Secure Browser from a shared network drive creates contention among the students' client machines for two resources: LAN bandwidth and shared drive I/O. This performance impact can be avoided by installing the Secure Browser locally on each machine. **CAI strongly discourages the use of network shared drive installation for the Secure Browser, as this setup can compromise the stability and performance of the browser, especially during peak testing times.**

How to Install the Secure Browser via the Command Line

In this scenario, a user with administrator rights installs the Secure Browser from the command line. If you do not have administrator rights, refer to the section [How to Install the Secure Browser Without Administrator Rights](#).

If you are not signed on to the computer as an administrator, obtain the administrator password.

If you installed a previous version of the Secure Browser by copying its directory from one computer to another, manually uninstall the Secure Browser by deleting the installation folder and the desktop shortcut. (If you installed the Secure Browser using the Windows installation program, the installation package automatically removes it.)

1. Navigate to the **Download Secure Browsers** page of the Assessment Program portal at Portal URL. Click the **Windows** tab, then click **Download Browser**. A dialog window opens.
2. Save the file on the computer (this step may vary depending on the browser you are using):
 - a. If presented with a choice to **Run** or **Save** the file, click **Save**, and save the file to a convenient location.
 - b. If presented only with the option to **Save**, save the file to a convenient location.
3. Note the full path and filename of the downloaded file, such as `c:\temp\WVSecureBrowser-Win.msi`.
4. Open a command prompt as the administrator by doing the following:
 - a. Click **Start**, and locate the Command Prompt application. (In some versions of Windows the application is under **All Programs > Accessories > Command Prompt**.)
 - b. Right-click **Command Prompt**, and select **Run as Administrator**.
 - c. As necessary, type the administrator password for the computer. The command prompt opens.

(You need to do step [4](#) only once for the current login. The next time you open the command prompt, Windows retains the administrator role.)

Configurations, Troubleshooting, and Advanced Secure Browser Installation for Windows

5. Run the command `msiexec /I <Source> [/quiet] [INSTALLDIR=<Target>]`

<Source> Path to the installation file, such as `C:\temp\WVSecureBrowser-Win.msi`.

<Target> Path to the location where you want to install the Secure Browser. If absent, installs to the directory described in step 7. The installation program creates the directory if it does not exist.

`/I` Perform an install.

`[/quiet]` Quiet mode, no interaction.

For example, the command

```
msiexec /I c:\temp\WVSecureBrowser-Win.msi /quiet
INSTALLDIR=C:\AssessmentTesting\BrowserInstallDirectory
```

installs the Secure Browser from the installation package at `C:\temp\WVSecureBrowser-Win.msi` into the directory `C:\AssessmentTesting\BrowserInstallDirectory` using quiet mode.

6. Follow the instructions in the setup wizard. When prompted for setup type, click **Install**.
7. Click **Finish** to exit the setup wizard. The following items are installed:
 - a. The Secure Browser to the default location `C:\Program Files (x86)\WVSecureBrowser\ (64-bit)` or `C:\Program Files\WVSecureBrowser\ (32-bit)`.
 - b. A shortcut `WVSecureBrowser` to the desktop.
8. Ensure all background jobs, such as virus scans or software updates, are scheduled outside of test windows. For example, if your testing takes place between 8:00 a.m. and 3:00 p.m., schedule background jobs outside of these hours.
9. Run the browser by double-clicking the `WVSecureBrowser` shortcut on the desktop. The Secure Browser opens displaying the student login screen. The browser fills the entire screen and hides the task bar.
10. To exit the browser, click **CLOSE SECURE BROWSER** in the upper-right corner of the screen.

How to Copy the Secure Browser Installation Directory to Testing Computers

In this scenario, a network administrator installs the Secure Browser on one machine, and copies the entire installation directory to testing computers.

1. On the computer from where you will copy the installation directory, install the Secure Browser following the directions on your portal. Note the path of the installation directory, such as `C:\Program Files (x86)\WVSecureBrowser`.

Configurations, Troubleshooting, and Advanced Secure Browser Installation for Windows

2. Identify the directory on the local testing computers to which you will copy the browser file (it should be the same directory on all computers). For example, you may want to copy the directory to `c:\AssessmentTesting\`. Ensure you select a directory in which the students can run executables.
3. On each local testing computer, do the following:
 - a. Ensure all background jobs, such as virus scans or software updates, are scheduled outside of test windows. For example, if your testing takes place between 8:00 a.m. and 3:00 p.m., schedule background jobs outside of these hours.
 - b. Copy the installation directory used in step [1](#) from the remote machine to the directory you selected in step [2](#). For example, if the target directory is `c:\AssessmentTesting\`, you are creating a new folder `c:\AssessmentTesting\XXSecureBrowser`.
 - c. Copy the shortcut `c:\AssessmentTesting\WVSecureBrowser\WVSecureBrowser.exe - Shortcut.lnk` to the desktop.
 - d. Run the browser by double-clicking the WVSecureBrowser shortcut on the desktop. The Secure Browser opens displaying the student login screen. The browser fills the entire screen and hides the task bar.
 - e. To exit the browser, click **CLOSE SECURE BROWSER** in the upper-right corner of the screen.

How to Install the Secure Browser for Use with an NComputing Terminal

In this scenario, a network administrator installs the Secure Browser on a Windows server accessed through an NComputing terminal. Prior to testing day, the testing coordinator connects consoles to the NComputing terminal, logs in from each to the Windows server, and starts the Secure Browser so that it is ready for the students.

This procedure assumes that you already have a working NComputing topology with consoles able to reach the Windows server.

1. Log in to the machine running the Windows server.
2. Install the Secure Browser following the directions on your portal.
3. Open Notepad and type the following command (no line breaks):

```
"C:\Program Files (x86)\WVSecureBrowser\
WVSecureBrowser.exe" -CreateProfile %SESSIONNAME%
```

If you used a different installation path on the Windows server, use that in the above command.

4. Save the file to the desktop as `logon.bat`.
5. Create a group policy object that runs the file `logon.bat` each time a user logs in. For details, see [How to Create Group Policy Objects](#).

Configurations, Troubleshooting, and Advanced Secure Browser Installation for Windows

6. On each NComputing console, create a new WVSecureBrowser desktop shortcut by doing the following (this step is necessary because the default shortcut created by the installation program has an incorrect target):
 - a. Connect to the NComputing terminal.
 - b. Log in to the Windows server with administrator privileges.
 - c. Delete the Secure Browser's shortcut appearing on the desktop.
 - d. Navigate to the Secure Browser's installation directory, usually C:\Program Files (x86)\WVSecureBrowser\.
 - e. Right-click the file XXSecureBrowser.exe and select **Send To > Desktop (create shortcut)**.
 - f. On the desktop, right-click the new shortcut and select **Properties**. The Shortcut Properties dialog box appears.
 - g. Under the **Shortcut** tab, in the **Target** field, type the following command:


```
"C:\Program Files(X86)\WVSecureBrowser\WVSecureBrowser.exe" -P
%SESSIONNAME%
```

If you used a different installation path on the Windows server, use that in the above command.
 - h. Click **OK** to close the Properties dialog box.
7. Verify the installation by double-clicking the shortcut to start the Secure Browser.

How to Install the Secure Browser on a Terminal Server or Windows Server

In this scenario, a network administrator installs the Secure Browser on a server—either a terminal server or a Windows server. Testing machines then connect to the server's desktop and run the Secure Browser remotely. This scenario is supported on Windows Server 2012 R2 and 2016 R2.

CAUTION: Testing Quality with Servers Launching a Secure Browser from a terminal or Windows server is typically not a secure test environment, because students can use their local machines to search for answers. Therefore, CAI does not recommend this installation scenario for testing.

1. Log in to the server, and install the Secure Browser by following the directions on your portal. Note the path of the installation directory.
2. Copy and paste the line below into Notepad (no line breaks):

```
"C:\Program Files (x86)\WVSecureBrowser\WVSecureBrowser" -CreateProfile
%SESSIONNAME%
```

If you used a different installation path, use that in the above command.

Configurations, Troubleshooting, and Advanced Secure Browser Installation for Windows

3. Save the file to the desktop as logon.bat.
4. Create a group policy object that runs the file logon.bat each time a user connects to the server's desktop. For details, see [How to Create Group Policy Objects](#).
5. On each client, create a new WVSecureBrowser desktop shortcut by doing the following (this step is necessary because the default shortcut created by the installation program has an incorrect target):
 - a. Connect from the client to the server.
 - b. On the desktop provided by the server, delete the Secure Browser's shortcut.
 - c. Navigate to the Secure Browser's installation directory, usually C:\Program Files (x86)\WVSecureBrowser\.
 - d. Right-click the file XXSecureBrowser.exe and select **Send To > Desktop (create shortcut)**.
 - e. On the desktop, right-click the new shortcut and select **Properties**. The Shortcut Properties dialog box appears.
 - f. Under the **Shortcut** tab, in the **Target** field, type the following command:

```
"C:\Program Files(X86)\WVSecureBrowser\XXSecureBrowser.exe" -P  
%SESSIONNAME%
```

If you used a different installation path on the server, use that in the above command.
 - g. Click **OK** to close the Properties dialog box.
6. Verify the installation by double-clicking the shortcut to start the Secure Browser.

How to Install the Secure Browser Without Administrator Rights

In this scenario, you copy the Secure Browser from one machine where it is installed onto another machine on which you do not have administrator rights.

1. Log on to a machine on which the Secure Browser is installed.
2. Copy the entire folder where the browser was installed (usually C:\Program Files (x86)\WVSecureBrowser) to a removable drive or shared network location.
3. Copy the entire directory from the shared location or removable drive to any directory on the target computer.
4. In the folder where you copied the Secure Browser, right-click WVSecureBrowser.exe and select **Send To > Desktop (create shortcut)**.
5. Ensure all background jobs, such as virus scans or software updates, are scheduled outside of test windows. For example, if your testing takes place between 8:00 a.m. and 3:00 p.m., schedule background jobs outside of these hours.

Configurations, Troubleshooting, and Advanced Secure Browser Installation for Windows

6. Double-click the desktop shortcut to run the Secure Browser.

How to Share the Secure Browser over a Network

While the Secure Browser can be installed on a server's shared drive and then shared to each testing computer's desktop via a shortcut, CAI strongly discourages this setup as it can compromise the stability and performance of the browser, especially during peak testing times.

How to Uninstall the Secure Browser on Windows

The following sections describe how to uninstall the Secure Browser from Windows or from the command line. Older versions of the Secure Browser will be automatically uninstalled during the installation of a new version.

How to Uninstall the Secure Browser via the User Interface

The following instructions may vary depending on your version of Windows.

1. Navigate to **Settings > System > Apps & features** (Windows 10) or **Control Panel > Add or Remove Programs** or **Uninstall a Program** (previous versions of Windows).
2. Select the Secure Browser program WVSecureBrowser and click **Remove** or **Uninstall**.
3. Follow the instructions in the uninstall wizard.

How to Uninstall the Secure Browser via the Command Line

1. Open a command prompt.
2. Run the command `msiexec /X <Source> /quiet`

`<Source>` Path to the executable file, such as `C:\MSI\WVSecureBrowser.exe`.

`/X` Perform an uninstall.

`[/quiet]` Quiet mode, no interaction.

For example, the command

```
msiexec /X C:\AssessmentTesting\WVSecureBrowser.exe /quiet
```

uninstalls the Secure Browser installed at `C:\AssessmentTesting\` using quiet mode.

How to Install the Secure Browser on Windows Mobile Devices

The procedure for installing the Secure Browser on Windows mobile devices is the same for installing it on desktops. See your portal for details.

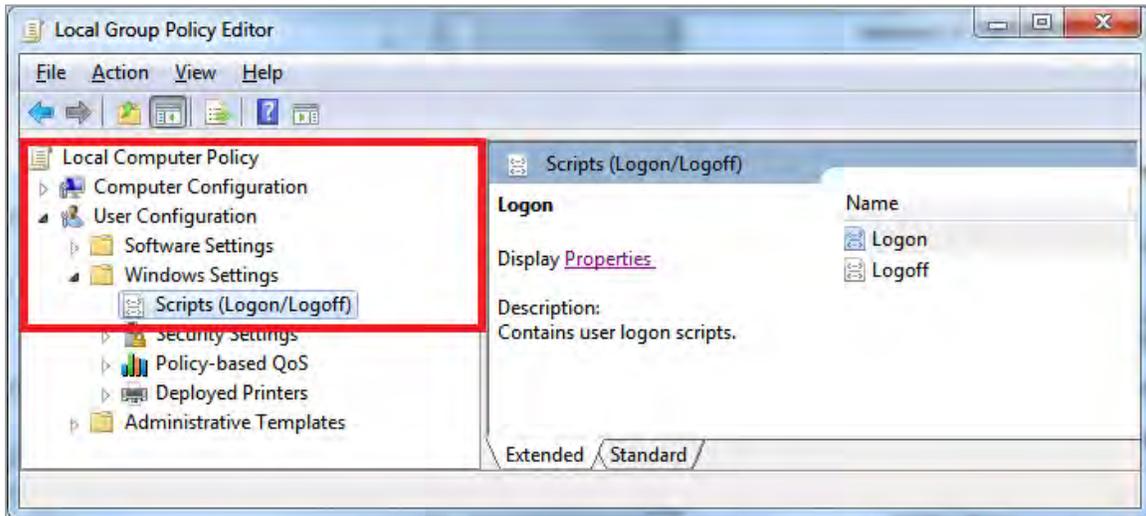
How to Create Group Policy Objects

Many of the procedures listed above refer to creating a group policy object. These are objects that Windows executes upon certain events. The following procedure explains how to create a group policy object that runs a script when a user logs in. The script itself is saved in a file `logon.bat`.

For additional information about creating group policy objects, see [https://technet.microsoft.com/en-us/library/cc754740\(v=ws.11\).aspx](https://technet.microsoft.com/en-us/library/cc754740(v=ws.11).aspx).

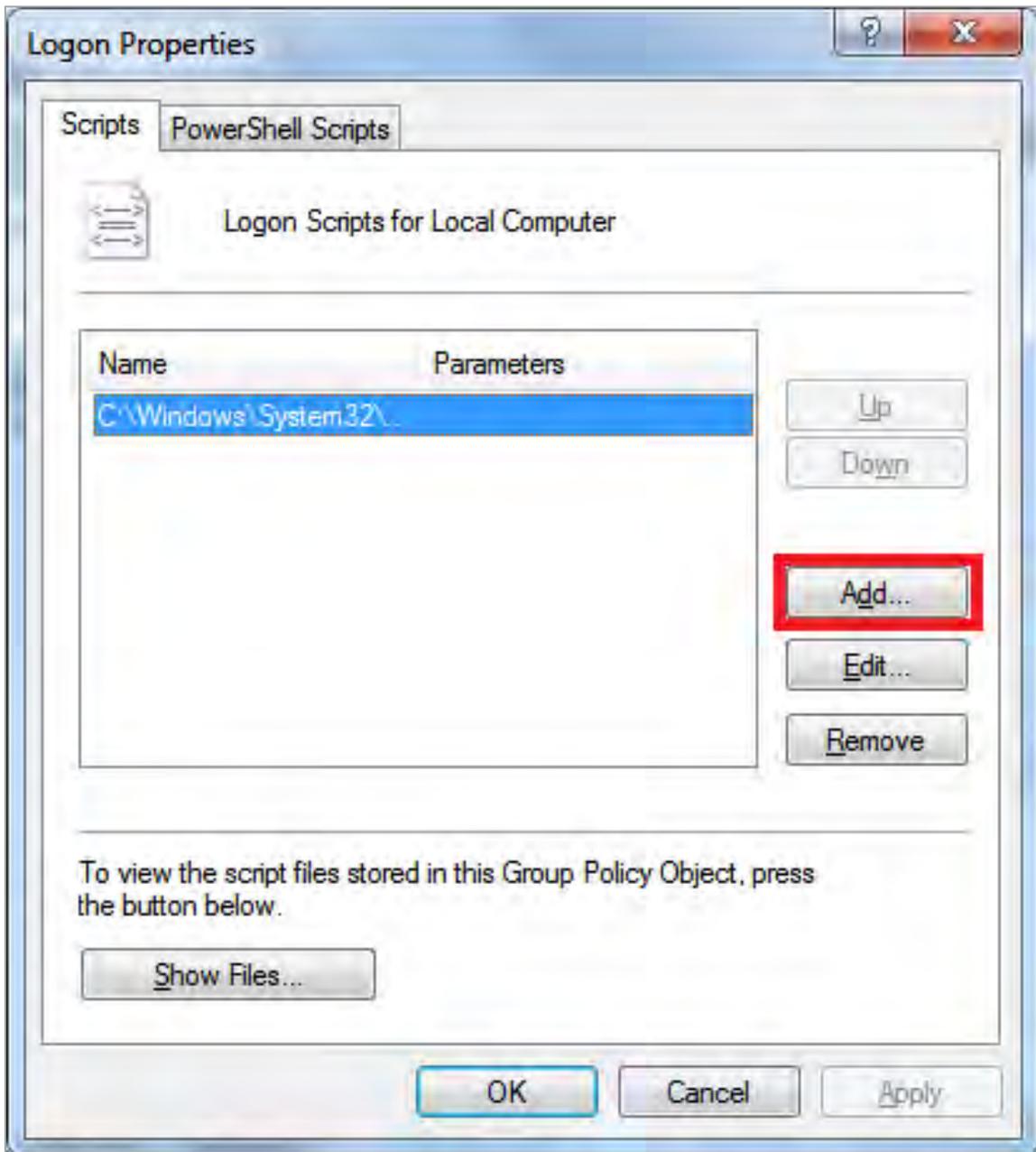
1. In the task bar (Windows 10), or in **Start > Run** (previous versions of Windows), enter `gpedit.msc`. The Local Group Policy Editor appears.

Figure 6. Local Group Policy Editor



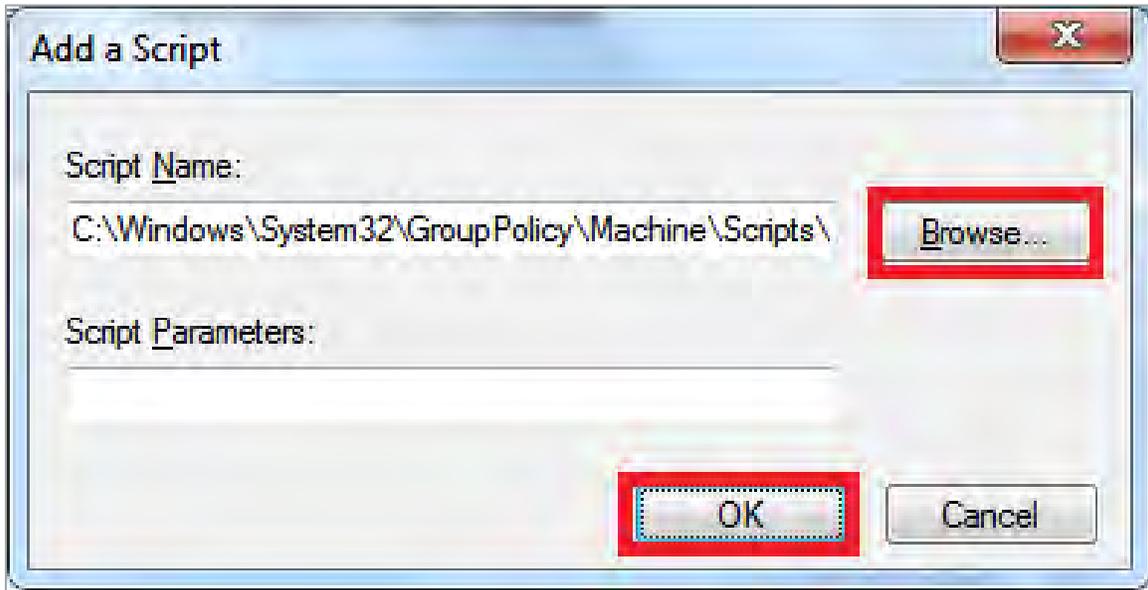
2. Expand **Local Computer Policy > User Configuration > Windows Settings > Scripts (Logon/Logoff)**.
3. Select **Logon** and click **Properties**. The **Logon Properties** dialog box appears.

Figure 7. Logon Properties



4. Click **Add**. The **Add a Script** dialog box appears.

Figure 8. Add a Script



5. Click **Browse...**, and navigate to the logon.bat you want to run.
6. Click **OK**. You return to the **Logon Properties** dialog box.
7. Click **OK**. You return to the Local Group Policy Editor.
8. Close the Local Group Policy Editor.

Configurations, Troubleshooting, and Advanced Secure Browser Installation for Windows

How to Troubleshoot Windows Workstations

This section contains troubleshooting tips for Windows.

How to Reset Secure Browser Profiles on Windows

If the Help Desk advises you to reset the Secure Browser profile, use the instructions in this section.

1. Log on as an admin user or as the user who installed the Secure Browser, and close any open Secure Browsers.
2. Delete the contents of the following folders:

`C:\Users\username\AppData\Local\CAI\`

`C:\Users\username\AppData\Roaming\CAI\`

where username is the Windows user account where the Secure Browser is installed. (Keep the CAI\ folders, just delete their contents.)

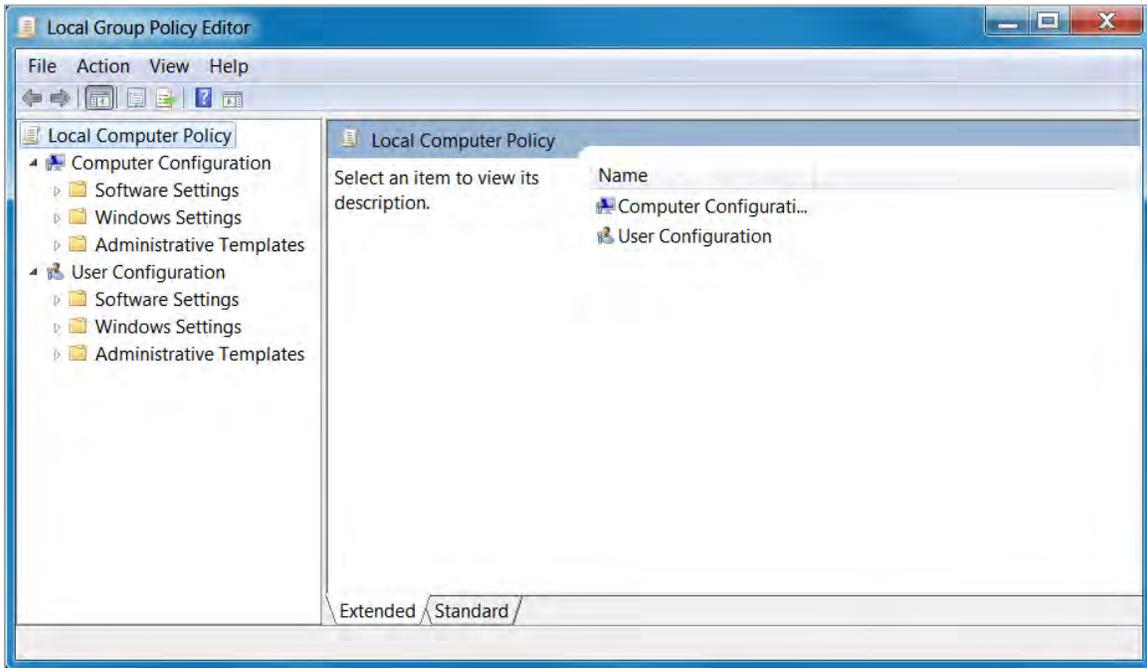
3. Start the Secure Browser.

How to Block Device Touch Input Using the Group Policy Editor

Some tablets and devices have Touch features that may need to be disabled before testing. The following procedure describes how to disable the Touch feature on these devices using the Group Policy Editor:

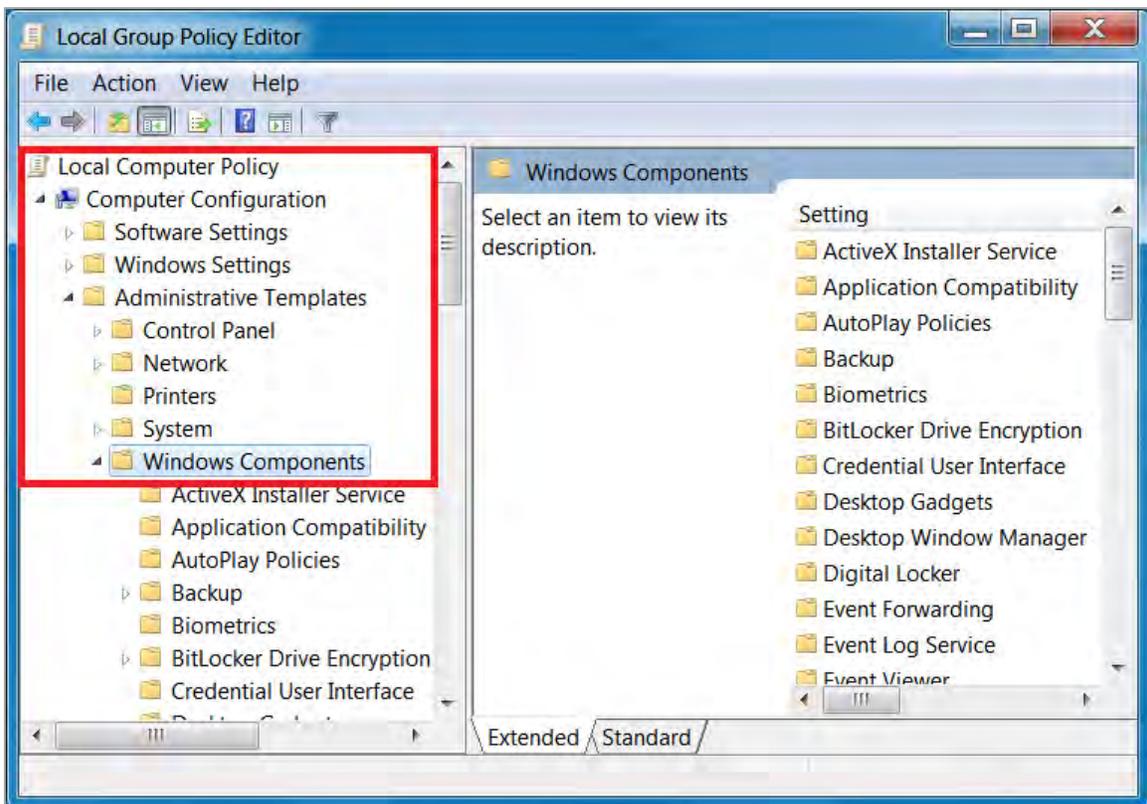
1. Type `gpedit.msc` in the *Search* box on the **Start** menu. The **Local Group Policy Editor** window appears.

Figure 9. Local Group Policy Editor



2. Navigate to **Computer Configuration\Administrator Templates\Windows Components**.

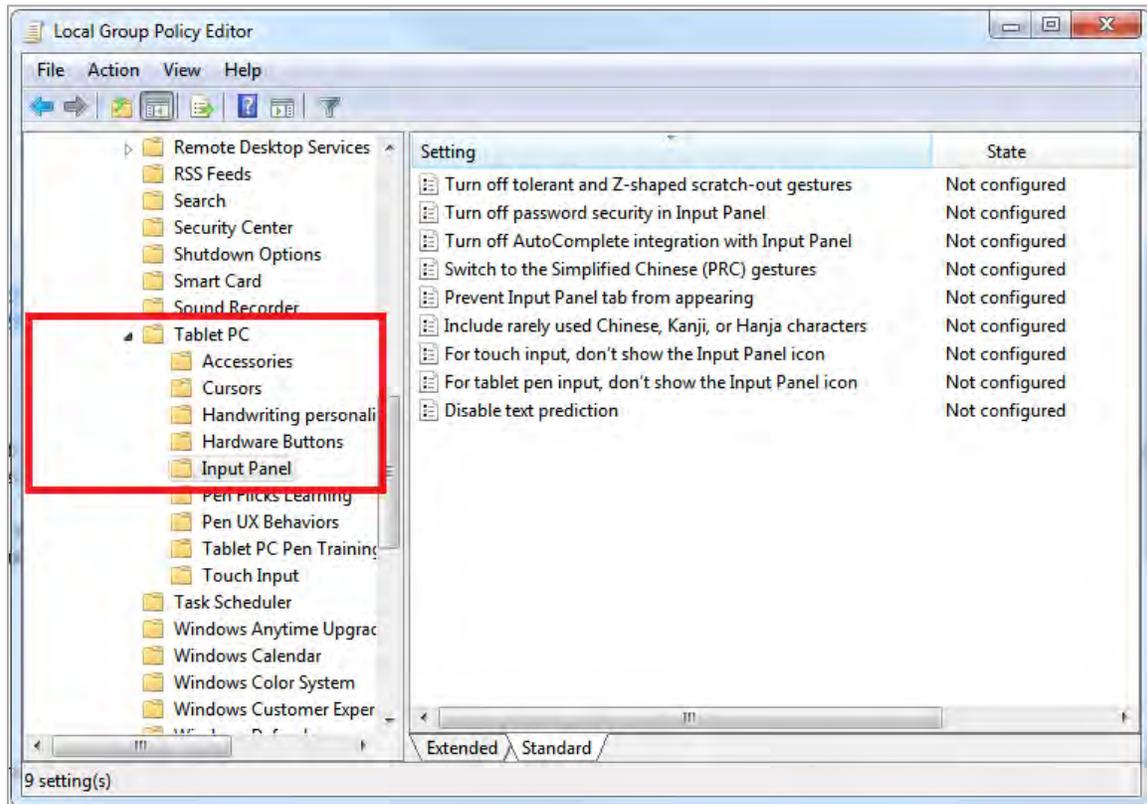
Figure 10. Windows Components



Configurations, Troubleshooting, and Advanced Secure Browser Installation for Windows

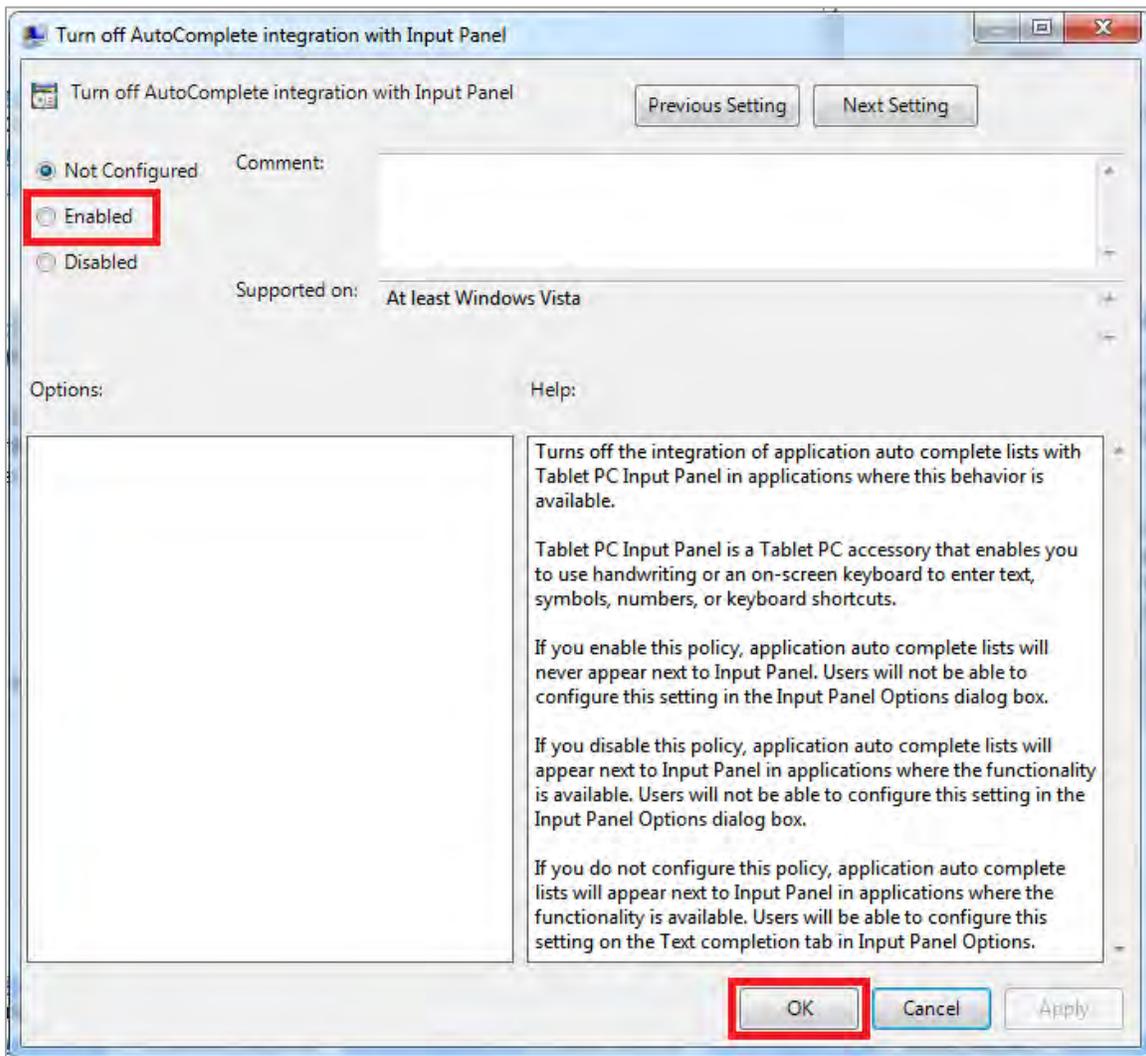
3. Scroll down to the **Tablet PC** folder, then select **Input Panel**. The following screen displays.

Figure 11. Input Panel



4. Enable the following items in the *Setting* column:
 - a. Turn off AutoComplete integration with Input Panel
 - b. Prevent Input Panel tab from appearing
 - c. For tablet pen input, don't show the Input Panel icon
 - d. For touch input, don't show the Input Panel icon
 - e. Disable text prediction
5. To enable an item in the *Setting* column, double-click on that item. The following screen will display that will allow you to enable or disable your selected item as required.

Figure 12. Turn off AutoComplete integration with Input Panel



6. Select **Enabled**, and click **OK**.
7. Close the **Local Group Policy Editor** window.

How to Install Windows Media Pack for Windows 8.1 N and KN

Some versions of Windows 8.1 are not shipped with media software installed. As a result, you may need to install software to enable students to listen to and record audio as well as watch videos.

Configurations, Troubleshooting, and Advanced Secure Browser Installation for Windows

Microsoft provides additional information as well as a download package for computers with the following Windows 8.1 versions:

- Windows 8.1 N
- Windows 8.1 N/K with Bing
- Windows 8.1 Enterprise N
- Windows 8.1 Pro N
- Windows 8.1 Pro N/K for EDU

CAI encourages downloading this software and ensuring it works with sample websites and video and audio files prior to installing the Windows Secure Browser. Installation instructions are provided on Microsoft's download page.

Microsoft Resources:

- About the Media Feature Pack for Windows 8.1 N and Windows 8.1 KN Editions: April 2014 (<http://support.microsoft.com/kb/2929699/en-us>)
- Download Media Feature Pack for N and KN Versions of Windows 8.1 (<http://www.microsoft.com/en-us/download/details.aspx?id=42503>)

How to Configure ZoomText to Recognize the Secure Browser

When displaying a test with a print-size accommodation above 4× magnification, the Secure Browser automatically enters streamlined mode. If you want to retain the standard layout of a test but display it with a print magnification above 4×, then consider using ZoomText—a magnification and screen-reading software that you can use with the Secure Browser. Use the following procedure to ensure ZoomText recognizes the Secure Browser.

1. If ZoomText is running, close it.
2. In the Windows Explorer, go to the installation directory for your version of ZoomText. For example, if you have ZoomText version 10.1:

Go to C:\Program Files (x86)\ZoomText 10.1\ (Windows 64-bit)

Go to C:\Program Files\ZoomText 10.1\ (Windows 32-bit).

3. In a text editor, open the file ZoomTextConfig.xml.
4. Search for line containing the D2DPatch property, similar to the following:

```
<Property name="D2DPatch" value="*,~dwm,~firefox,~thunderbird"/>
```

5. In the value attribute, add the prefix for your state's Secure Browser:

```
<Property name="D2DPatch" value="*,~dwm,~firefox,~WVsecurebrowser,~thunderbird"/>
```

6. Save the file, and restart ZoomText.

Configurations, Troubleshooting, and Advanced Secure Browser Installation for Windows

How to Set the Touch Keyboard on Microsoft Surface Pro Tablet to Appear

Some Surface Pro users accessing the touch keyboard are seeing the touch keyboard disappear when they click outside a text box or when they type an answer into a text box and then click next. The keyboard fails to reappear when users click back inside the next text box. To avoid these issues, users must set the touch keyboard to automatically show up.

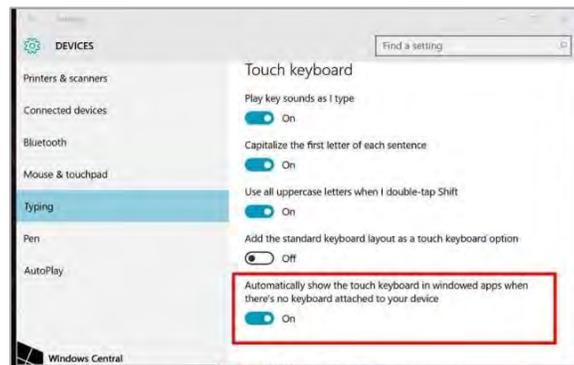
1. Go to **Settings** (keyboard shortcut: **Windows + I**)

Figure 13. Settings



2. Go to **Devices > Typing**.
3. Scroll down and toggle on: *Automatically show the touch keyboard in windowed apps when there's no keyboard attached to your device.*

Figure 14. Typing



How to Disable Two-finger Scrolling in HP Notebooks with Synaptics TouchPad

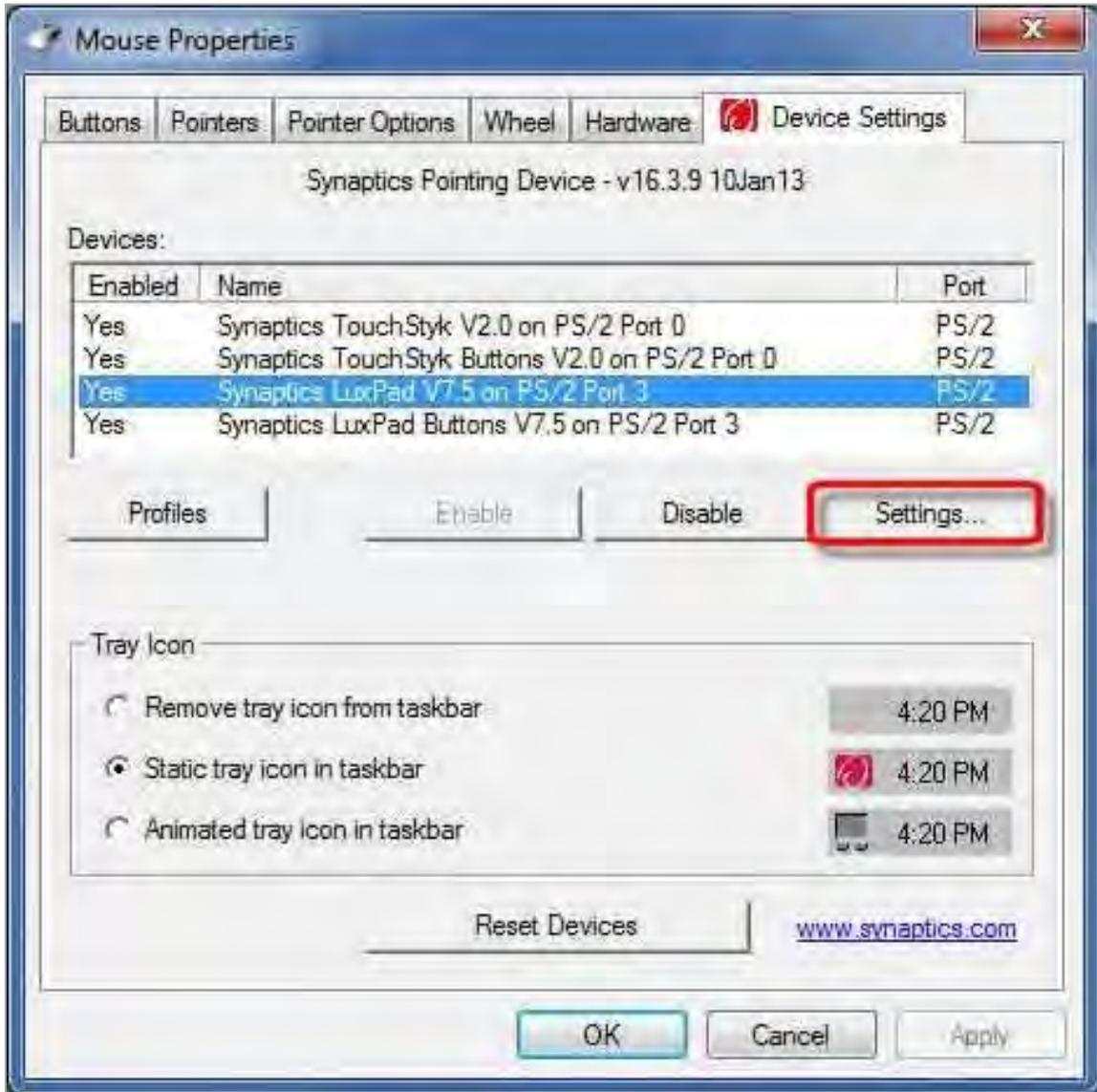
The trackpad software on the HP stream notebooks can cause the Secure Browser to close and display an “environment not secure” error. This can occur when a student tries to use the advanced trackpad features such as scrolling gesture with the trackpad. The Synaptics Touchpad driver is the driver that allows full use of all features of the trackpad. To avoid this error and the closing of the Secure Browser, disable the TouchPad two-finger scrolling Feature.

1. Click the **Start** menu (🌀), and then type **mouse** in the search field.

Configurations, Troubleshooting, and Advanced Secure Browser Installation for Windows

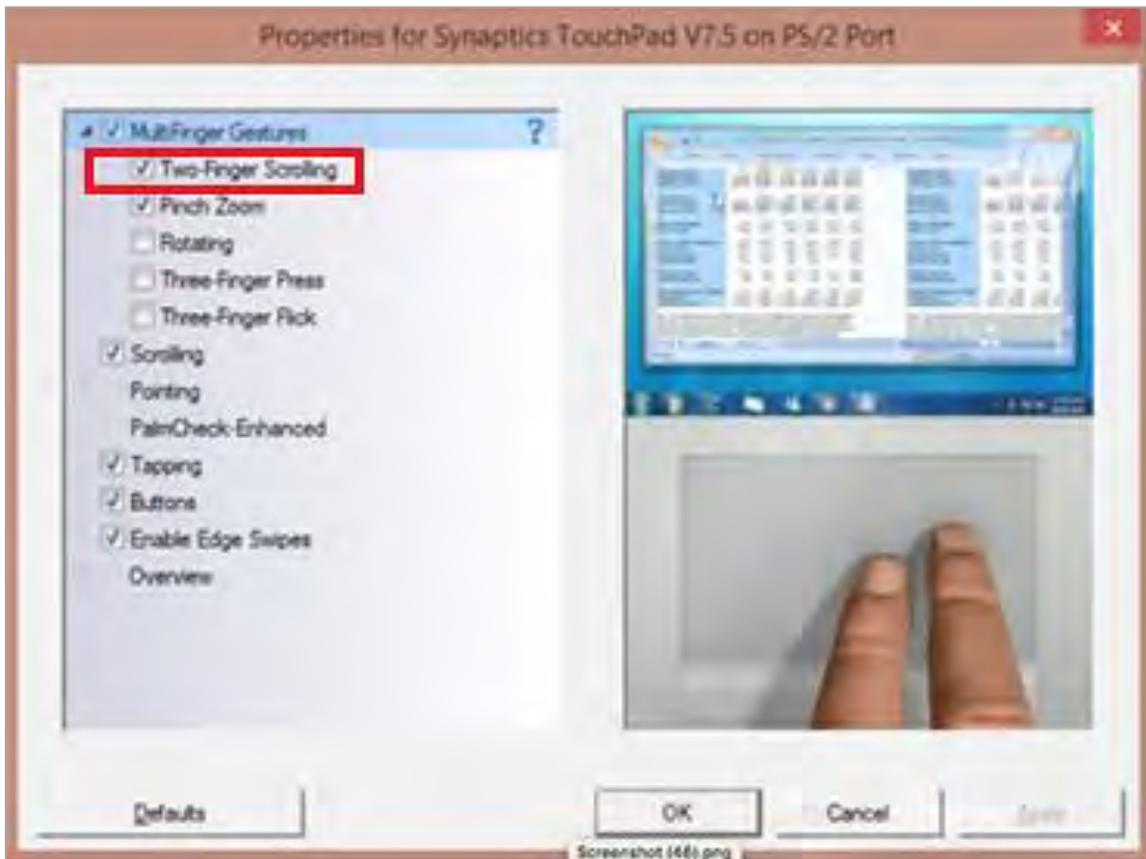
2. Select **Mouse** from the list of options.
3. Click the **Device Settings** tab.
4. From the **Devices** list, select **Synaptics LuxPad V7.5**, and then click **Settings...**

Figure 15. Mouse Properties



5. Uncheck **Two-Finger Scrolling**.

Figure 16. Properties for Synaptics TouchPad



6. Click **Close**, and then click **OK**.
7. In the **Mouse Properties** window, click **Apply**.

How to Disable Automatic Volume Reduction

A feature in Windows automatically lowers or mutes the volume of some apps if Windows detects audio recording. This section describes how to disable automatic volume reduction.

1. Open the **Start Menu**.
2. Open the **Control Panel**.
3. Select **Sound**. The **Sound** window will open.
4. Select the **Communications** tab.
5. By default, the option to “Reduce the volume of other sounds by 80%” is selected. Change this to **Do nothing**.
6. Select **OK**.

Configurations, Troubleshooting, and Advanced Secure Browser Installation for Windows

How to Run NVDA Screen Reader 2018.1.1 with Take a Test App

Users running the Take a Test app and NVDA screen reader version 2018.1.1 at the same time on Windows 10 and 10 in S Mode with RS v1709 and v1803 are experiencing the Take a Test app crashing before a test is started. To keep the Take a Test app from crashing while running the NVDA screen reader 2018.1.1, you should update Windows 10 and 10 in S Mode to at least RS v1809. Windows Updates can be accessed through the Control Panel.

1. Open the **Start Menu**.
2. Type **Windows Update** in the search charm and hit enter. The **Windows Update** window appears.
3. Select **Check for Updates**.
4. Select **Install Updates** to install all available updates.

Figure 17. Windows Update



How to View the Windows Taskbar in Permissive Mode

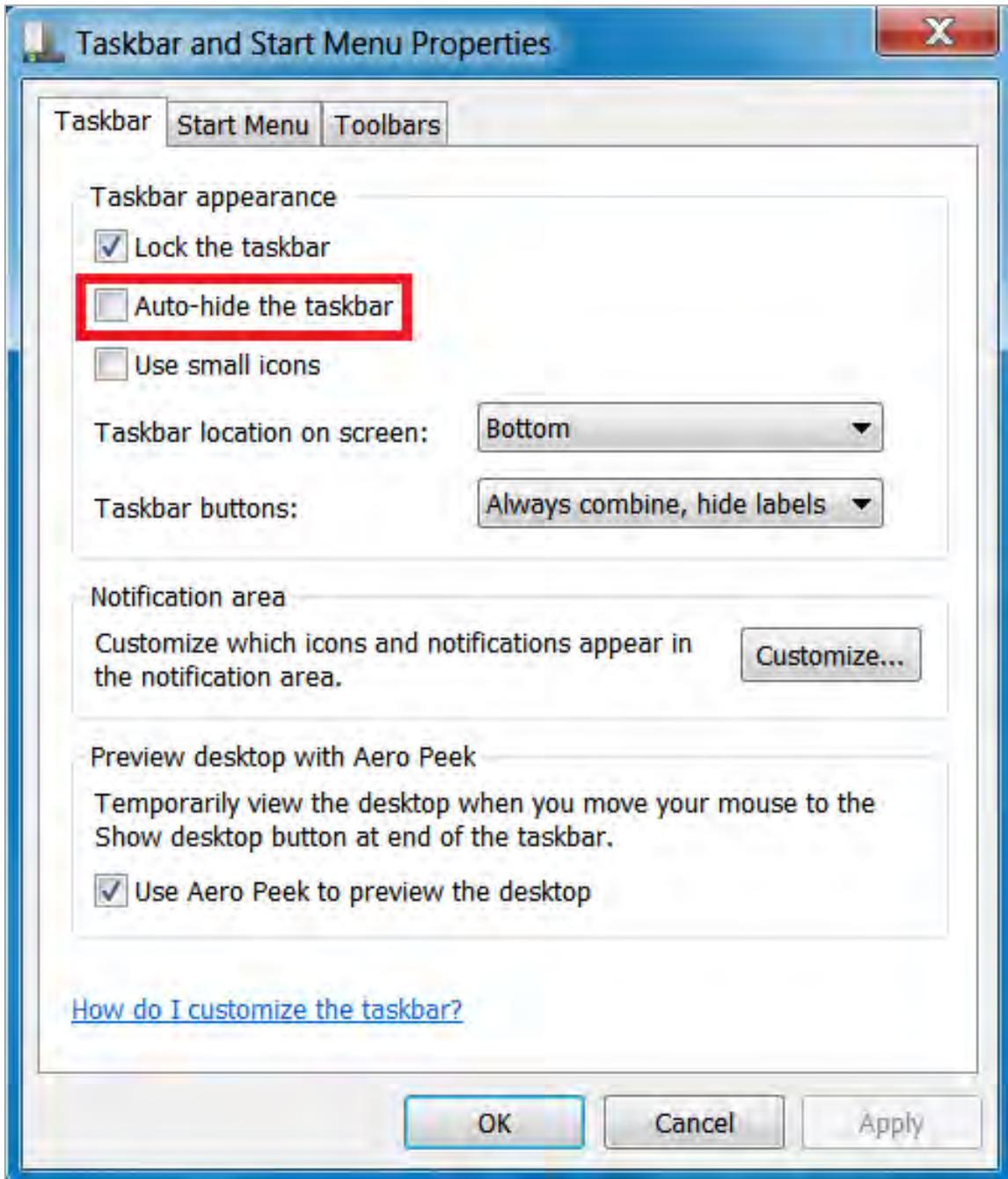
In Permissive Mode, the Windows taskbar should appear when a user hovers their mouse pointer near the bottom of the screen. In Windows 8, 8.1, and 10, the taskbar does not appear as intended. The following sections describe how to view the Windows taskbar in Permissive Mode by turning off the auto-hide feature in the Taskbar Properties. These instructions differ slightly depending on your version of Windows. This procedure must be completed before the Secure Browser is launched on the student workstation.

How to View the Taskbar in Permissive on Windows 8 and 8.1

1. Right-click on the taskbar.
2. Click **Properties**. The **Taskbar and Start Menu Properties** window appears. (See [Figure 18.](#))

3. Uncheck the **Auto-hide the taskbar** checkbox.
4. Click **OK**.

Figure 18. Taskbar and Start Menu Properties

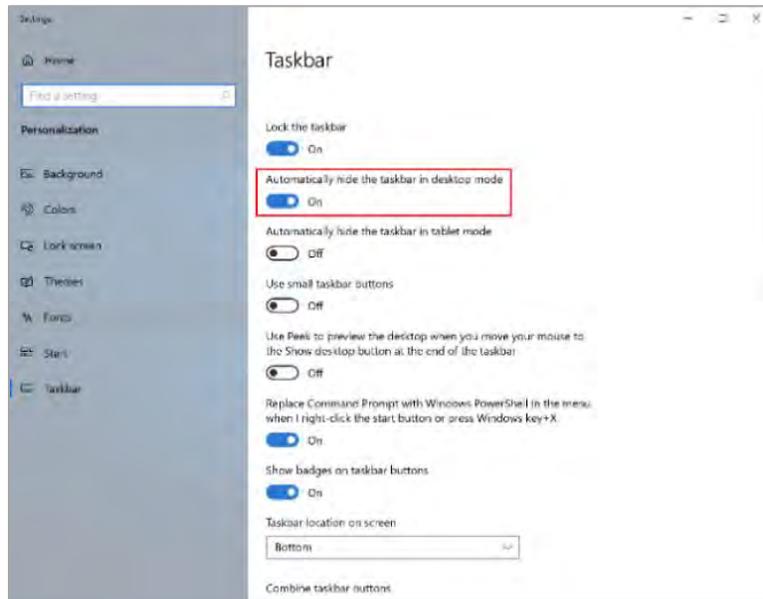


How to View the Taskbar in Permissive Mode on Windows 10

1. Right-click on the taskbar.
2. Click **Properties**. The *Taskbar* window appears. (See [Figure 19](#).)

3. Toggle **Automatically hide the taskbar in desktop mode** to **Off**.
4. Close the *Taskbar* window.

Figure 19. Taskbar



How to Configure Networks for Online Testing

This section contains additional configurations for your network.

Resources to Whitelist for Online Testing

This section presents information about the URLs that CAI provides. Ensure your network’s firewalls are open for these URLs. If your testing network includes devices that perform traffic shaping, packet prioritization, or Quality of Service, ensure these URLs have high priority.

URLs for Non-Testing Sites to Whitelist

[Table 1](#) lists URLs for non-testing sites, such as Test Information Distribution Engine and Online Reporting System.

Table 1. CAI URLs for Non-Testing Sites

System	URL
Portal and Secure Browser installation files	https://wv.portal.cambiumast.com
Single Sign-On System	https://sso1.cambiumast.com/auth/realms/westvirginia/account
Test Information Distribution Engine	https://wv.tide.cambiumast.com
Reporting System	https://wv.reporting.cambiumast.com

URLs for TA and Student Testing Sites to Whitelist

Testing servers and satellites may be added or modified during the school year to ensure an optimal testing experience. As a result, CAI strongly encourages you to whitelist at the root level. This requires using a wildcard.

Table 2. CAI and AIR URLs for Testing Sites

System	URL
TA and Student Testing Sites Assessment Viewing Application	*.cambiumast.com *.tds.cambiumast.com *.cloud1.tds.cambiumast.com
For 2020-2021, users should whitelist both Cambium and AIR URLs listed in this table.	*.cloud2.tds.cambiumast.com *.airast.org *.tds.airast.org *.cloud1.tds.airast.org *.cloud2.tds.airast.org

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URLs for Online Dictionary and Thesaurus to Whitelist

Some online assessments contain an embedded dictionary and thesaurus provided by Merriam-Webster. The Merriam-Webster URLs listed in [Table 3](#) should be whitelisted to ensure that students can use them during testing.

Table 3. CAI URLs for Online Dictionaries and Thesauruses

Domain Name	IP Address
media.merriam-webster.com	64.124.231.250
www.dictionaryapi.com	64.124.231.250

Domains for Email Exchange Server and Single Sign-On System

CAI systems send emails for password resets and login codes for the single sign-on system from cambiumast.com and from cambiumassessment.com. Add both domains to your allowlist to ensure you receive these emails.

Ports and Protocols Required for Online Testing

[Table 4](#) lists the ports and protocols used by the Test Delivery System. Ensure that all content filters, firewalls, and proxy servers are open accordingly.

Table 4. Ports and Protocols for Test Delivery System

Port/Protocol	Purpose
80/TCP	HTTP (initial connection only)
443/TCP	HTTPS (secure connection)

How to Configure Filtering Systems

If the school's filtering system has both internal and external filtering, the URLs for the testing sites (see [Table 2](#)) must be whitelisted in both filters. Ensure your filtering system is not configured to perform packet inspection on traffic to CAI servers. Please see your vendor's documentation for specific instructions. Also, be sure to whitelist these URLs in any multilayer filtering system (such as local and global layers). Ensure all items that handle traffic to *.tds.cambiumast.com and *.tds.airast.org have the entire certificate chain and are using the latest TLS 1.2 protocol.

How to Configure for Domain Name Resolution

[Table 1](#) and [Table 2](#) list the domain names for CAI's testing and non-testing applications. Ensure the testing machines have access to a server that can resolve those names.

How to Configure Network Settings for Online Testing

Local Area Network (LAN) settings on testing machines should be set to automatically detect network settings.

1. Open **Control Panel**.
2. Open **Internet Options**.

Configurations, Troubleshooting, and Advanced Secure Browser Installation for Windows

3. Open **Connections** tab.
4. Open **LAN Settings**.
5. Mark the **Automatically detect settings** checkbox.
6. Click **OK** to close the **Local Area Network (LAN) Settings** window.
7. Click **OK** to close the **Internet Properties** window.
8. Close the **Control Panel**.

How to Configure the Secure Browser for Proxy Servers

By default, the Secure Browser attempts to detect the settings for your network’s web proxy server. However, users of web proxies should execute a proxy command once from the command prompt. This command does not need to be added to the Secure Browser shortcut. [Table 5](#) lists the form of the command for different settings and operating systems. To execute these commands from the command line, change to the directory containing the Secure Browser’s executable file.

Note: Domain names in commands The commands in [Table 5](#) use the domain proxy.com. When configuring for a proxy server, use your actual proxy server hostname.

Table 5. Specifying proxy settings using the command line

Description	System	Command
Use the browser without any proxy	Windows	wVSecureBrowser.exe -proxy 0 aHR0cHM6Ly93di50ZHMuY2FtYm11bWFzdC5jb20vc3R1ZGVudA==
Set the proxy for HTTP requests only	Windows	wVSecureBrowser.exe -proxy 1:http:proxy.com:8080 aHR0cHM6Ly93di50ZHMuY2FtYm11bWFzdC5jb20vc3R1ZGVudA==
Set the proxy for all protocols to mimic the “Use this proxy server for all protocols” of Firefox	Windows	wVSecureBrowser.exe -proxy 1:*:proxy.com:8080 aHR0cHM6Ly93di50ZHMuY2FtYm11bWFzdC5jb20vc3R1ZGVudA==
Specify the URL of the PAC file	Windows	wVSecureBrowser.exe -proxy 2:proxy.com aHR0cHM6Ly93di50ZHMuY2FtYm11bWFzdC5jb20vc3R1ZGVudA==
Auto-detect proxy settings	Windows	wVSecureBrowser.exe -proxy 4 aHR0cHM6Ly93di50ZHMuY2FtYm11bWFzdC5jb20vc3R1ZGVudA==
Use the system proxy	Windows	wVSecureBrowser.exe -proxy 5 aHR0cHM6Ly93di50ZHMuY2FtYm11bWFzdC5jb20vc3R1ZGVudA==

setting (default)		
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Take a Test:

- For full instructions on setting up the “Take a Test” app, please see the Take a Test section of the Secure Browser page on the West Virginia Portal.

Change Log

Location	Change	Source	Date
Throughout	Cutover from 19-20.	Jeremy/SB Team	6/16/20
Domains	Added section on domains for email exchange and SSO		10/12/20



West Virginia DEPARTMENT OF
EDUCATION

Configurations, Troubleshooting, and Advanced Secure Browser Installation for iPads

For Technology Coordinators

2020–2021

Published October 12, 2020

Prepared by Cambium Assessment, Inc.



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Configurations for iPads

This document contains configurations for your network and iPads.

How to Configure iPads for Online Testing

This section contains configurations for iPads.

About Assessment Mode

A feature in iOS/iPadOS called Assessment Mode (AM) (formerly known as Automatic Assessment Configuration (AAC)) works with CAI's Secure Browser to lock down an iPad for online testing. Users in the field need to do nothing to set up AM. Once the Secure Browser is launched on an iPad, AM kicks in automatically.

For more information about AM, including a list of features it disables, please visit <https://support.apple.com/en-us/HT204775>.

In addition to AM disabling features listed at the URL above, there are a few additional features in iOS/iPadOS that must be disabled prior to the administration of online testing. These features, which are listed below, should not be available to students without an accommodation and AM does not currently block them.

About Mobile Device Management (MDM) Software

Some configurations listed below may be possible through third-party mobile device management (MDM) software. If you use MDM software and your MDM software is capable of these configurations, you are welcome to use it to configure iPads that will be used to administer online testing. For more information, please consult the documentation for your specific MDM software.

Configurations for iPads

How to Disable Voice Control

iPads have access to a feature called Voice Control that is not automatically disabled by Assessment Mode (AM) (formerly known as Automatic Assessment Configuration (AAC)). Voice Control allows iPad users to control an iPad using voice commands. If this feature is enabled on iPads that are used for testing, students may be able to access unwanted apps, such as web browsers, during a test.

Voice Control is disabled by default. If it has never been enabled on an iPad, you have nothing to do. If it has been enabled, you must disable it before a student takes a test.

1. Select **Settings**.
2. Select **Accessibility**.
3. Select **Voice Control**.

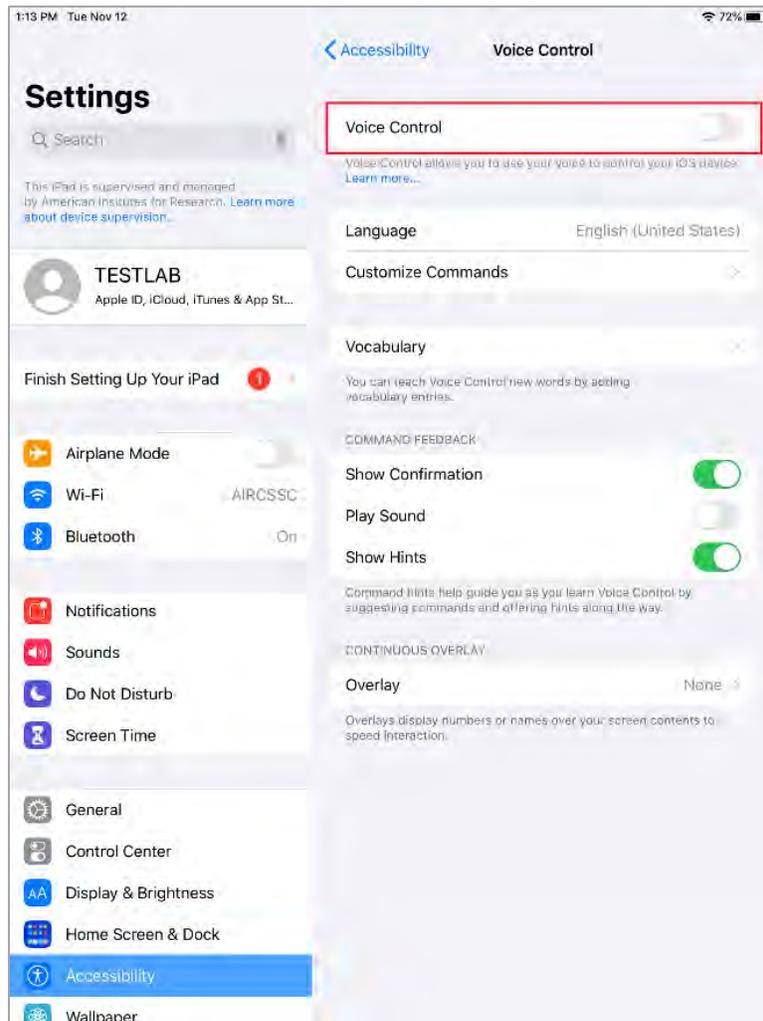
Figure 1. Accessibility Settings – Voice Control



Configurations for iPads

4. Toggle the **Voice Control** switch to the left to disable Voice Control.

Figure 2. Voice Control Settings



Configurations for iPads

How to Disable VoiceOver

iPads have access to a feature called VoiceOver that is not automatically disabled by Assessment Mode (AM) (formerly known as Automatic Assessment Configuration (AAC)). VoiceOver is a gesture-based screen reader that allows users to receive audible descriptions of what is on the screen of their iPad. VoiceOver also changes touchscreen gestures to have different effects and adds additional gestures that allow users to move around the screen and control their iPads. If VoiceOver is not disabled on iPads that are used for testing, students may be able to access unwanted apps during a test. This feature should not be available to students without an accommodation.

1. Select **Settings**.
2. Select **Accessibility**.
3. Select **VoiceOver**.

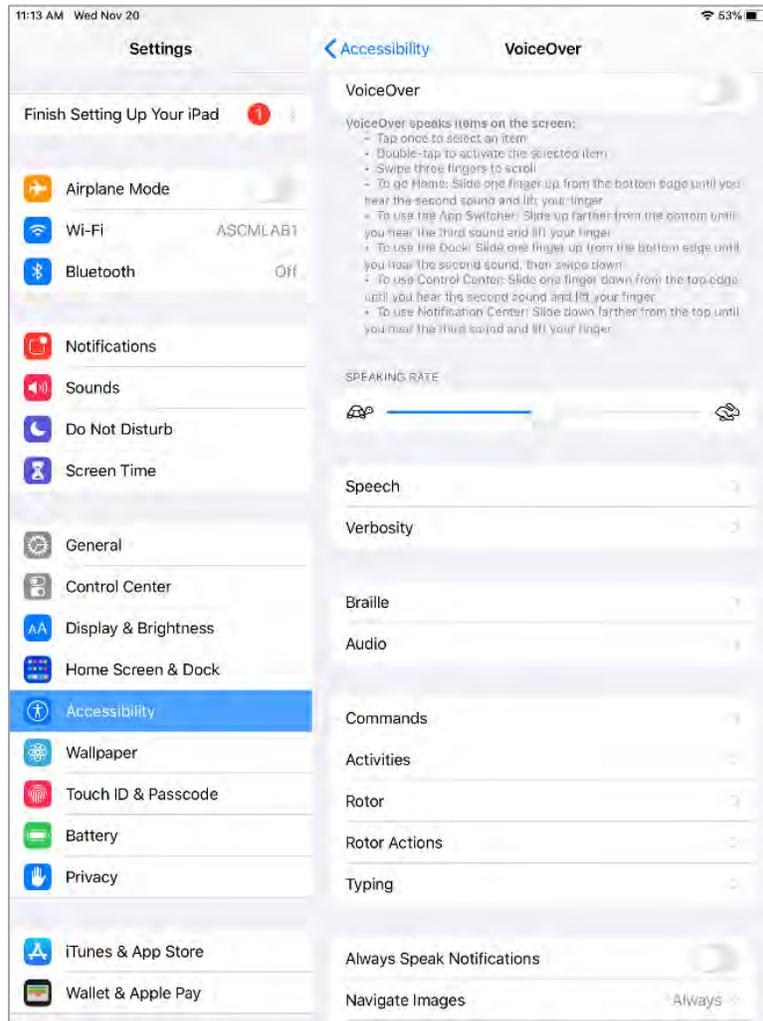
Figure 3. Accessibility Settings - VoiceOver



Configurations for iPads

4. Toggle the **VoiceOver** switch to the left to disable VoiceOver.

Figure 4. VoiceOver Settings



Configurations for iPads

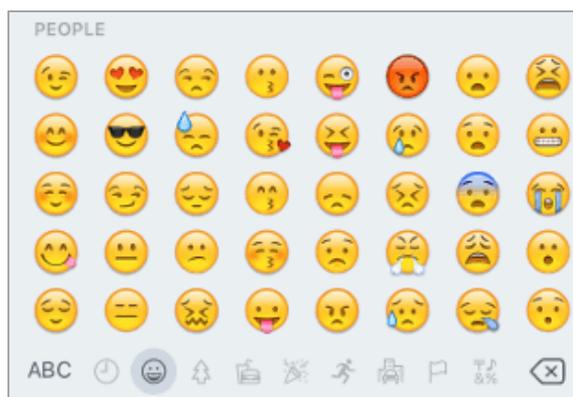
How to Disable the Emoji Keyboard

Emoticons are characters that express an emotion or represent a facial expression, such as a smile or a frown. Some text messaging apps replace sequences of characters with an emoticon, such as replacing :-) with 😊.

iOS/iPadOS has an Emoji keyboard that contains emoticons. This keyboard, if activated, can be confusing for test-takers or scorers. Use the following procedure to remove the emoji keyboard from an iPad.

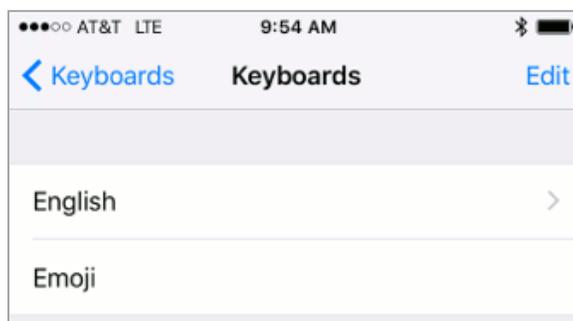
For Spanish tests, the emoji keyboard will need to be enabled because of its connection to accented characters.

Figure 5. Emoji Keyboard



1. Select **Settings**.
2. Navigate to **Keyboard > General**.
3. Select **Keyboards**.
4. Delete **Emoji** from the list by sliding it to the left and selecting **Delete**.

Figure 6. Keyboards



Configurations for iPads

How to Manage iPadOS Automatic Updates

This section describes how to manage iPadOS automatic updates. CAI recommends disabling iPadOS automatic updates so your iPads are not updated to a version that is not yet supported. To disable automatic updates on individual iPads, see Apple’s instructions at <https://support.apple.com/en-us/HT202180#automatic>. You can also use MDM software to disable updates on multiple iPads at once. For more information, see the section [Error! Reference source not found.](#)

How to Configure Networks for Online Testing

This section contains additional configurations for your network.

Resources to Add to your Allowlist for Online Testing

This section presents information about the URLs that CAI provides. Ensure your network’s firewalls are open for these URLs. If your testing network includes devices that perform traffic shaping, packet prioritization, or Quality of Service, ensure these URLs have high priority.

URLs for Non-Testing Sites to Add to your Allowlist

[Table 1](#) lists URLs for non-testing sites, such as Test Information Distribution Engine and Online Reporting System.

Table 1. CAI URLs for Non-Testing Sites

System	URL
Portal and Secure Browser installation files	https://wv.portal.cambiumast.com
Single Sign-On System	https://sso1.cambiumast.com/auth/realms/westvirginia/account
Test Information Distribution Engine	https://wv.tide.cambiumast.com
Reporting System	https://wv.reporting.cambiumast.com

URLs for TA and Student Testing Sites to Add to your Allowlist

Testing servers and satellites may be added or modified during the school year to ensure an optimal testing experience. As a result, CAI strongly encourages you to add these URLs to your allowlist at the root level. This requires using a wildcard.

Table 2. CAI and AIR URLs for Testing Sites

System	URL
TA and Student Testing Sites Assessment Viewing Application	*.cambiumast.com *.tds.cambiumast.com *.cloud1.tds.cambiumast.com *.cloud2.tds.cambiumast.com
For 2020-2021, users should add both Cambium and AIR URLs listed in this table to their allowlist.	*.airast.org *.tds.airast.org *.cloud1.tds.airast.org

Configurations for iPads

	*.cloud2.tds.airast.org
--	-------------------------

URLs for Online Dictionary and Thesaurus to Add to your Allowlist

Some online assessments contain an embedded dictionary and thesaurus provided by Merriam-Webster. The Merriam-Webster URLs listed in [Table 3](#) should be added to your allowlist to ensure that students can use them during testing.

Table 3. CAI URLs for Online Dictionaries and Thesauruses

Domain Name	IP Address
media.merriam-webster.com	64.124.231.250
www.dictionaryapi.com	64.124.231.250

Domains for Email Exchange Server and Single Sign-On System

CAI systems send emails for password resets and login codes for the single sign-on system from cambiumast.com and from cambiumassessment.com. Add both domains to your allowlist to ensure you receive these emails.

Ports and Protocols Required for Online Testing

[Table 4](#) lists the ports and protocols used by the Test Delivery System. Ensure that all content filters, firewalls, and proxy servers are open accordingly.

Table 4. Ports and Protocols for Test Delivery System

Port/Protocol	Purpose
80/TCP	HTTP (initial connection only)
443/TCP	HTTPS (secure connection)

How to Configure Filtering Systems

If the school’s filtering system has both internal and external filtering, the URLs for the testing sites (see [Table 1](#)) must be added to your allowlist in both filters. Ensure your filtering system is not configured to perform packet inspection on traffic to CAI servers. Please see your vendor’s documentation for specific instructions. Also, be sure to add these URLs to your allowlist in any multilayer filtering system (such as local and global layers). Ensure all items that handle traffic to *.tds.cambiumast.com and *.tds.airast.org have the entire certificate chain and are using the latest TLS 1.2 protocol.

How to Configure for Domain Name Resolution

[Table 1](#) and [Table 2](#) list the domain names for CAI’s testing and non-testing applications. Ensure the testing machines have access to a server that can resolve those names.

Change Log

Location	Change	Date
Throughout	Cutover from 19-20.	7/29/20
How to manage iPadOS Automatic Updates.	Added new topic	10/6/20



West Virginia DEPARTMENT OF
EDUCATION

Configurations, Troubleshooting, and Advanced Secure Browser Installation Guide for Linux

For Technology Coordinators

2020-2021

Published October 12, 2020

Prepared by Cambium Assessment, Inc.



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Configurations and Troubleshooting for Linux

This document contains configurations and troubleshooting for your network and Linux workstations.

How to Configure Linux Workstations for Online Testing

This section contains additional configurations for Linux.

Required Libraries & Packages to Install

The following libraries and packages are required to be installed on all 32-bit and 64-bit Linux workstations:

- GTK+ 2.18 or higher
- GLib 2.22 or higher
- Pango 1.14 or higher
- X.Org 1.0 or higher (1.7+ recommended)
- libstdc++ 4.3 or higher
- libreadline6:i386 (required for Ubuntu only)
- GNOME 2.16 or higher

The following libraries and packages are recommended to be installed on all 32-bit and 64-bit Linux workstations:

- NetworkManager 0.7 or higher
- DBus 1.0 or higher
- HAL 0.5.8 or higher

The following libraries and packages are required to be installed on all 64-bit Linux workstations:

- Sox
- Net-tools

How to Add Verdana Font

Some tests have content that requires the Verdana TrueType font. Therefore, ensure that Verdana is installed on Linux machines used for testing. The easiest way to do this is to install the Microsoft core fonts package for your distribution.

- Fedora—Follow the steps in the “How to Install” section of the following website:
<http://corefonts.sourceforge.net/>.
- Ubuntu—In a terminal window, enter the following command to install the msttcorefonts package:

```
sudo apt-get install msttcorefonts
```

Configurations and Troubleshooting for Linux

How to Disable the On-Screen Keyboard

Fedora and Ubuntu feature an on-screen keyboard that should be disabled before online testing. This section describes how to disable the on-screen keyboard.

1. Open **System Settings**.
2. Select **Universal Access**.
3. In the *Typing* section, toggle **Screen Keyboard** to **Off**.

How to Uninstall the Secure Browser on Linux

This section contains instructions to uninstall the Secure Browser for Linux.

How to Uninstall the Secure Browser on Linux

To uninstall a Secure Browser, delete the folder from the installation directory.

How to Troubleshoot Linux Workstations

This section contains troubleshooting tips for Linux.

How to Reset Secure Browser Profiles on Linux

If the Help Desk advises you to reset the Secure Browser profile, use the instructions in this section.

1. Log on as a superuser or as the user who installed the Secure Browser, and close any open Secure Browsers.
2. Open a terminal, and delete the contents of the following directories:

```
/home/username/.cai
```

```
/home/username/.cache/cai
```

where `username` is the user account where the Secure Browser is installed. (Keep the directories, just delete their contents.)

3. Restart the Secure Browser.

How to Configure Networks for Online Testing

This section contains additional configurations for your network.

Resources to Whitelist for Online Testing

This section presents information about the URLs that CAI provides. Ensure your network’s firewalls are open for these URLs. If your testing network includes devices that perform traffic shaping, packet prioritization, or Quality of Service, ensure these URLs have high priority.

URLs for Non-Testing Sites to Whitelist

[Table 1](#) lists URLs for non-testing sites, such as Test Information Distribution Engine and Online Reporting System.

Table 1. CAI URLs for Non-Testing Sites

System	URL
Portal and Secure Browser installation files	https://wv.portal.cambiumast.com
Single Sign-On System	https://sso1.cambiumast.com/auth/realms/westvirginia/account
Test Information Distribution Engine	https://wv.tide.cambiumast.com
Reporting System	https://wv.reporting.cambiumast.com

URLs for TA and Student Testing Sites to Whitelist

Testing servers and satellites may be added or modified during the school year to ensure an optimal testing experience. As a result, CAI strongly encourages you to whitelist at the root level. This requires using a wildcard.

Table 2. CAI and AIR URLs for Testing Sites

System	URL
TA and Student Testing Sites Assessment Viewing Application	*.cambiumast.com *.tds.cambiumast.com *.cloud1.tds.cambiumast.com
For 2020-2021, users should whitelist both Cambium and AIR URLs listed in this table.	*.cloud2.tds.cambiumast.com *.airast.org *.tds.airast.org *.cloud1.tds.airast.org *.cloud2.tds.airast.org

Configurations and Troubleshooting for Linux

URLs for Online Dictionary and Thesaurus to Whitelist

Some online assessments contain an embedded dictionary and thesaurus provided by Merriam-Webster. The Merriam-Webster URLs listed in [Table 3](#) should be whitelisted to ensure that students can use them during testing.

Table 3. CAI URLs for Online Dictionaries and Thesauruses

Domain Name	IP Address
media.merriam-webster.com	64.124.231.250
www.dictionaryapi.com	64.124.231.250

Domains for Email Exchange Server and Single Sign-On System

CAI systems send emails for password resets and login codes for the single sign-on system from cambiumast.com and from cambiumassessment.com. Add both domains to your allowlist to ensure you receive these emails.

Ports and Protocols Required for Online Testing

[Table 4](#) lists the ports and protocols used by the Test Delivery System. Ensure that all content filters, firewalls, and proxy servers are open accordingly.

Table 4. Ports and Protocols for Test Delivery System

Port/Protocol	Purpose
80/TCP	HTTP (initial connection only)
443/TCP	HTTPS (secure connection)

How to Configure Filtering Systems

If the school's filtering system has both internal and external filtering, the URLs for the testing sites (see [Table 1](#)) must be whitelisted in both filters. Ensure your filtering system is not configured to perform packet inspection on traffic to CAI servers. Please see your vendor's documentation for specific instructions. Also, be sure to whitelist these URLs in any multilayer filtering system (such as local and global layers). Ensure all items that handle traffic to *.tds.cambiumast.com and *.tds.airast.org have the entire certificate chain and are using the latest TLS 1.2 protocol.

How to Configure for Domain Name Resolution

[Table 1](#) and [Table 2](#) list the domain names for CAI's testing and non-testing applications. Ensure the testing machines have access to a server that can resolve those names.

How to Configure Network Settings for Online Testing

Local Area Network (LAN) settings on testing machines should be set to automatically detect network settings.

To set LAN settings to auto-detect on Linux machines:

1. Open **System Settings**.

Configurations and Troubleshooting for Linux

2. Open **Network**.
3. Select **Network Proxy**.
4. From the **Method** dropdown, select **None**.
5. Close the **Network** window.

How to Configure the Secure Browser for Proxy Servers

By default, the Secure Browser attempts to detect the settings for your network’s web proxy server. However, users of web proxies should execute a proxy command once from the command prompt. This command does not need to be added to the Secure Browser shortcut. [Table 5](#) lists the form of the command for different settings and operating systems. To execute these commands from the command line, change to the directory containing the Secure Browser’s executable file.

Note: Domain names in commands The commands in [Table 5](#) use the domain proxy.com. When configuring for a proxy server, use your actual proxy server hostname.

Table 5. Specifying proxy settings using the command line

Description	System	Command
Use the browser without any proxy	Linux	<code>./XXSecureBrowser.sh -proxy 0 aHR0cHM6Ly93di50ZHMuY2FtYm11bWFzdC5jb20vc3R1ZGVudA==</code>
Set the proxy for HTTP requests only	Linux	<code>./XXSecureBrowser.sh -proxy 1:http:proxy.com:8080 aHR0cHM6Ly93di50ZHMuY2FtYm11bWFzdC5jb20vc3R1ZGVudA==</code>
Set the proxy for all protocols to mimic the “Use this proxy server for all protocols” of Firefox	Linux	<code>./XXSecureBrowser.sh -proxy 1:*:proxy.com:8080 aHR0cHM6Ly93di50ZHMuY2FtYm11bWFzdC5jb20vc3R1ZGVudA==</code>
Specify the URL of the PAC file	Linux	<code>./XXSecureBrowser.sh -proxy 2:proxy.com aHR0cHM6Ly93di50ZHMuY2FtYm11bWFzdC5jb20vc3R1ZGVudA==</code>
Auto-detect proxy settings	Linux	<code>./XXSecureBrowser.sh -proxy 4 aHR0cHM6Ly93di50ZHMuY2FtYm11bWFzdC5jb20vc3R1ZGVudA==</code>
Use the system	Linux	<code>./XXSecureBrowser.sh -proxy 5 aHR0cHM6Ly93di50ZHMuY2FtYm11bWFzdC5jb20vc3R1ZGVudA==</code>

Configurations and Troubleshooting for Linux

proxy setting (default)		
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Change Log

Location	Change	Source	Date
Throughout	Cutover from 19-20.	Jeremy/SB Team	6/16/20
Domains	Added section on domains for email exchange and SSO		10/12/20



West Virginia DEPARTMENT OF EDUCATION

Configurations, Troubleshooting, and Advanced Secure Browser Installation Guide for Chrome OS For Technology Coordinators

2020-2021

Published October 12, 2020

Prepared by Cambium Assessment, Inc.



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How to Disable Auto-Updates for Chrome OS	3
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Configurations, Troubleshooting, and Advanced Secure Browser Installation for Chrome OS

This document contains configurations, troubleshooting, and advanced Secure Browser installation instructions for your network and Chrome OS workstations.

How to Configure Chrome OS Workstations for Online Testing

This section contains additional configurations for Chrome OS.

How to Manage Chrome OS Auto-Updates

This section describes how to manage Chrome OS auto-updates. CAI recommends disabling Chrome OS auto-updates or limiting updates to a specific version used successfully before summative testing begins.

How to Disable Auto-Updates for Chrome OS

This section describes how to disable auto-updates for Chrome OS.

1. Display the Device Settings page by following the procedure in **Manage device settings**, <https://support.google.com/chrome/a/answer/1375678>. The steps in that procedure assume that your Chromebooks are managed through the admin console.
2. From the *Auto Update* list, select **Stop auto-updates**.
3. Select **Save**.

How to Limit Chrome OS Updates to a Specific Version

This section describes how to limit Chrome OS updates to a specific version.

1. Display the Device Settings page by following the procedure in **Manage device settings**, <https://support.google.com/chrome/a/answer/1375678>. The steps in that procedure assume that your Chromebooks are managed through the admin console.
2. From the *Auto Update* list, select **Allow auto-updates**.
3. From the *Restrict Google Chrome version to at most* list, select the required version.
4. Select **Save**.

How to Install the Secure Browser for Chrome OS Using Advanced Methods

This document contains additional installation instructions for installing the Secure Browser for Chrome OS.

Note: Chromebooks manufactured in 2017 or later must have an Enterprise or Education license to run in kiosk mode, which is necessary to run the Secure Browser.

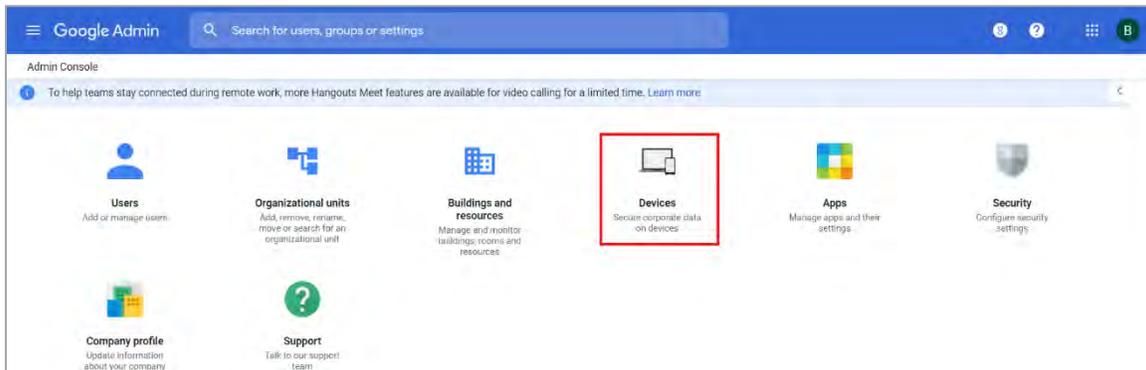
How to Install SecureTest (formerly AIRSecureTest) as a Kiosk App on Managed Chromebooks

These instructions are for installing the SecureTest (formerly AIRSecureTest) Secure Browser as a kiosk app on domain-managed Chromebook devices. The steps in this procedure assume that your Chromebooks are already managed through the admin console.

SecureTest (formerly AIRSecureTest) is not compatible with public sessions.

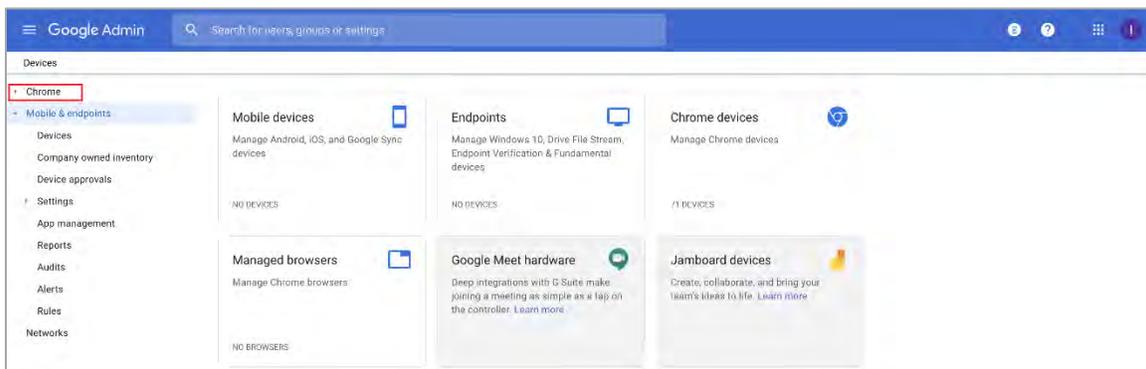
1. As the Chromebook administrator, log in to your admin console (<https://admin.google.com>)

Figure 1. Google Admin Console



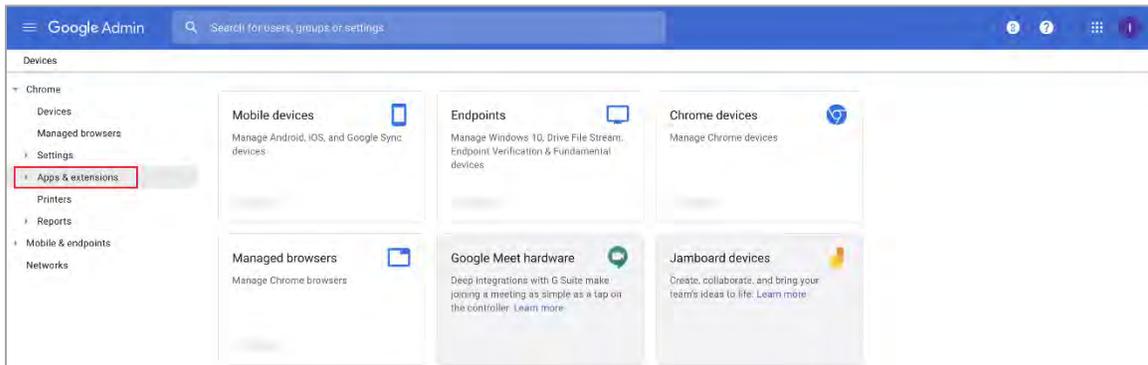
2. Select **Devices**. The **Devices** page appears.

Figure 2. Devices Page



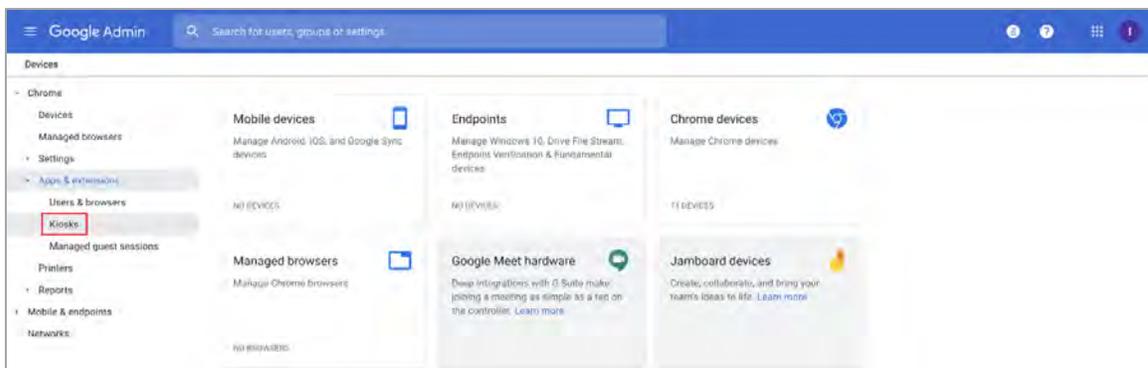
3. Select **Chrome**. The *Chrome* drop-down list appears.

Figure 3. Chrome Drop-down List



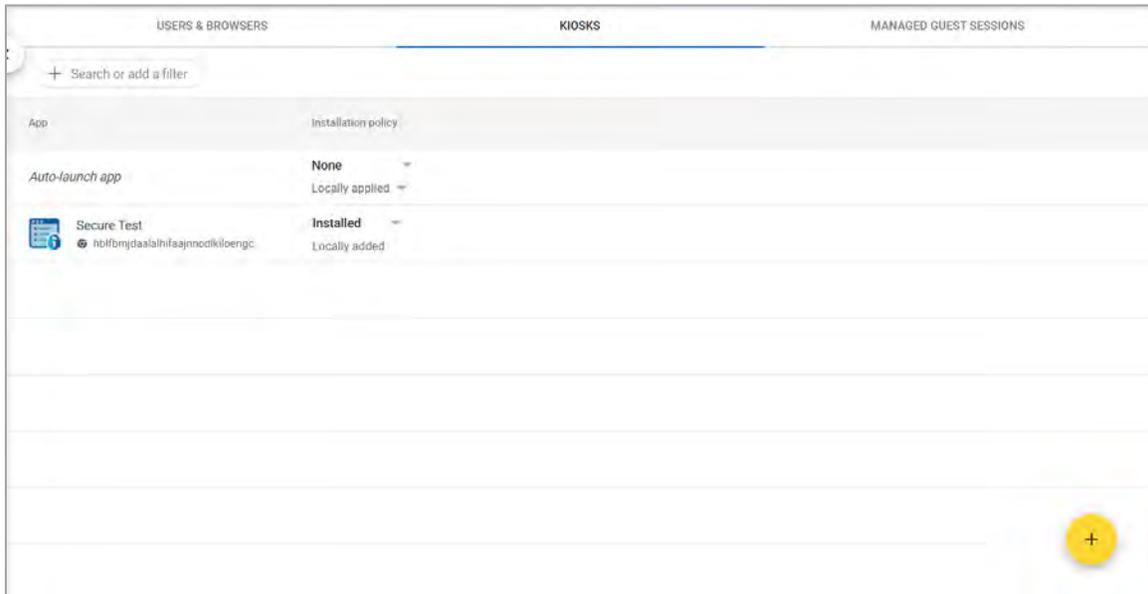
4. From the *Chrome* drop-down list, select **Apps & extensions**. The *Apps & extensions* drop-down list appears.

Figure 4. Apps & extensions Drop-down List



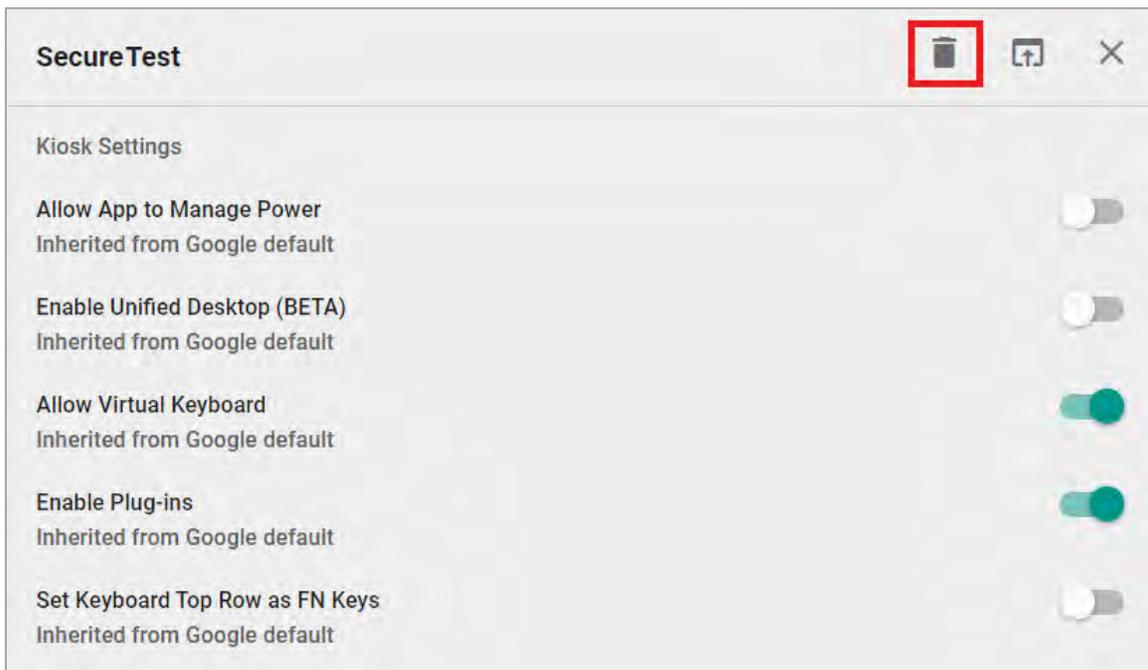
5. From the *Apps & extensions* drop-down list, select **Kiosks**. The *Apps & Extensions* page appears, displaying the *Kiosks* tab.

Figure 5. Apps & extensions page – Kiosks tab



6. Remove any previous versions of the apps that appear by selecting the app name to display the app settings and then selecting . These may appear as SecureTest or AIRSecureTest.

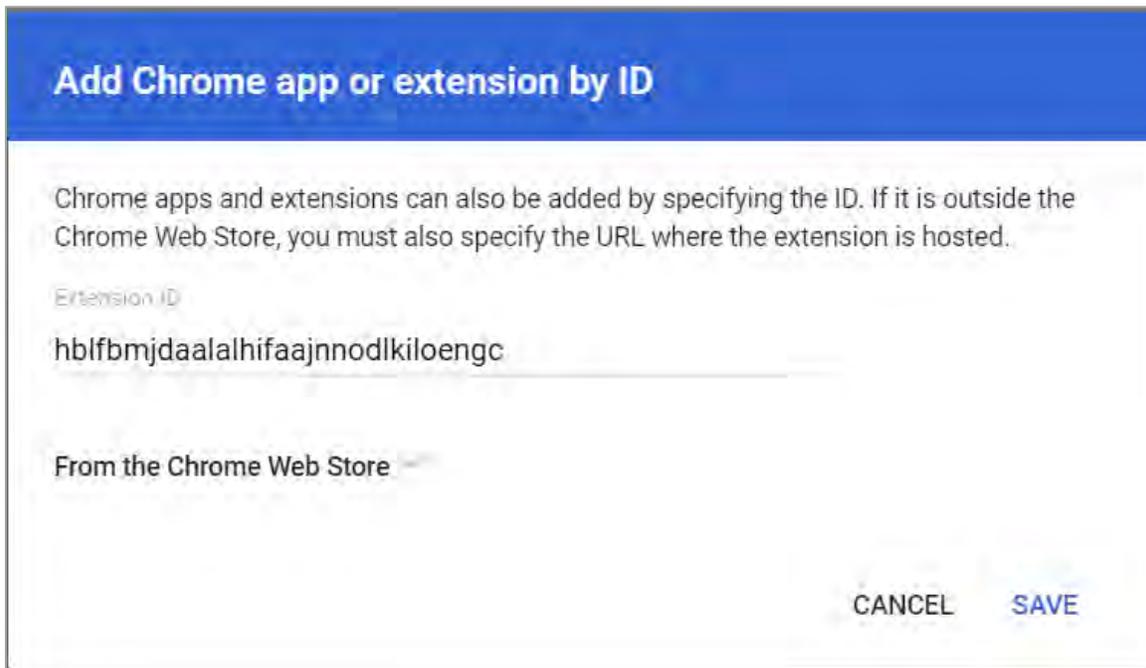
Figure 6. App Settings



7. Close app settings.
8. Hover over  to display options to add a new app.

9. Select  to add a Chrome app or extension by ID. The **Add Chrome app or extension by ID** window appears.
10. Enter `hblfbmjdaaalhifaajnnodlkiloengc` in the *Extension ID* field.
11. Ensure **From the Chrome Web Store** is selected from the drop-down list.

Figure 7. Add Chrome app or extension by ID



12. Select **Save**. The SecureTest (formerly AIRSecureTest) app appears in the app list.
13. Ensure **Installed** is selected from the *Installation Policy* drop-down list.

The SecureTest (formerly AIRSecureTest) app will be installed on all managed devices the next time each managed device is turned on.

How to Configure Networks for Online Testing

This section contains additional configurations for your network.

Resources to Add to your Allowlist for Online Testing

This section presents information about the URLs that CAI provides. Ensure your network’s firewalls are open for these URLs. If your testing network includes devices that perform traffic shaping, packet prioritization, or Quality of Service, ensure these URLs have high priority.

URLs for Non-Testing Sites to Add to your Allowlist

[Table 1](#) lists URLs for non-testing sites, such as Test Information Distribution Engine and Online Reporting System.

Table 1. CAI URLs for Non-Testing Sites

System	URL
Portal and Secure Browser installation files	https://wv.portal.cambiumast.com
Single Sign-On System	https://sso1.cambiumast.com/auth/realms/westvirginia/account
Test Information Distribution Engine	https://wv.tide.cambiumast.com
Reporting System	https://wv.reporting.cambiumast.com

URLs for TA and Student Testing Sites to Add to your Allowlist

Testing servers and satellites may be added or modified during the school year to ensure an optimal testing experience. As a result, CAI strongly encourages you to add these URLs to your allowlist at the root level. This requires using a wildcard.

Table 2. CAI and AIR URLs for Testing Sites

System	URL
TA and Student Testing Sites Assessment Viewing Application	<ul style="list-style-type: none"> *.cambiumast.com *.tds.cambiumast.com *.cloud1.tds.cambiumast.com *.cloud2.tds.cambiumast.com
For 2020-2021, users should add both Cambium and AIR URLs listed in this table to their allowlist.	<ul style="list-style-type: none"> *.airast.org *.tds.airast.org *.cloud1.tds.airast.org *.cloud2.tds.airast.org

Configurations, Troubleshooting, and Advanced Secure Browser Installation for Chrome OS

URLs for Online Dictionary and Thesaurus to Add to your Allowlist

Some online assessments contain an embedded dictionary and thesaurus provided by Merriam-Webster. The Merriam-Webster URLs listed in [Table 3](#) should be added to your allowlist to ensure that students can use them during testing.

Table 3. CAI URLs for Online Dictionaries and Thesauruses

Domain Name	IP Address
media.merriam-webster.com	64.124.231.250
www.dictionaryapi.com	64.124.231.250

Domains for Email Exchange Server and Single Sign-On System

CAI systems send emails for password resets and login codes for the single sign-on system from cambiumast.com and from cambiumassessment.com. Add both domains to your allowlist to ensure you receive these emails.

Required Ports and Protocols for Online Testing

[Table 4](#) lists the ports and protocols used by the Test Delivery System. Ensure that all content filters, firewalls, and proxy servers are open accordingly.

Table 4. Ports and Protocols for Test Delivery System

Port/Protocol	Purpose
80/TCP	HTTP (initial connection only)
443/TCP	HTTPS (secure connection)

How to Configure Filtering Systems

If the school's filtering system has both internal and external filtering, the URLs for the testing sites (see [Table 1](#)) must be added to your allowlist in both filters. Ensure your filtering system is not configured to perform packet inspection on traffic to CAI servers. Please see your vendor's documentation for specific instructions. Also, be sure to add these URLs to your allowlist in any multilayer filtering system (such as local and global layers). Ensure all items that handle traffic to *.tds.cambiumast.com and *.tds.airast.org have the entire certificate chain and are using the latest TLS 1.2 protocol.

How to Configure for Domain Name Resolution

[Table 1](#) and [Table 2](#) list the domain names for CAI's testing and non-testing applications. Ensure the testing machines have access to a server that can resolve those names.

Change Log

Location	Change	Date
Throughout	Cutover from 19-20.	7/29/20
Domains	Added section on domains for email exchange as SSO.	10/12/20

Appendix F
Test Administrator User Guide



West Virginia DEPARTMENT OF
EDUCATION

Online Testing System Test Administrator User Guide

2021–2022

Published March 10, 2022

Prepared by Cambium Assessment, Inc.



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Introduction to the User Guide

This user guide supports Test Administrators (TAs) who manage testing for students participating in the State Assessment Program practice tests and operational tests.

Organization of the User Guide

The guide includes the following sections:

- [How TAs Proctor Test Sessions in the TA Site](#)
- [How Students Sign in to the Student Testing Site and Complete Tests](#)

There is also an alphabetized [Appendix](#) with additional information and instructions about the TA Site, the Secure Browser, and more.

Understanding the Online Testing System's Sites

The Online Testing System delivers the State's online tests and consists of practice sites and operational testing sites. The practice sites function identically to the operational testing sites. However, the tests that are available in the practice and operational sites are different. Tests administered in the TA Training Site are for practice whereas the tests provided in the TA Interface are operational and students' scores will be official.

- **Practice Sites**
 - **TA Training Site:** Allows TAs to practice administering tests.
 - **Student Training Site:** Allows students to practice taking tests online and using test tools. Students can log in to the testing site with their name and ID or as guests. They can either take proctored tests in sessions created by TAs in the TA Training Site or they can take non-proctored tests.
- **Operational Testing Sites**
 - **TA Interface:** Allows TAs to administer operational tests.
 - **Student Testing Site:** Allows students to take operational tests.

Throughout the rest of this user guide, "TA Site" refers to both the TA Interface and TA Training Site.

How TAs Proctor Test Sessions in the TA Site

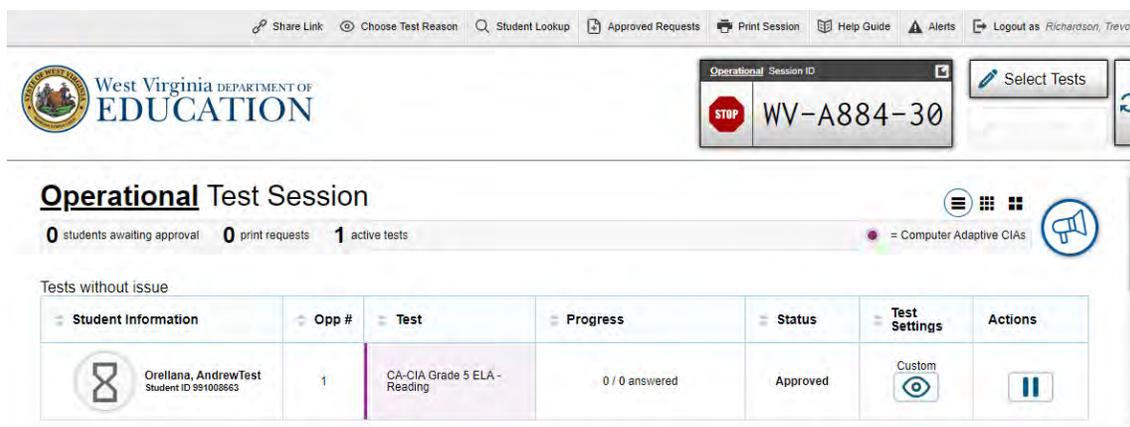
Administering tests in the Online Testing System is a straightforward process and the basic workflow is as follows:

1. The TA selects tests and starts a test session in the TA Site.
2. Students sign in to the Student Testing Site and request approval for tests.
3. The TA reviews students' requests and approves them for testing.
4. Students complete and submit their tests.
5. The TA stops the test session and logs out.

This section describes how TAs perform the following tasks within the TA Site (see [Figure 1](#)) to successfully administer online tests:

- [How to Select Tests and Start a Test Session](#)
- [How to Approve Students for Testing](#)
- [How to Monitor an Ongoing Test Session](#)

Figure 1. TA Site During an Ongoing Test Session



For information about the testing process from a student's perspective, see the section [How Students Sign in to the Student Testing Site and Complete Tests](#).

How to Select Tests and Start a Test Session

The first step in administering online tests is to select the tests that you wish to administer and start a test session.

Please note that only the tests that you select will be available to students who join your session. You may have only one session open at a time. You cannot reopen closed sessions, but students can resume a test in a new session.

How to Create a New Test Session

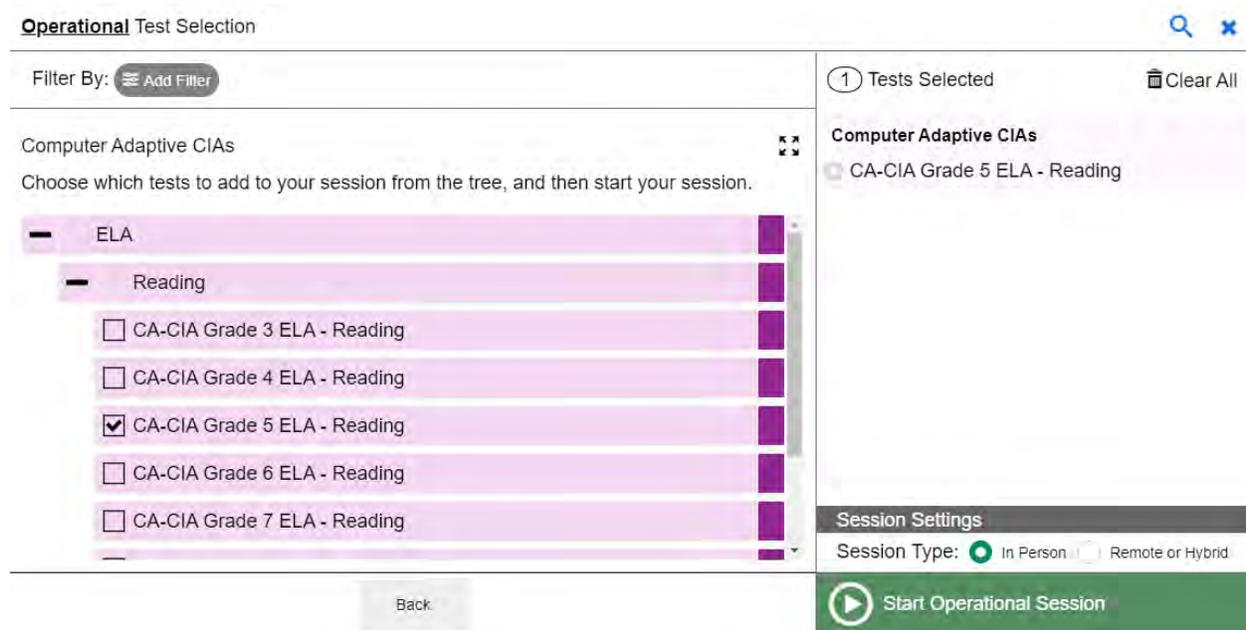
1. Log in to the TA Site. The **Test Selection** window (see [Figure 2](#)) opens automatically. If the **Test Selection** window is not open, select **Select Tests** in the upper-right corner of the TA Site.
 - If you already have an active session running, you will need to select **Start a New Session Now** to open the **Test Selection** window. For more information, see [Transfer a Test Session](#).

Figure 2. Test Selection Window: Test Categories



2. From the list of color-coded test categories, select the test category from which you wish to include tests. This will display the tests or test groups available for that test category (see [Figure 3](#)).

Figure 3. Test Selection Window: Test Category Subgroups



3. *Optional:* Expand a test subgroup to view the constituent tests. All test groups and sub-groups appear collapsed by default and you may have to expand the test group to view individual tests.

- To expand a test group, select **+** (or **Expand All**).

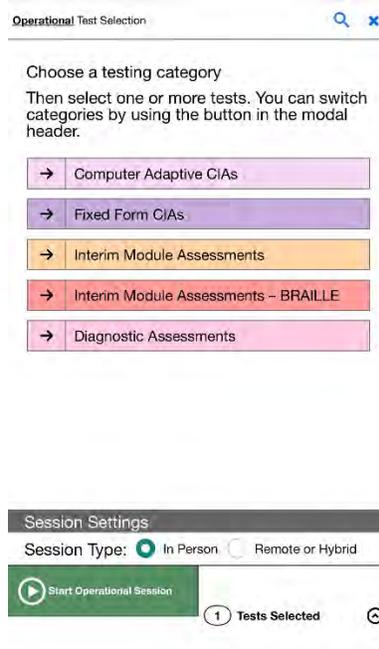


- To expand or collapse all the groups within a test category simultaneously, select .

- To select all the tests in a test group, mark the checkbox for that group.

Once selected, tests are displayed under their respective test categories in the right-hand side panel of the **Test Selection** window (see [Figure 3](#)). If viewing on a smaller screen, the test selection count is displayed at the bottom of the **Test Selection** window (see [Figure 4](#)). To expand the selected tests section, select .

Figure 4. Test Selection Window: Tests Selected View for Small Screens



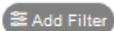
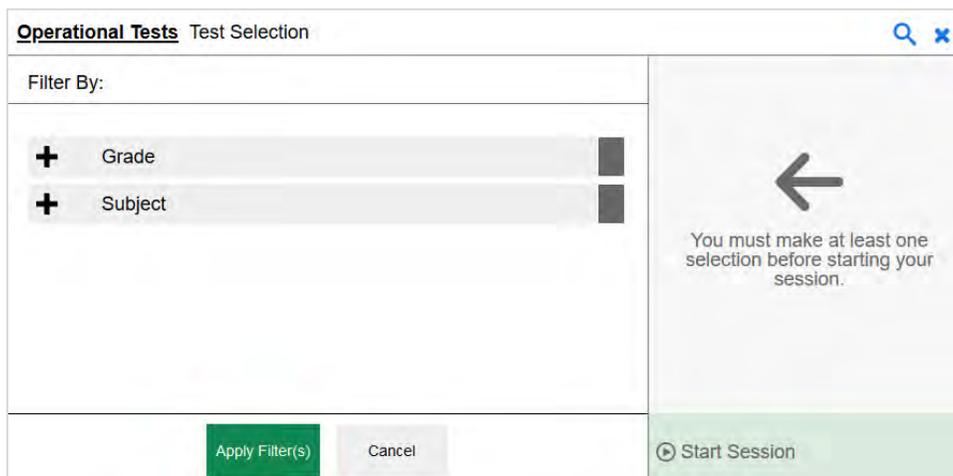
5. If a test alert message appears when selecting a test, review the message. Then, select **OK** to close the pop-up window and proceed as necessary. Alert messages may appear when
 - Adding summative or high-stakes tests in a session.
 - Selecting a Writing test where information is provided on the number of paragraphs a student can write. 9
6. *Optional:* If you need to remove selected tests, do one of the following:
 - To remove an individual test, select  for each test you want to remove.
 - To remove all the selected tests, select **Clear All**.
7. To add tests from a different test category, do the following:
 - a. [Figure 2](#)).
 - b. Repeat steps 2–6 to select the necessary tests.
8. *Optional:* When adding tests to your session, you may filter available tests based on the grade level and subject associated with the tests. To filter tests:
 - a. Select . The filter panel appears.

Figure 5. Test Selection Window: Filter Panel



- b. Expand the available filter categories and check the necessary grades and subjects that you wish to filter by. The selected filters are listed on top (see [Figure 6](#)).

Figure 6. Filter Selections



- You can remove a selected filter by selecting for the applicable filter.
- c. Select **Apply Filter(s)** to apply your selected filters. The test list updates to display the tests that match your filter criteria.



[Figure 7](#)).

Figure 7. Test Selection Window: Search Panel



- c. To close the search panel, select **Close** at the bottom of the panel.
- 10. If any of the selected tests require an attribute, such as test reason, a drop-down list (see [Figure 8](#)) appears in the System Settings section. From the drop-down list, select the required attribute for the session.
 - The **Test Reason** attribute categorizes the test opportunities in your session for reporting purposes.

Figure 8. Session Attributes Drop-Down List



- 11. Once the required tests have been selected, select **Start Session**. The exact label for this button may vary depending on whether you are starting a practice or operational session. The button becomes active after you have selected a test.
- 12. The Session ID appears on the TA Site (see [Figure 9](#)). Provide the Session ID to your students.



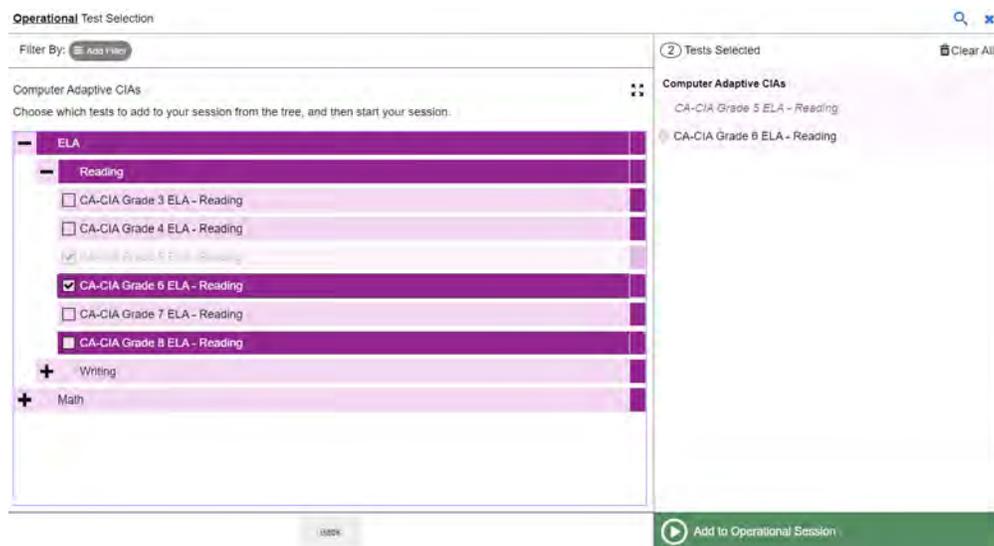
How to Add Tests to an Active Test Session

If necessary, you can add additional tests to an ongoing test session. While you can add tests to an active test session, you cannot remove tests from an active test session.

(see [Figure 10](#)) opens to the page that you last viewed and shows the tests that are currently active in the session.

- 2. Mark the checkboxes of the tests that you wish to add to the session following the instructions in the [How to Create a New Test Session](#) section. Tests that are already active in the session or that cannot be added to the session are grayed out. If the active session includes a stand-alone test, the test categories themselves are disabled.

Figure 10. Test Selection Window: Add to Session



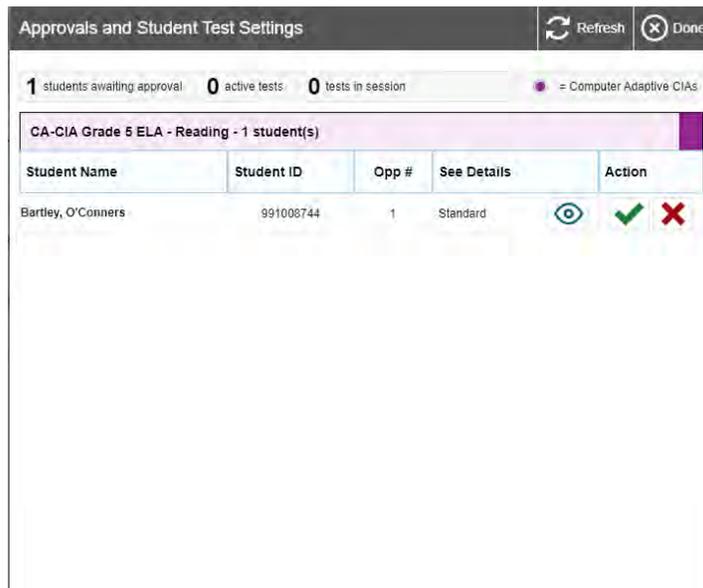
- To remove an individual test, select  for each test you want to remove. The button is only displayed for tests that are not yet active in the session.
 - To remove all the selected tests, select **Clear All**. All selected tests that are not yet active will be removed.
4. A drop-down list (see [Figure 8](#)) appears in the System Settings section displaying the test reason or other attributes you selected when you started the session.
 5. Select **Add to Session**. The exact label for this button may vary depending on whether you are starting a practice or operational session. The button becomes active after you have selected at least one new test.
 6. In the confirmation message that appears, click **Yes**.

How to Approve Students for Testing

After students sign in to the Student Testing Site and select tests, you must verify that their settings and accommodations are correct before approving them for testing. If a test contains segments requiring TA approval, you must also follow the same procedure when approving students' entry to test segments.

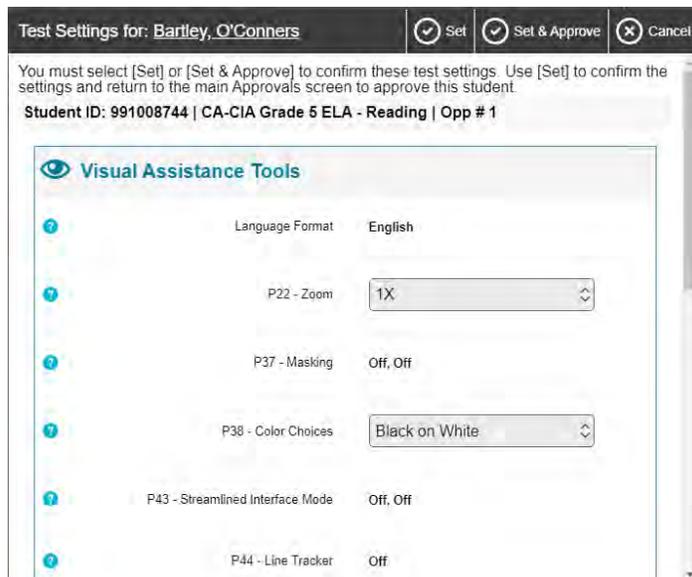
1. Select **Approvals** next to the Session ID (see [Figure 1](#)). The **Approvals and Student Test Settings** window (see [Figure 11](#)) appears displaying a list of students grouped by test (and test segment, if applicable). Note, the **Approvals** button becomes active when students are awaiting approval and shows you how many students are awaiting approval. The **Approvals** notification updates regularly, but you can also select  in the upper-right corner to update it manually.

Figure 11. Approvals and Student Test Settings Window



2. To check a student’s test settings and accommodations, select  for that student. The **Test Settings** window appears (see [Figure 12](#)) displaying the student’s test settings grouped by their area of need.

Figure 12. Test Settings Window for a Selected Student



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- a. If any settings are incorrect, update them as required. Students should not begin testing until their settings are correct.
 - Editable settings must be updated in this window, while read-only settings must be updated in TIDE.
- b. Do one of the following:
 - To confirm the settings, select **Set**. You must still approve the student for testing (see step 5).
 - To confirm the settings and approve the student, select **Set & Approve**.
 - To return to the **Approvals and Student Test Settings** window without confirming settings, select **Cancel**.
3. Repeat step 2 for each student in the **Approvals and Student Test Settings** list. Since the **Approvals and Student Test Settings** window does not automatically refresh, select **Refresh** at the top of the window to update the list of students awaiting approval.
4. If you need to deny a student access to testing, do the following (otherwise skip to step 5):
 - a. Select  for that student.
 - b. *Optional:* In the window that appears, enter a brief reason for denying the student.
 - c. Select **Deny**. The student receives a message explaining the reason for the denial and is logged out. The student can still request access to the test again.
5. If you wish to approve students directly from the **Approvals and Student Test Settings** window, do the following:



After you approve students for testing, you can monitor the testing progress for each student logged in to your session, approve a student's print request, and pause a student's test if necessary.

How to Monitor Students' Test Progress

At the start of the test, all the students in the session are listed in the **Tests without issues** table. If the Online Testing System detects that a student requires assistance, such as a student has a pending print request, or a student's test has been paused due to an environment security breach or due to the launch of a blacklisted application, the **Tests with potential issues** table appears at the top listing the students who need intervention.

The table(s) refresh at regular intervals, but you can also refresh the table(s) manually by selecting  in the upper-right corner of the TA Site. You can also sort the tables by a given column by selecting  in that column's header.

Figure 13. Table(s) for Monitoring Students' Test Progress

Operational Test Session

0 students awaiting approval 1 print requests 2 active tests  = Interim Module Assessments 

Tests with potential issues

Student Information	Opp #	Test	Progress	Status	Test Settings	Actions
	1	Module: ELA Grade 5 - Informational A	0 / 19 answered	Started More Info >	Custom 	 

Tests without issue

Student Information	Opp #	Test	Progress	Status	Test Settings	Actions
	1	Module: ELA Grade 5 - Informational A	0 / 19 answered	Started	Custom 	

[Table 1](#) describes the columns in the tables for monitoring students' test progress.

Table 1. Columns in the Table(s) for Monitoring Students' Test Progress

Column	Description
Student Information	The name and SSID of the student in the session.
Opp #	Opportunity number for the student's selected test.
Test	Name of the test the student selected. For segmented tests, this column also displays the name of the test segment that the student is currently testing.
Progress	Indicates the student's test progress. It displays how many questions the student has answered out of the total number of test questions.
Status	Current status for each student in the session. For more information about the statuses in this column, see Table 2 . If the Online Testing System detects that a student may be experiencing technical difficulties or requires assistance, such as the student may be experiencing connection issues, has a pending print request, or has paused his test, a more info icon () is displayed in this column for the student. When you hover over the icon, a message is displayed providing details about the issue.
Test Settings	Displays one of the following: <ul style="list-style-type: none"> Standard: Default test settings are applied for this test opportunity. Custom: One or more of the student's test settings or accommodations differ from the default settings.

Column	Description
	To view the student's settings for the current test opportunity, select  .
Actions	<p>Allows you to perform any available actions for an individual student's test.</p> <p>The  button in this column allows you to pause the student's test. If a student pauses his test, a more info icon () is displayed in the Test Status column that provides information about how the test became paused. However, the more info icon is not displayed when the TA pauses a student's test.</p> <p>A  button appears in this column when the student requests a printout of test material. For information on how to approve students' print requests, see the section How to Approve a Student's Print Request.</p>

[Table 2](#) describes the codes in the Test Status column of the table(s) for monitoring students' test progress.

Table 2. Student Testing Statuses

Column	Description
Approved	You approved the student, but the student did not yet start or resume the test.
Started	Student started the test and is actively testing.
Review	Student visited all questions and is currently reviewing answers before completing the test.
Completed	Student submitted the test. The student can take no additional action at this point.
Submitted	Test was submitted for quality assurance review and validation.
Reported	Test passed quality assurance and is undergoing further processing.
Paused*	Student's test is paused. The time listed indicates how long the test has been paused.
Expired*	Test was not completed by the end of the testing window and the opportunity expired.
Pending*	Student is awaiting approval for a new test opportunity.
Suspended*	Student is awaiting approval to resume a test opportunity.

*Appears when the student is not actively testing. The student's row grays out in such cases.

How to Approve a Student’s Print Request

Students using the print-on-request tool can request printouts of test passages and questions. You must view and approve these print requests. When students send print requests, the request notification appears in the **Tests with potential issues** table.

You can also view a list of every print request you approved during the current session. For more information, see [Print Approved Requests Information](#).

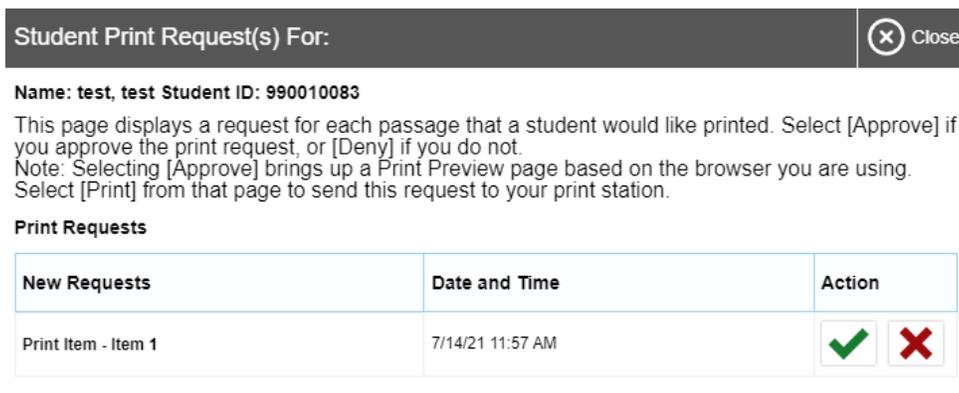
1. Select  (see [Figure 14](#)) in the Actions column of the **Tests with potential issues** table for a student. The request notification appears for students who have sent print requests.

Figure 14. Print Request Notification



2. Review the request in the **Student Print Request** window and do one of the following:
 - To approve the request, select . A cover sheet appears in a new browser window.

Figure 15. Student Print Request Window



- To deny the request, select . In the window that appears, enter a brief reason for denying the request and select Deny. Do not proceed to step 3.
3. In the window displaying the cover sheet, select **Print** to open the printer dialog box.
4. Select **OK** to print the requested test elements.

How to Pause a Student's Test

You can pause a student's test if necessary. Please note that pausing a timed test pauses the timer for that individual student but not the timer for the test session.

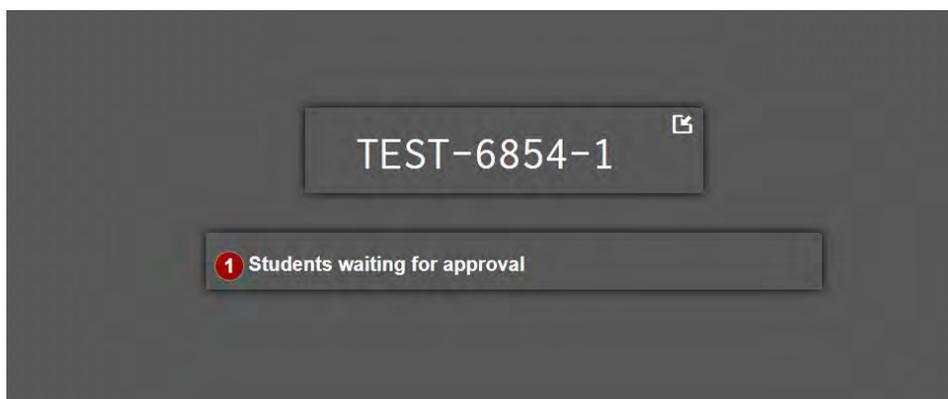
1. In the Actions column of the table(s) for monitoring students' test progress, select  for the student whose test you wish to pause.
2. Select **Yes** to confirm. The Online Testing System logs the student out.

How to Enable Screensaver Mode

Since the student test progress tables in the TA Site often contain sensitive student information, such as student IDs, the TA Site consists of an in-built screensaver to hide the data from view. If the screensaver mode is auto-enabled, the screensaver will automatically turn on if you are not active in the TA Site for 5 minutes. If the screensaver mode is not auto-enabled, it is strongly recommended that you manually turn on the screensaver mode when stepping away from your device.

1. To turn on screensaver mode, select  in the upper-right corner of the Session ID (see [Figure 1](#)). A masking screen appears over the TA Site (see [Figure 16](#)). The screensaver displays the Session ID and the timer, if applicable. It also displays notifications if students are awaiting approval, there are pending print requests, or if students require other interventions.

Figure 16. Screensaver Mode Enabled



2. To turn off the screensaver mode, select  in the upper-right corner of the Session ID on the screensaver window. The button is only displayed if the screensaver mode is not set to auto-disable upon activity. If the screensaver mode is set to auto-disable upon activity, the screensaver will automatically turn off if any mouse or keyboard activity is detected. It will also turn off automatically if the test session times out due to TA or student inactivity or once the allotted time expires for a timed test.

How to Stop a Test Session

When students finish testing, or the current testing timeslot is over, you should stop the test session. Stopping a session automatically logs out all the students in the session and pauses their tests.

Once you stop a test session, you cannot resume it. To resume testing students, you must start a new

session. Please note, the Online Testing System automatically logs you out after 20 minutes of both user and student inactivity in the session. This action automatically stops the test session.

If the TA Site displays the timer, the session stops automatically when the timer reaches the end of the grace period. If the session was interrupted or does not display the timer, follow the instructions in this section to stop the session manually.

1. To stop a test session, select  next to the Session ID (see [Figure 1](#)).
2. Next, select **OK** in the confirmation message that appears. The test session stops.

How to Log Out of the TA Site

You should log out of the TA Site only after stopping a test session to prevent stopping a test session that is in progress. Please note that navigating away from the TA Site also logs you out. If you need to access another application while administering tests, open it in a separate browser window.

1. Select  in the upper-right corner of the TA Site (see [Figure 1](#)). A warning message appears.
2. In the warning message, select **Log Out**. The State Assessment Program portal appears.

How Students Sign in to the Student Testing Site and Complete Tests

This section describes the student sign-in process for the Student Testing Site that students follow when starting a new test or resuming a paused test. It also describes how students can view stimuli, respond to questions, pause a test, review previously answered questions, and submit a test.

How Students Sign in and Select Tests

When testing, students must sign in to the appropriate testing site. For sessions created in the TA Interface, students sign in to the Student Testing Site on the Secure Browser or Take a Test app.

Students may also take practice tests on the Student Training Site to familiarize themselves with the online testing process. Aside from the sign-in process, the Student Training Site has the same appearance and functionality as the Student Testing Site. For information on how students sign in to the Student Training Site, see [Practice Test Site Student Sign-in Process](#).

How to Sign in to the Secure Browser or Take a Test App

1. Launch the Secure Browser or Take a Test app on the student's testing device. The **Student Sign-In** page appears.
2. Next, students enter the following information:
 - a. In the *First Name* and *SSID* fields, students enter their first name and SSID as they appear in TIDE.
 - b. In the *Session ID* field, students enter the Session ID as it appears on the TA Site. The first part of the three-part session ID that indicates whether a student is on the Student Testing Site or the Student Training Site is pre-filled.

Figure 17. Student Testing Site Student Sign-In Page

The screenshot shows a sign-in page with the following elements:

- Title:** Please Sign In
- First Name:** Input field with a person icon.
- Student ID:** Input field with a TIDE logo icon.
- Session ID:** Input field with a key icon, pre-filled with 'PROD'.
- Operational Test Site Notification:** A blue box on the left with the text: "This is the Operational Test Site. If you wish to take a practice test, please click the button below." and a "Take a Practice Test" button.
- Sign In Button:** A green button at the bottom right.

3. Students select **Sign In**. The **Is This You?** page appears.

How to Verify Student Information

After signing in to the Student Testing Site, students must verify their personal information on the **Is This You?** page.

- If all the information on the **Is This You?** page is correct, the student selects **Yes** to proceed.
- If any of the information is incorrect, the student must select **No**.

You must notify the appropriate school personnel that the student's information is incorrect. Incorrect student demographic information must be updated before the student begins testing

Figure 18. Is This You? Page

First Name	Grade
Lisa	05
SSID:	School:
999180002	Demo School 999701

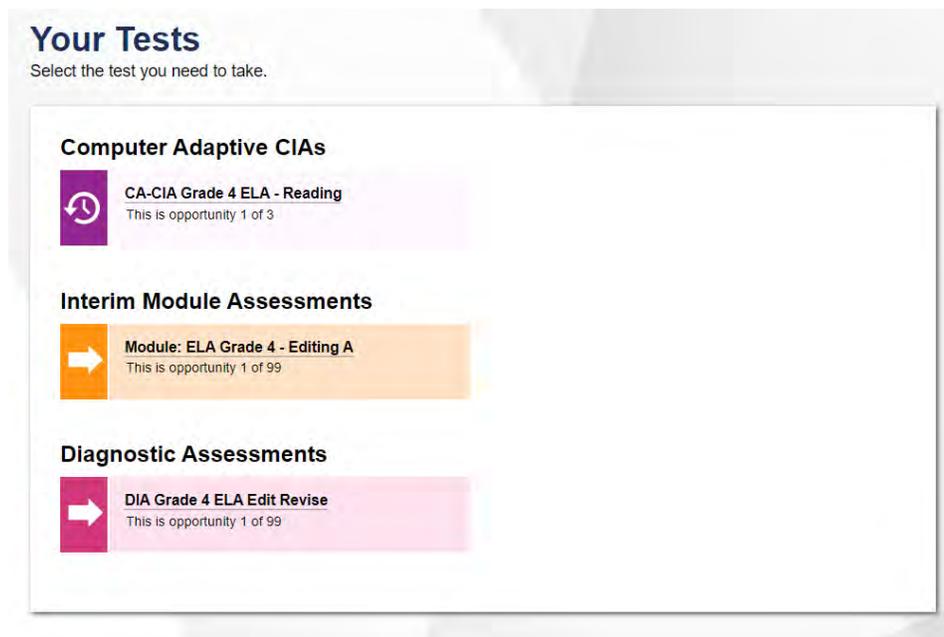
Yes No

How to Select a Test

Students can select their tests from the **Your Tests** page that appears after students verify their personal information. The **Your Tests** page displays all the tests that a student is eligible to take. Students can only select tests that are included in the session and still need to be completed.

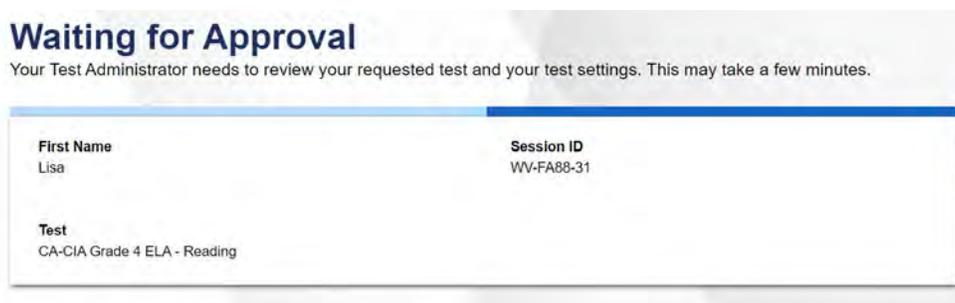
1. From the **Your Tests Page** that lists a student's eligible tests in color-coded categories, the student selects the name of the test.
 - If a student's required test is inactive or not displayed, the student should log out. You should verify the test session includes the correct tests and add additional tests, if necessary.

Figure 19. Your Tests Page



- The student's request is sent to the TA for approval and the student is taken to the **Waiting for Approval** page. After you approve the student for testing, the student can proceed to the next step:
 - If starting a new test, a student must complete the login process before beginning testing.
 - If resuming a paused test, the student will be directly taken to the test page where the student stopped the test based on the applicable pause rules.

Figure 20. Waiting for Approval Page



Please note that once the TA approves the test, the test content will be displayed to the student in the language specified for the student's test. This includes the instructions on the remaining login pages, the button names, tool names, context menu options, tutorials, and even the item/stimuli content where applicable. For example, if the language for a student's Grade 5 mathematics test is set to Spanish, the test content will be displayed in Spanish.

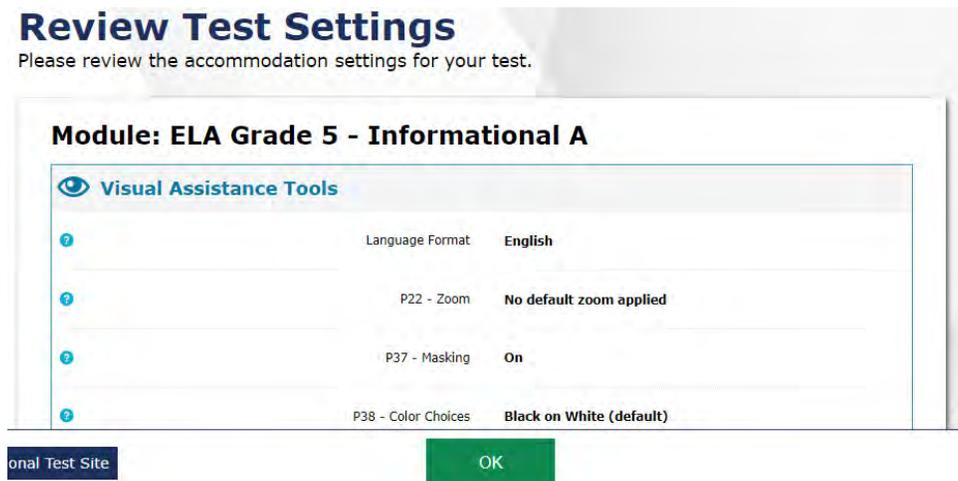
How to Verify Test Setting Information

Once students have been approved for testing, they can verify their test settings from the **Review Test Settings** page. At this point, the student's actual test settings override any settings selected earlier in the sign-in process.

- If the settings are correct, the student selects **OK** to continue.
- If the settings are incorrect, the student should select **OK** and then select **Return to Login** to log out of the Student Testing Site.

After you correct the student's test settings, the student must sign in and request approval again.

Figure 21. Your Test Settings Page

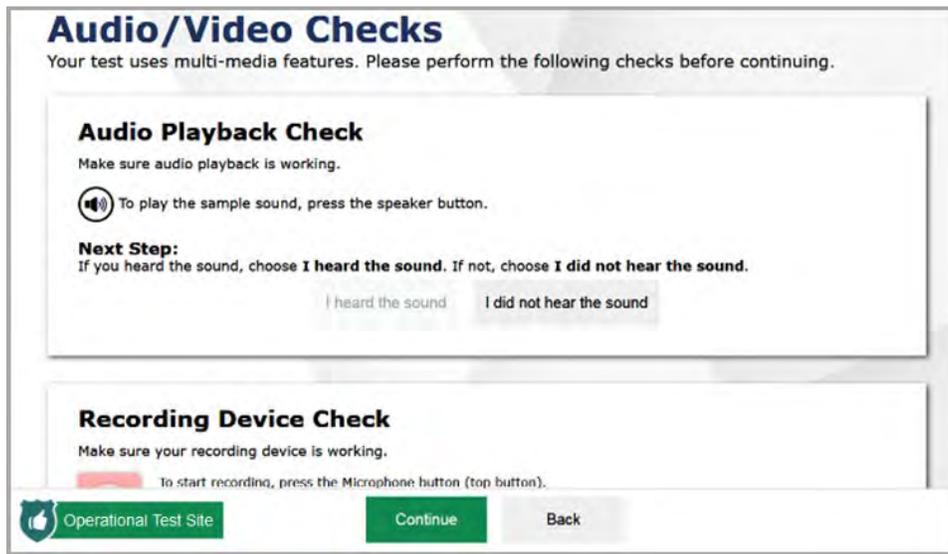


How to Check Student Device Functionality

Depending on the test content and the specified test settings, students may need to verify that their testing device is functioning properly from the **Audio/Video Checks** page. If a test does not require functionality checks, this page is skipped.

1. From the **Audio/Video Checks** page that displays each required functionality check in its own panel, the student verifies each functionality as explained below.
2. Once all functionality checks have been verified, the student selects **Continue** at the bottom of the page to proceed to the **Instructions and Help** page.

Figure 22. Audio/Video Checks Page



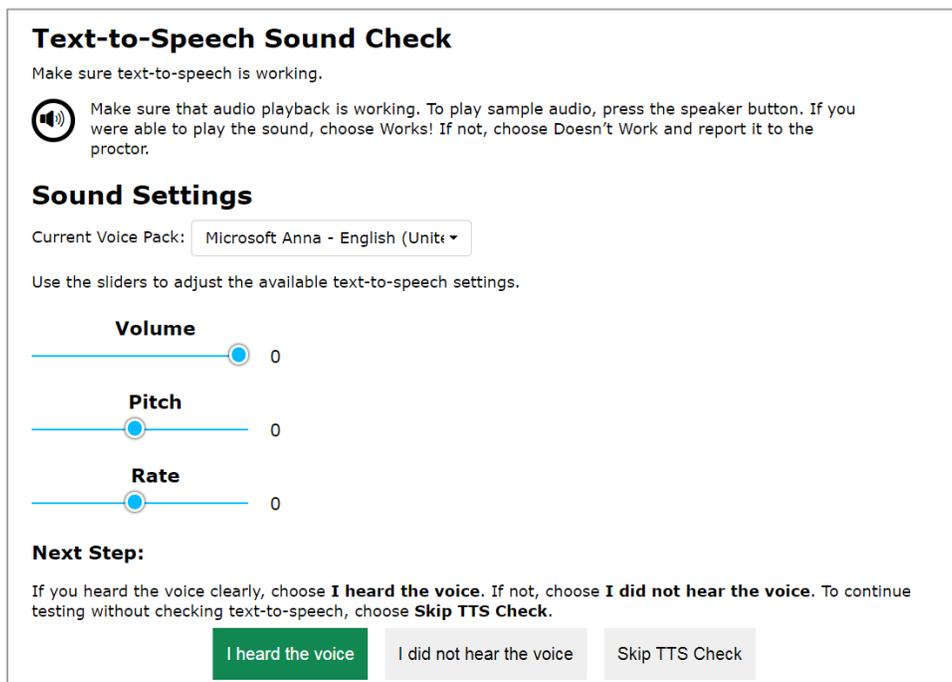
How to Check Text-To-Speech Functionality

The **Text-to-Speech Sound Check** panel appears if a student has the text-to-speech (TTS) setting. Students can only use TTS within the Secure Browser, a supported Chrome, Firefox, or Edge browser, or the Take a Test app.

If TTS does not work, students should log out. You can work with students to adjust their audio or headset settings or move them to another device.

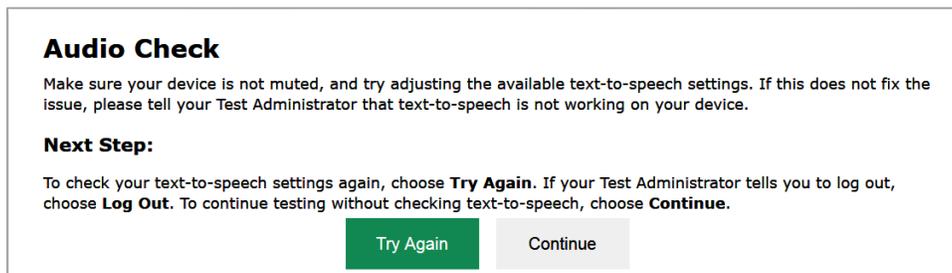
- From the **Text-to-Speech Sound Check** panel, students select  and listen to the audio.
 - If the voice is clearly audible, students select **I heard the voice**. A green check appears at the upper-right corner of the panel and students can proceed to the next functionality check.
 - If the voice is not clearly audible, students adjust the settings using the sliders and select  to listen to the audio again.

Figure 23. Text-to-Speech Sound Check Panel



- If students still cannot hear the voice clearly, they select **I did not hear the voice** to open the **Audio Check** panel.
 - Students can select **Try Again** to return to the **Text-to-Speech Sound Check** panel and retry.

Figure 24. Audio Check Panel



- Students can select **Continue** to skip verifying the text-to-speech functionality. Students can also do this from the **Text-to-Speech Sound Check** panel by selecting **Skip TTS Check**.

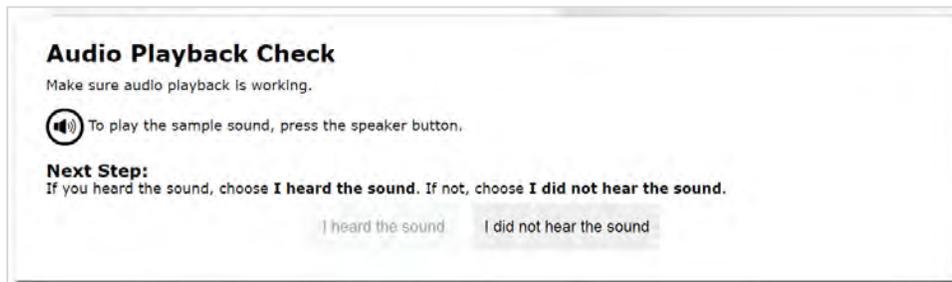
How to Check Audio Playback Functionality

The **Audio Playback Check** panel appears for tests with listening questions and allows students to verify that they can hear the sample audio.

If the audio does not work, students should log out. You should troubleshoot the device and headphones or move the student to another device with working audio.

- From the **Audio Playback Check** panel, students select  and listen to the audio.
 - If the sound is clearly audible, students select **I heard the sound**. A green check appears at the upper-right corner of the panel and students can proceed to the next functionality check.

Figure 25. Audio Playback Check Panel



- If the sound is not clearly audible, students select **I did not hear the sound** to open the **Sound Check: Audio Problem** panel.
 - Students can select **Try Again** to return to the **Audio Playback Check** panel and retry.

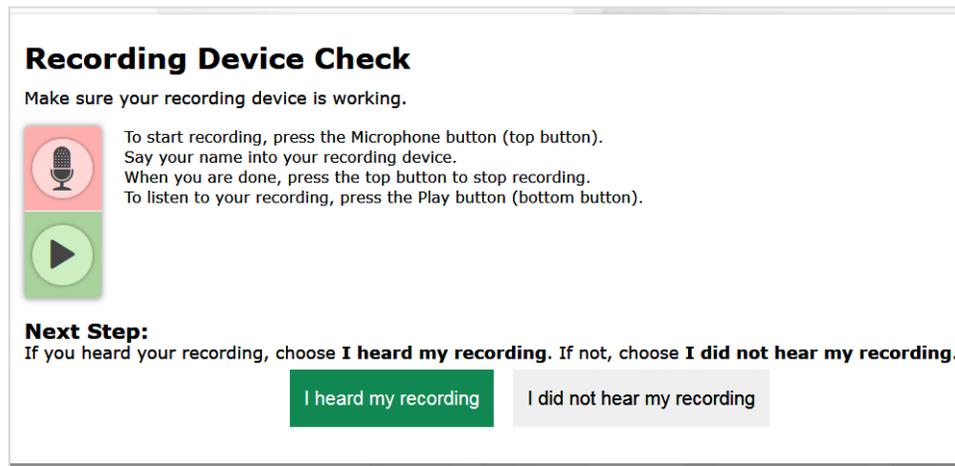
How to Check Recording Device Functionality

The **Recording Device Check** panel appears for tests with questions that require students to record audio responses. The check is also automatically displayed for students who have a speech-to-text accommodation. On this panel, students record their voice and verify that they can hear the recorded audio.

If the recording device does not work, students should log out. You should troubleshoot the recording device or set up a new recording device.

1. From the **Recording Device Check** panel, students select  to begin recording their voice.
2. Students speak into their recording device and then select  to stop recording.
3. Next, students select  to listen to their recorded audio:

Figure 26. Recording Device Check Panel



Recording Device Check

Make sure your recording device is working.

 To start recording, press the Microphone button (top button).
Say your name into your recording device.
When you are done, press the top button to stop recording.
 To listen to your recording, press the Play button (bottom button).

Next Step:
If you heard your recording, choose **I heard my recording**. If not, choose **I did not hear my recording**.

- If the recorded audio is clearly audible, students select **I heard my recording**. A green check appears at the upper-right corner of the panel and students can proceed to the next functionality check.
- If the recorded audio is not clearly audible, they select **I did not hear my recording** to open the **Problem Recording Audio** panel.
 - Students can select **Try Again** to return to the **Recording Device Check** panel and retry.
 - Students can select **Select New Recording Device** (which only appears for students testing on computers or tablets with multiple recording devices) to open the **Recording Input Device Selection** panel and select a different recording device.

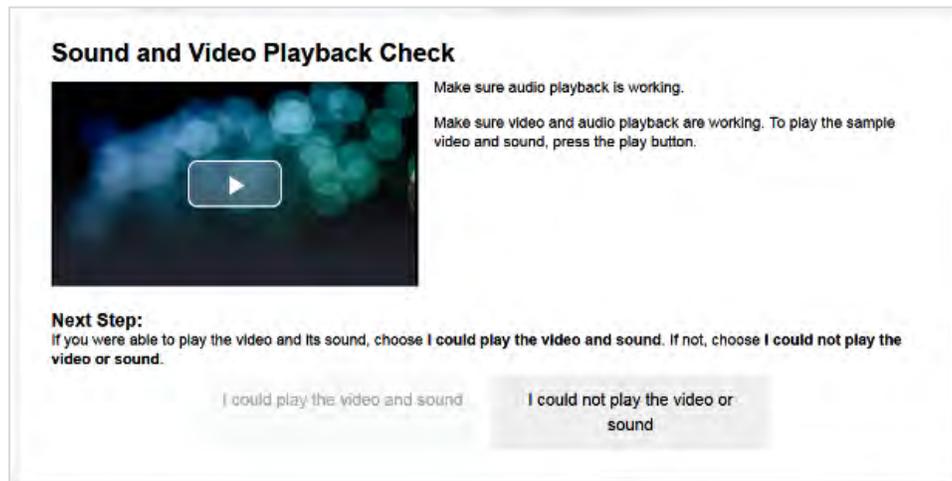
How to Check Sound and Video Playback Functionality

The **Sound and Video Playback Check** panel appears for tests with video content and allows students to verify that they can view the sample video and hear its associated sound.

If the video or audio does not work, students should log out. You should troubleshoot the device and headphones or move the student to another device with working audio and video.

- From the **Sound and Video Playback Check** panel, students select  to play the video and sound.
 - If the video can be played and the sound is clearly audible, students select **I could play the video and sound**. A green check appears at the upper-right corner of the panel and students can proceed to the next functionality check.

Figure 27. Sound and Video Playback Check Panel



- If students are not able to play the video or hear the sound, students select **I could not play the video or sound** to open the **Video Playback Problem** panel.
 - Students can select **Try Again** to return to the **Sound and Video Playback Check** panel.

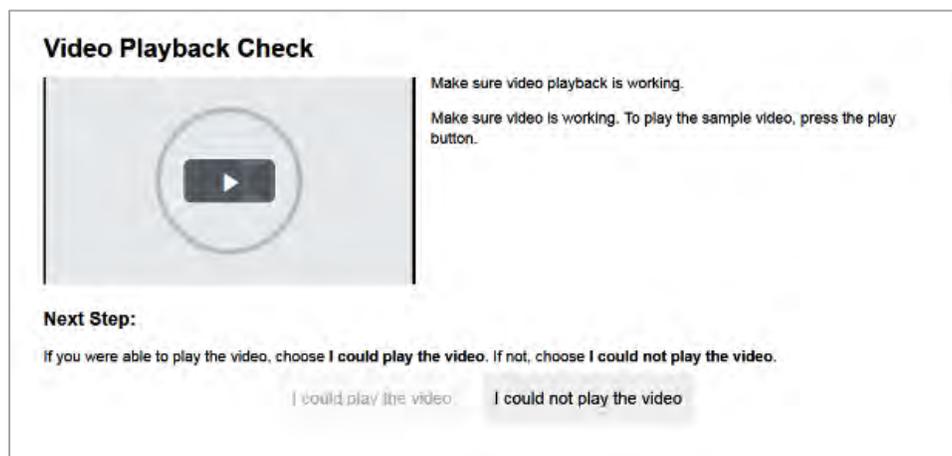
How to Check Video Playback Functionality

The **Video Playback Check** panel appears for tests with video content and allows students to verify that they can view the sample video.

If the video does not work, students should log out. You should troubleshoot the device or move the student to another device with working video.

- From the **Video Playback Check** panel, students select  to play the video.
 - If the video can be played, students select **I could play the video**. A green check appears at the upper-right corner of the panel and students can proceed to the next functionality check.

Figure 28. Video Playback Check Panel



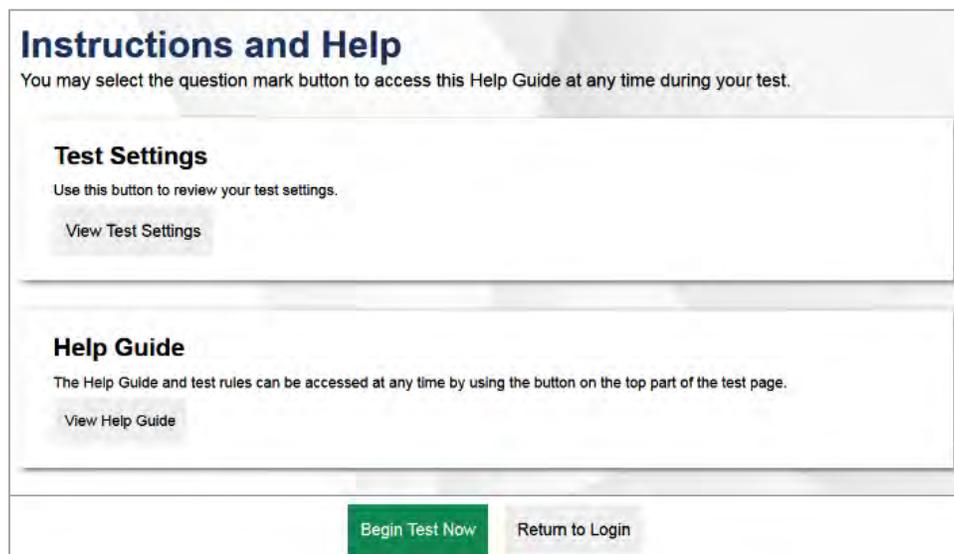
- If students are not able to play the video, students select **I could not play the video** to open the **Video Playback Problem** panel.
 - Students can select **Try Again** to return to the **Video Playback Check** panel.

How to View Instructions and Begin Testing

The **Instructions and Help** page is the last step of the sign-in process. Students may review this page to understand how to navigate the test and use test tools as well as review their test settings. This page may also contain additional test instructions or acknowledgments that a student needs to review in order to proceed.

1. *Optional:* To review their test settings, students select **View Test Settings**. To close the window, students select **OK**.
2. To review additional test information or acknowledgments, if available, students review the information on the page and proceed as instructed.
3. *Optional:* To view the help guide, students select **View Help Guide**. To close the window, students select **Back**.
4. To start the test, students select **Begin Test Now**.

Figure 29. Instructions and Help Page

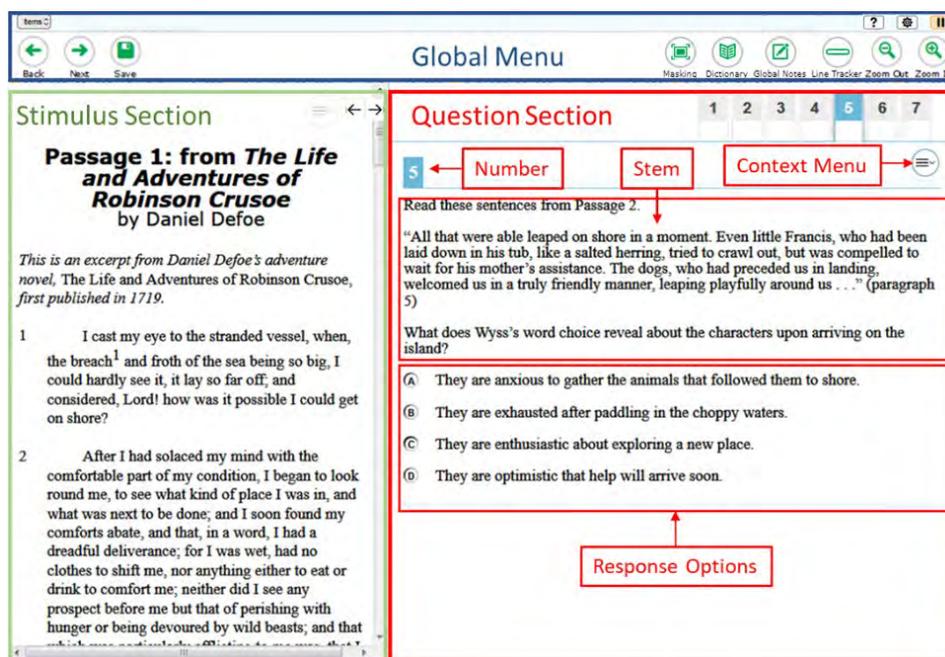


How Students Navigate the Student Testing Site

A test page can include the following sections:

- The *Global Menu* section displays the global navigation and tool buttons. It also includes the **Items** menu, test information, help button, pause button, system settings button, and timer (if available).
- The *Stimulus* section, which appears only for questions associated with a stimulus, contains the stimulus content, context menu, and either the expand passage button or reading mode button.
- The *Question* section contains one or more test questions (also known as “items”). Each question includes a number, context menu, stem, and response area. Each question also displays the student’s name and the question’s most recent save date.

Figure 30: Sample Test Layout



The following sections provide details about how to navigate the Student Testing Site.

How to Navigate between Items

- Some test pages may have only one question and others may have more or may consist of multiple parts that students must answer.
 - After students respond to all the questions on a page, they select **Next** in the upper-left corner to proceed to the next page.
 - To navigate to a previous question in a test, students select **Back**.

Figure 31. Navigation Buttons



Online Testing System Test Administrator User Guide

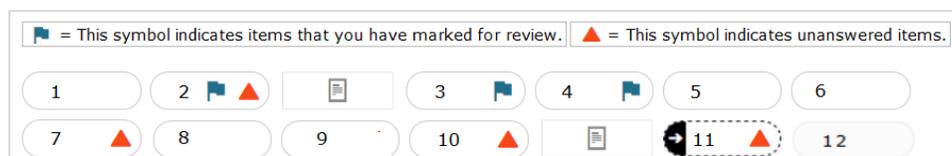
- When multiple items are grouped with a stimulus, the items are tabbed for individual viewing. Students select the tabs in the upper-right corner to proceed to the corresponding question.

Figure 32. Paginated Items



- The navigation tabs may also include a stimulus icon  that students can select to view the stimulus associated with the grouped questions.
- To jump directly to an item, students can select an item number from the items drop-down that appears when students select the **Items** menu.
 - If an item has been marked for review,  is displayed next to the item.
 - If an item has been skipped or not answered,  is displayed next to the item.
 - Items that students cannot navigate to are grayed out.

Figure 33. Items Drop-Down

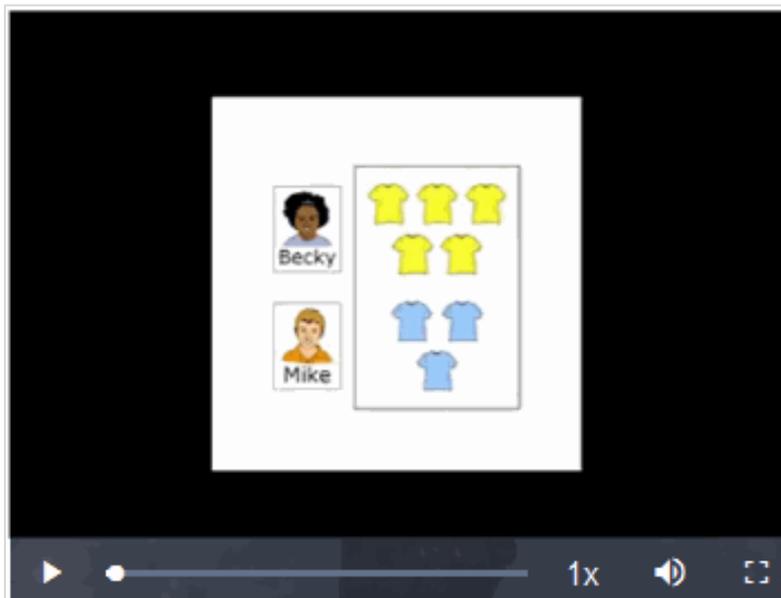


How to View Stimuli

When a test question is associated with a stimulus, students should review that stimulus before responding to the question. A stimulus is a reading passage or other testing material (such as a video or graphic) that students review in order to answer associated questions.

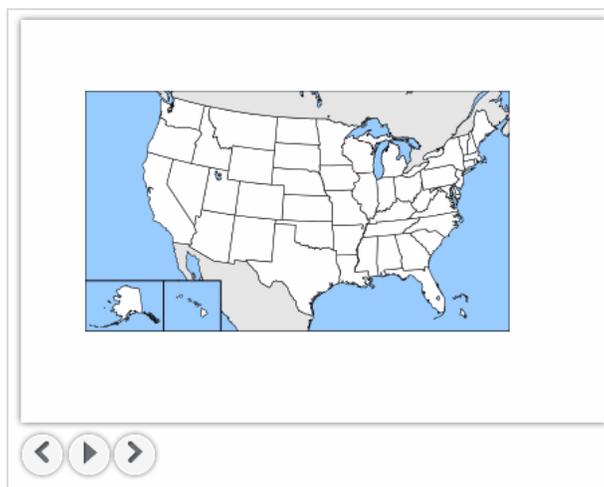
- *Videos:* When the stimulus is a video, students can use standard video features to control the playback.
 - To play a video, select  in the lower-left corner.
 - To jump to a different point in the video, drag the slider to the required location.
 - To adjust the speed at which the video plays, select , and then select the required speed from the menu that appears.

Figure 34. Video Playback Features



- To mute or unmute the video, select  in the lower-right corner.
- To expand the video to full-screen mode, select  in the lower-right corner. To exit full-screen mode, select  again.
- *Slideshows:* When the stimulus is a slideshow, students can navigate between the slides and play associated audio, if available.
 - To move between the slides of a slideshow, select  and .
 - To play the audio for the current slide, select . To pause the audio, select .

Figure 35. Sample Slideshow



How to Respond to Test Questions

The items presented in TDS are of various types and students may need to respond to them differently. Students can use the Student Training Site to familiarize themselves with the question types that may appear on tests.

All responses are saved automatically. Students can also manually save their responses to questions by selecting **Save** in the upper-left corner.

Test questions may require students to do any of the following tasks:

- Select one or more choices from a list of answer options.
 - For multiple-choice type items, students can re-click a selected radio button to deselect the response option provided this feature is enabled.
- Use an on-screen keypad to generate an answer. Students can select  in the answer space to open the keypad.
- Select graphic objects or text excerpts.
- Place points, lines, or bars on a graph.
- Drag and drop text or graphic objects.
- Enter text in a text box or table.
- Match answer options together.
- Modify a highlighted word or phrase in a reading selection.
- Enter input parameters to run an on-screen simulation.
- Copy content from a passage to a text box.
- Expand categories and select options within them.
- Create graphs and charts out of unstructured data sets and draw inferences.

How to Pause Tests

Students can pause the test at any time. Pausing a test logs the student out. To resume testing, students must repeat the sign-in process.

- To pause a test, students select **Pause** in the global menu and then select **Yes** in the confirmation message that appears.

If students are testing on Chromebooks, please ensure that they pause the test before closing the lid of the Chromebook. If the lid is closed before the test pauses, whoever opens the Chromebook next will be able to see the last question that the student was viewing (and any response they entered).

How Students Use Test Tools

A number of testing tools are available for students in TDS. Some tools are available for all tests, while others are only available for a particular subject, accommodation, or type of question. There are primarily two types of test tools available:

- **Global Tools:** These tools appear in the global menu at the top of the test page and are available for all items in a test.
- **Context Menu Tools:** These tools are specific to the passage or question being viewed.

Students can access tools using a mouse or keyboard commands. For information about keyboard commands, please see [Keyboard Commands in the Student Testing Site](#).

Some tools, such as the dictionary, calculator, formula sheet, tutorials, and ASL videos, open in separate windows. Students can resize the window using the resizing handle . Students can also maximize or minimize the window by selecting . When maximized, the window covers the entire test page except for the navigation bar on top. Students can also drag and move the window to different parts of the test page, however not when the window is maximized.

How to Use Global Tools

The global menu consists of navigation buttons on the left and tool buttons on the right (see [Figure 40](#)).

- To use a global test tool, select the button for the tool. The selected test tool activates.

[Table 3](#) lists the tools available in the global menu.

Figure 36. Global Menu



Table 3. Global Tools

Tool Name	Instructions
Calculator 	To use the on-screen calculator, select Calculator in the global menu.
Dictionary 	To look up definitions and synonyms in the Merriam-Webster dictionary or thesaurus, select Dictionary in the global menu.
Help 	To view the on-screen Help Guide window, select the question mark  button in the upper-right corner.
Language Toggle 	For items and stimuli that have content in two languages, such as English and Spanish, you can select the language in which to display the content for easier readability. By default, the item will be presented in the language specified at the beginning of the test. To switch the language, select Language Toggle in the global menu.

Tool Name	Instructions
Line Tracker 	<p>To highlight an individual line of text in a passage or question, select Line Tracker in the global menu. If the enhanced line reader mode is enabled, all content except for the line in focus is grayed out for greater emphasis.</p> <p>This tool is not available while the Highlighter tool is in use.</p>
Masking 	<p>The Masking tool temporarily covers a distracting area of the test page. To use this tool:</p> <ul style="list-style-type: none"> • Select Masking in the global menu. • Click and drag across the distracting area. • To close the Masking tool, select Masking again. To remove a masked area, select  in the upper-right corner of that area.
Global Notes 	<p>To enter notes in an on-screen notepad, select Notes in the global menu. These notes are available globally and can be accessed from any page in the test.</p> <p>Depending on the tool's settings, advanced editing features, such as word and character count, spell check, and text formatting options may be available. Table 10 lists the different editing tools that may be available.</p> <p>Furthermore, if the copy/paste feature is enabled, the text entered in this tool can be copied and pasted into text response areas or comment fields of items displayed on that page.</p>
Pause	<p>To pause a test, select . If you pause the test, then you will be logged out.</p>
Periodic Table 	<p>To view the on-screen periodic table, select Periodic Table in the global menu.</p>
Print Page 	<p>To print the entire test page, select Print Page in the global menu.</p>
Print Passage 	<p>To print a reading passage, select Print Passage in the global menu.</p>
Scoring Guide 	<p>To view the on-screen scoring guide, select Scoring Guide in the global menu.</p>
System Settings 	<p>To adjust audio volume during the test, select  in the upper-right corner. Students testing with TTS can also use this tool to adjust TTS settings.</p> <p>Students testing on mobile devices cannot use this tool to adjust volume. To adjust audio volume on mobile devices, students must use the device's built-in volume control.</p>
Transcripts 	<p>To view a transcript of the audio content for the current test page, select the Transcripts button in the global menu. The text in transcripts can be read by screen readers.</p>

Tool Name	Instructions
Zoom buttons 	To enlarge the text and images on a test page, select Zoom In . Multiple zoom levels are available. To undo zooming, select Zoom Out .

How to Use the Language Toggle Tool

The Language Toggle tool allows students to switch between the two languages in which test content is available. When switching languages, the test content and all the elements on the screen, such as button labels and dialogs, switch to the selected language. Students can view the content in the chosen language and even respond to items in that language, if applicable.

Some important things to keep in mind when using the Language Toggle tool are:

- To be able to use the Language Toggle tool, item content must be available in two languages. Furthermore, the default presentation/language must be set to Spanish and the tool must be enabled in the test settings.
- By default, items are presented in the default language specified in the test settings. If a student toggles the language for an item and then proceeds to the next item, the next item will be displayed in the default language. If the student returns to the previous item, the previous item will continue to be displayed in the language to which the student had toggled until the student switches the language again.
- If a student highlights or masks text in one language and then switches to a different language, the corresponding sections will not be highlighted or masked. If the student switches back to the first language, the original highlighting or masking will be displayed provided the student has not highlighted or masked sections in the alternate language.

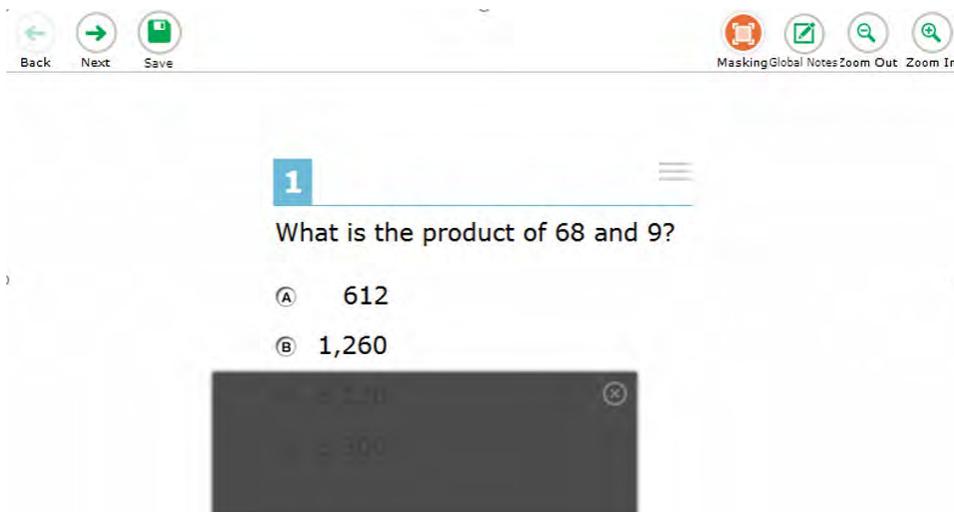
How to Use the Masking Tool

The Masking tool allows students to hide distracting areas of the test page.

- To mask an area of a test page:
 - a. Select **Masking** in the global menu. The button becomes orange.
 - b. Click and drag across the distracting area of the test page. The selected area becomes dark gray. The tool remains active until you deactivate it.

- To deactivate the masking tool, select **Masking** in the global menu again. The button becomes green. Please note that masked areas will remain on the screen until you remove them.

Figure 37. Test Page with Masked Area



- To remove a masked area from a test page, select  in the upper-right corner of a masked area.

How to Use Context Menu Tools

A test page may include several elements, such as the question, answer options, and stimulus. The context menu for each element contains tools that are applicable to that element (see [Figure 42](#) and [Figure 43](#)). [Table 4](#) lists the available context menu tools.

Figure 38. Context Menu for Questions

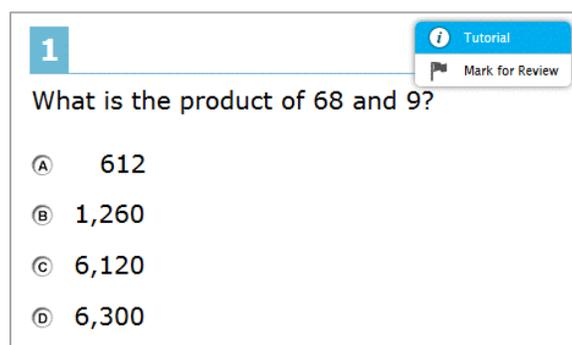
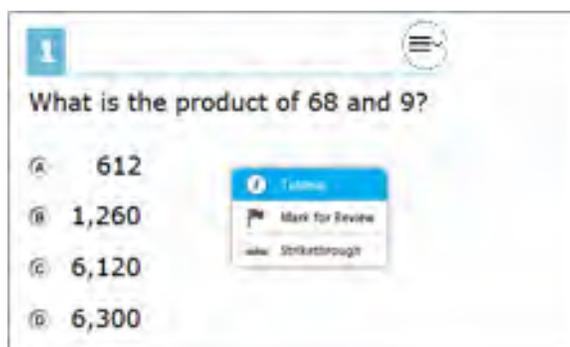


Figure 39. Context Menu for Answer Options



If a question has multiple parts, a context menu may be available for each part of the question. In such cases, the active context menu (that is, the context menu for the item or stimulus currently in focus) appears enabled while the other context menus look grayed out. Furthermore, if this feature is enabled, the item number and context menu of the item a student is attempting remains visible on the screen even when scrolling through the item’s content to allow easy access to an item’s context menu.

To use the context menu, do one of the following:

- To use a context menu tool for a stimulus or question, open the context menu by clicking the context menu  or by right-clicking the required elements, and then select the tool.
- To use a context menu tool for answer options, open the context menu for answer options and select the required tool. To open the context menu for answer options, do one of the following:
 - If you are using a **two-button mouse**, right-click an answer option.
 - If you are using a **single-button mouse**, click an answer option while pressing **Ctrl**.
 - If you are using a **Chromebook**, click an answer option while pressing **Alt**.
 - If you are using a **tablet**, tap the answer option and then tap the context menu button.

Table 4. Context Menu Tools

Tool Name	Instructions
American Sign Language	<p>You can watch videos that translate test content into American Sign Language (ASL).</p> <p><i>To view ASL videos:</i></p> <ul style="list-style-type: none"> • From the context menu, select American Sign Language. <ul style="list-style-type: none"> ▪ If only one ASL video is available, the video opens automatically. ▪ If multiple ASL videos are available, sign language () icons appear next to the test content for each video. Select the icon for the test content you wish to translate into ASL.

Tool Name	Instructions
Highlighter	<p>To highlight text, select the text on the screen and then select Highlight Selection from the context menu. If multiple color options are available, select an option from the list of colors that appears.</p> <p>To remove highlighting, select Reset Highlighting from the context menu.</p> <p>Text in images cannot be highlighted. This tool is not available while the Line Reader tool is in use.</p>
Mark for Review	<p>To mark a question for review, select Mark for Review from the context menu. The question number displays a flag  in the upper-right corner and a flag icon  appears next to the question number on the test page. The Items pop-up window also displays a flag icon next to the question number.</p>
Digital Notepad	<p>To enter notes for a question, select Digital Notepad from the context menu. After entering a note, a pencil icon  appears next to the question number on the test page.</p> <p>You can only access your notes for a question on that question's test page.</p> <p>Depending on the tool's settings, advanced editing features, such as word and character count, spell check, and text formatting options may be available. Table 10 lists the different editing tools that may be available.</p> <p>Furthermore, if the copy/paste feature is enabled, the text entered in this tool can be copied and pasted into text response areas of items displayed on that page.</p>
Print Item	<p>To send a print request for an individual question, select Print Item from the context menu. After sending the request, a printer icon  appears next to the question number on the test page.</p>
Select Previous Version	<p>To view and restore responses previously entered for a Text Response question, select the Select Previous Version option from the context menu. A list of saved responses appears. Select the appropriate response and click Select.</p>
Strikethrough	<p>For selected-response questions, you can cross out an answer option to focus on the options you think might be correct. If the tool is set to the enhanced mode, you can strikethrough multiple lines of text, such as an answer option spanning more than a line, as well as graphics.</p> <p>There are two options for using this tool:</p> <ul style="list-style-type: none"> • Option A: <ol style="list-style-type: none"> a. To activate Strikethrough mode, open the context menu and select Strikethrough. b. Select each answer option you wish to strike out. c. To deactivate Strikethrough mode, press Esc or click outside the question's response area. • Option B: Right-click an answer option and select Strikethrough.

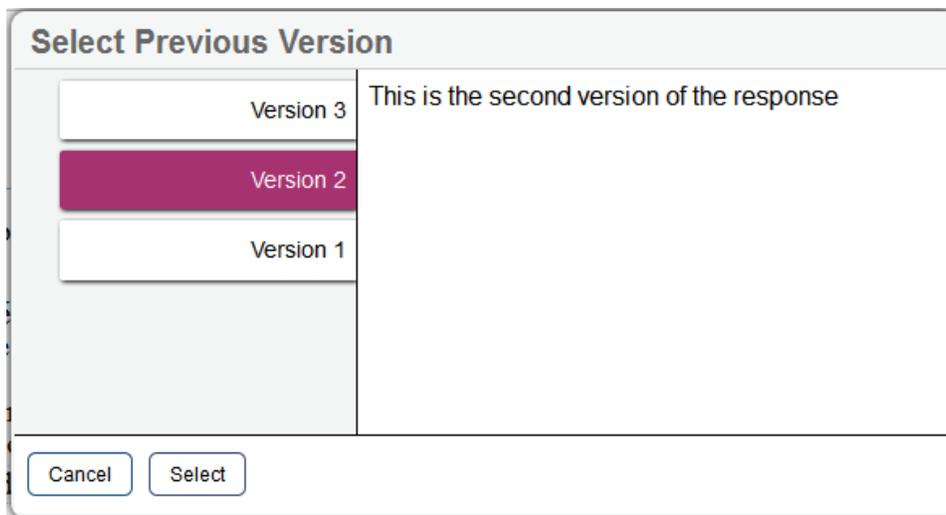
Tool Name	Instructions
Text-to-Speech	To listen to passages and questions, select a Speak option from the context menu. To listen to your responses to constructed-response items, use the TTS button in the item response area. For more information, see How to Use the Text-To-Speech Tool .
Text-to-Speech Tracking	When this tool is enabled, words become highlighted as TTS reads them aloud.
Tutorial	To view a short video demonstrating how to respond to a particular question type, select Tutorial from the context menu.

How to Use the Select Previous Version Tool

The Select Previous Version tool allows students to view and restore responses they previously entered for a text response question. For example, if students type a response, select **Save**, delete the text, and enter new text, they can use this tool to recover the original response. Please note that if the student’s test pauses, any responses entered prior to pausing will no longer appear in the **Select Previous Version** window.

1. To recover a previously entered response, select the **Select Previous Version** option from the context menu. The **Select Previous Version** window appears, listing all the saved responses for the question in the left panel.
2. Select a response version from the left panel. The text associated with that response appears in the right panel.
3. Select **Select**. The selected response appears in the text box for the question.

Figure 40. Select Previous Version Window

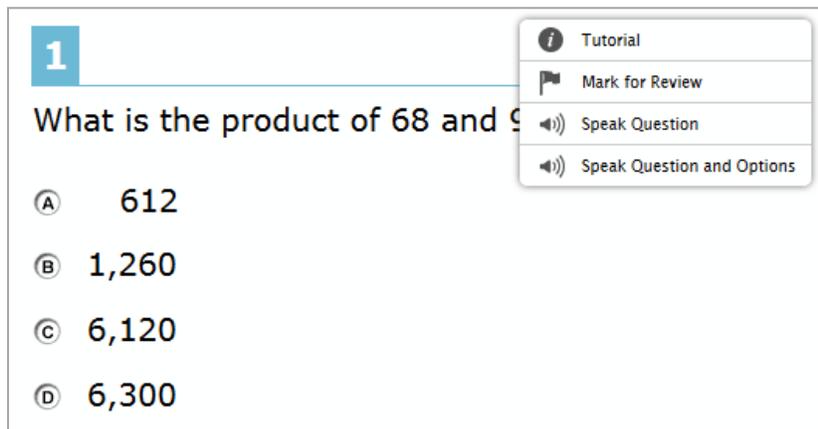


How to Use the Text-To-Speech Tool

Students testing with TTS can listen to passages, questions, and answer options using the TTS options available in the selected element's context menu. A test may include text that is not permissible to be read aloud. This text will be skipped when using TTS. Students may also listen to their responses to constructed-response items based on their accommodations.

If a student is using Text-to-Speech Tracking, the words become highlighted as they are read aloud. TTS is only available when using the Secure Browser or a supported Chrome, Firefox, or Edge browser.

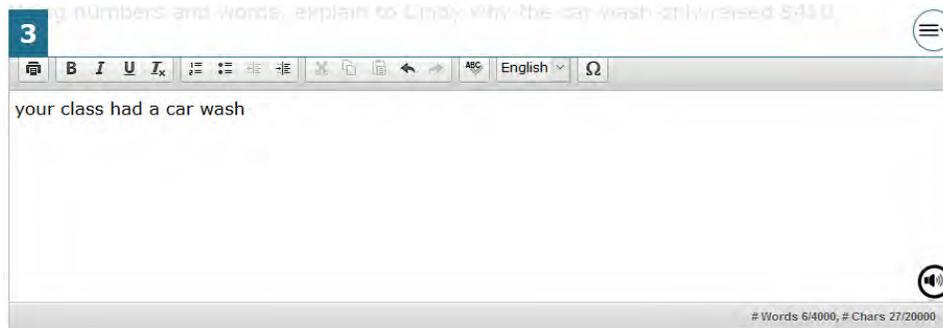
Figure 41. TTS Options for Questions



- To listen to a passage, students open the passage context menu and select a **Speak** option. Students can also select a portion of text to listen to, such as a word or phrase. To do this, students select the text, open the passage context menu, and select **Speak Selection**.
 - Please note that when listening to passages, students can pause TTS and then resume it at the point where it was paused. While this functionality is available on Windows, Mac, and iOS, it is not available on Chrome OS. Students testing on a Chrome OS can resume a paused TTS passage by selecting the remaining text to be read aloud and selecting **Speak Selection** from the context menu.
- To listen to a question or answer options, students open the question context menu and select one of the following **Speak** options:
 - To listen only to the question, students select **Speak Question**.
 - To listen to a multiple-choice question and all answer options, students select **Speak Question and Options**.
 - To listen only to an answer option, select **Speak Option** from the context menu and then select the answer option. Students could also right-click the answer option and select **Speak Option**.

- Some tests may also display ear icons  by questions and answer options when TTS is enabled. Students can click these icons to listen to the corresponding test content.
- Depending on their accommodations, students may also be able to use TTS to listen to their responses to constructed-response items. Students can select  or  as available in the formatting toolbar of the text-response area to listen to the text as entered.

Figure 42. Constructed-Response Item with TTS Tool



How to Use Other Tools

In addition to the global tools and context menu tools, there are some additional tools that may be available to students based on their accommodations or the test page layout. [Table 5](#) lists the additional tools available in the Student Testing Site.

Table 5. Other Tools

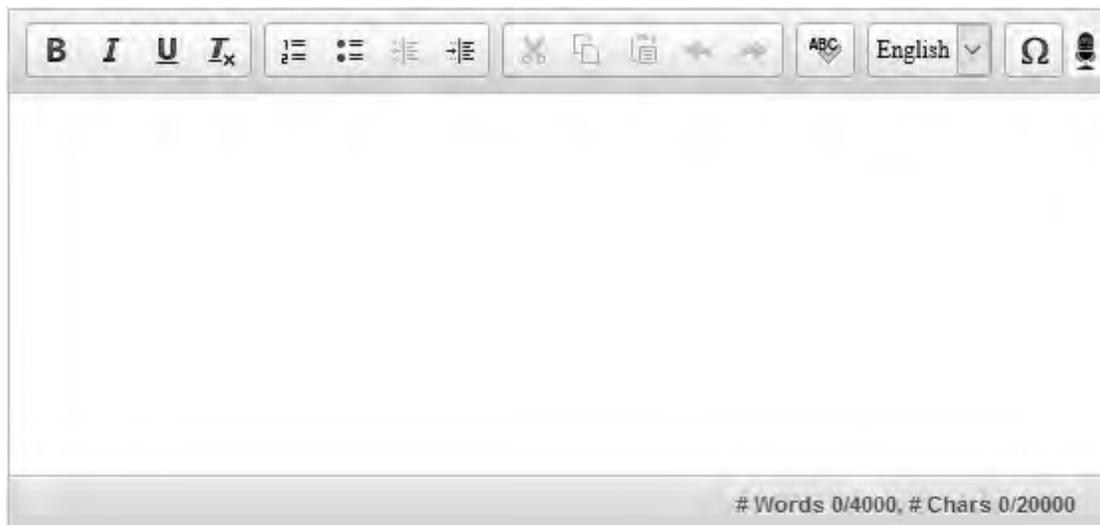
Tool Name	Instructions
Closed Captioning	<p>Questions and stimuli with audio elements automatically display closed captions for students testing with the appropriate accommodations. You can select the up arrow  to move the closed captioning to the top of the screen or the down arrow  to move it to the bottom of the screen. You can also close the closed-captioning by selecting .</p>
Expand buttons	<p>You can expand the passage section or the question section for easier readability.</p> <ul style="list-style-type: none"> • To expand the passage section, select the right arrow icon  below the global menu. To collapse the expanded passage section, select the left arrow icon  in the upper-right corner. <p>To expand the question section, select the left arrow icon  below the global menu. To collapse the expanded question section, select the right arrow icon  in the upper-left corner.</p>
Speech-to-Text (STT)	<p>Speech-to-Text allows students testing with the appropriate accommodations to dictate responses to constructed-response items.</p> <p>To use STT, select the microphone icon  in the formatting toolbar of the item response area and begin speaking. The dictated response will be transcribed as text in the item response area.</p>

How to Use the Speech-to-text Tool

Students with the appropriate accommodations may use the STT tool when responding to text response items. The STT tool allows a student to dictate responses to items that support the use of STT and the student's spoken words are then transcribed as text in the item response areas.

To begin dictating, the student selects the microphone button  that's displayed in the formatting toolbar of the item's text response area. The formatting toolbar scrolls along with the page and remains visible while the item is in focus.

Figure 43. Text-Response Area with STT Tool



As the student speaks, the words are transcribed into the text response area. There may be a slight delay while the text is being transcribed and dots appear in the text response area to indicate that the transcription is in process.

The student can stop the dictation by selecting the stop button  that appears when the student selects the microphone button. Note that the button automatically reverts to the microphone button if no sound is detected for a specified period. If the student selects the microphone button again and starts dictating, the new text is appended to the previously transcribed text.

Students can dictate for five minutes at a time. Depending on the tool settings, the entered text may be auto-punctuated. The student can also control the punctuation and grammar of the text through speech commands to some extent. For example, the student can say, "New Paragraph" to create a new paragraph. It is ultimately the student's responsibility to ensure the accuracy of the transcription as well as grammar and punctuation.

The buttons in the formatting toolbar are disabled while dictation is on. The buttons are enabled once you stop the recording. You also cannot navigate away from the test page while dictation is on.

How Students Complete a Test

After students have completed their test, they need to submit their test.

How to Submit a Test

To complete the testing process, students must submit their tests when they are done answering questions. For tests with time limits, a student’s test is submitted automatically when the timer on the test page or TA Site runs out. However, if students finish responding to questions before the timer runs out, they can follow the procedure in this section to submit the test manually.

Please note that once students submit their tests, they cannot return to the test or modify answers.

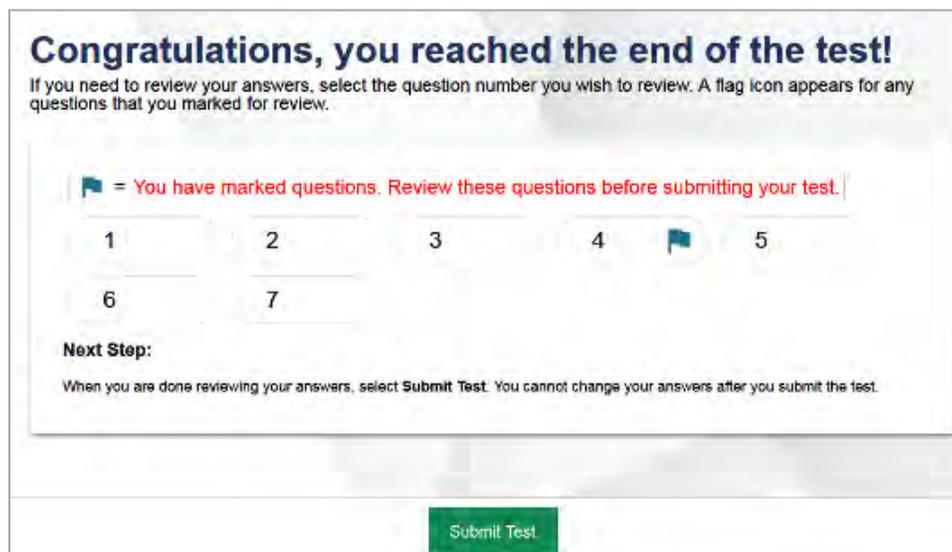
1. Students select **End Test** in the upper-left corner, which appears after students respond to the last test question. A confirmation message appears.

Figure 44. Global Menu with End Test Button



2. Students select **Yes**. The **End Test** page appears, allowing students to review answers and submit the test for scoring.
 - A flag  icon appears for any questions marked for review. A warning  icon appears for any unanswered questions.
 - If a test consists of cover pages, cover page icons  are displayed in the positions at which they occur in the test.

Figure 45. End Test Page

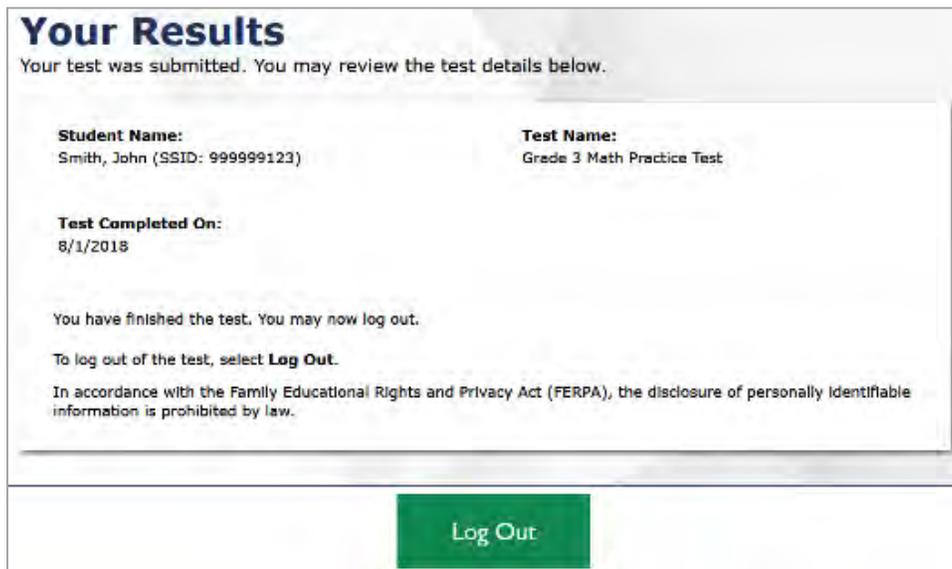


3. *Optional:* To review previous answers, students select a question number. Students can also select a

cover page icon to navigate to a specific cover page. When done reviewing, they can return to the **End Test** page by selecting **End Test** again.

4. To submit the tests, students select **Submit Test**, then select **Yes** in the confirmation message that appears. The **Your Results** page appears displaying the student's name, the test name, and the completion date.

Figure 46. Your Results Page



5. To exit the Student Testing Site, students select **Log Out**, and then close the Secure Browser.

Appendix

A

Alert Messages

The State Department of Education can send statewide alerts that appear as pop-up messages on the TA Site.

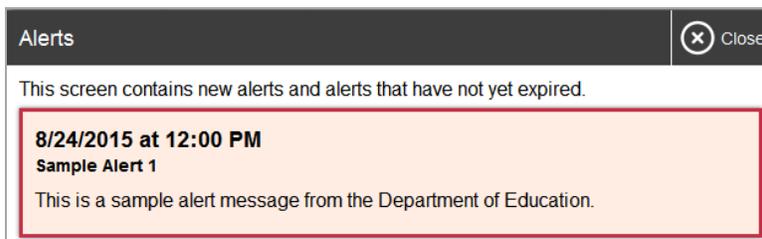
1. In the banner, select **Alerts**. The **Alerts** window appears listing all the active alert messages.

Figure 47. Alerts Button



2. Click **Close** to close the window and return to the TA Site.

Figure 48. Record of Alerts



E

Expiration Rules for Test Opportunities

Opportunities refer to the number of times a student can take a test within a range of dates. Tests may have one opportunity or multiple opportunities. A student’s test opportunity remains active until the student submits the test or until the opportunity expires. Once a test opportunity expires, the student cannot complete or review the test.

K

Keyboard Commands in the Student Testing Site

Students can use keyboard commands to navigate between test elements, features, and tools. Some important things to note about keyboard commands are:

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- Keyboard commands require the use of the primary keyboard, so please do not use keys in a numeric keypad.
- Some keyboard commands (such as the commands for using the Line Reader) may not work when testing on iOS devices connected to an external keyboard.
- When Permissive Mode is enabled for a test, keyboard commands are blocked and will not work.

Keyboard Commands for Sign-In Pages and In-Test Pop-ups

[Table 6](#) lists keyboard commands for selecting options on the sign-in pages or pop-up windows that appear during a test.

Table 6. Keyboard Commands for Sign-In Pages and Pop-Up Windows

Function	Keyboard Commands
Move to the next option	• Tab
Move to the previous option	• Shift + Tab
Select the active option	• Enter
Mark checkbox	• Space
Scroll through drop-down list options	• Arrow Keys
Close pop-up window	• Esc

Keyboard Commands for Test Navigation

[Table 7](#) lists keyboard commands for navigating tests and responding to questions.

Table 7. Keyboard Commands for Test Navigation

Function	Keyboard Commands
Scroll up	• Up Arrow
Scroll down	• Down Arrow
Scroll to the right	• Right Arrow
Scroll to the left	• Left Arrow
Move to the next element	• Tab
Move to the previous element	• Shift + Tab
Select an answer option	• Space
Go to the next test page	• Ctrl + Right Arrow
Go to the previous test page	• Ctrl + Left Arrow
Open the global menu	• Ctrl + G
Open a context menu	• Ctrl + M

Keyboard Commands for Global and Context Menus

Students can use keyboard commands to access tools in the global and context menus. For more information about tools in these menus, see the section [How Students Use Test Tools](#).

Global Menu

1. To access the global menu tools using keyboard commands, press **Ctrl + G**. The global menu list opens.
2. To move between options in the global menu, use the **Up** or **Down** arrow key.
3. To select an option, press **Enter**.
4. To close the global menu without selecting an option, press **Esc**.

Context Menus

1. To open the context menu for an element (question, answer options, or stimulus), navigate to the element using the **Tab** or **Shift + Tab** command.
2. Press **Ctrl + M**. The context menu for the selected element opens.
3. To move between options in the context menu, use the **Up** or **Down** arrow keys.
4. To select an option, press **Enter**.
5. To close the context menu without selecting an option, press **Esc**.

Keyboard Commands for Highlighting Selected Regions of Text

This section explains how to use keyboard commands to select a text excerpt (such as a word in a passage) and highlight it. These instructions only apply to students using the Secure Browser.

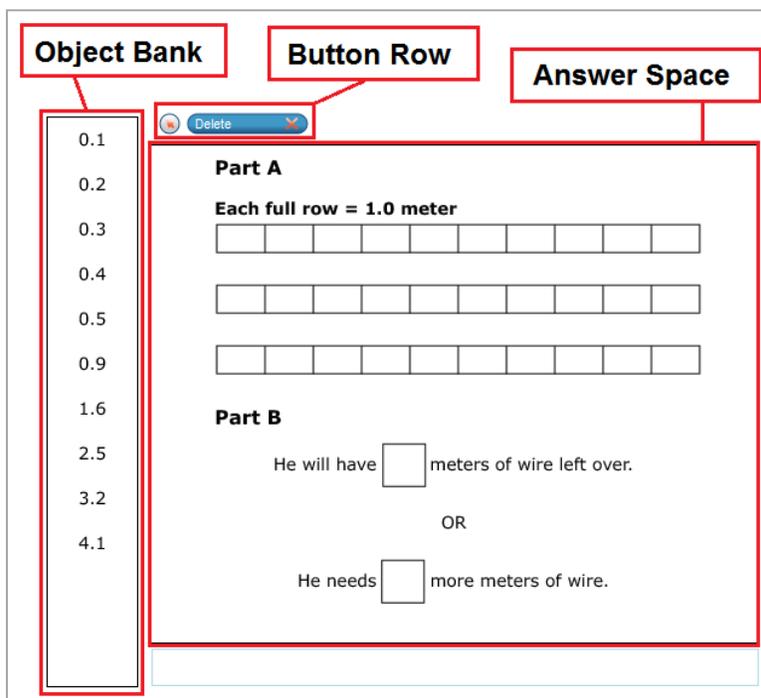
1. To select text and highlight it, navigate to the element containing the text you want to select.
2. Press **Ctrl + M** to open the context menu and navigate to **Enable Text Selection**.
3. Press **Enter**. A flashing cursor appears at the upper-left corner of the active element.
4. To move the cursor to the beginning of the text you want to select, use the arrow keys.
5. Press **Shift** and an arrow key to select your text. The text you select appears shaded.
6. Press **Ctrl + M** and select **Highlight Selection**.

Keyboard Commands for Grid Questions

Questions with the grid response area may have up to three main sections – an answer space, which is the grid area where students enter the response; an object bank, which is a panel containing objects you can move to the answer space; and a button row, which appears above the answer space and may

include **Delete**, **Add Point**, **Add Arrow**, **Add Line**, **Add Circle**, **Add Dashed Line**, and **Connect Line** buttons.

Figure 49. Grid Question



- To move between the main sections, do the following:
 - To move clockwise, press Tab. To move counterclockwise, press Shift + Tab.
- To add an object to the answer space, do the following:
 - a. With the object bank active, use the arrow keys to move between objects. The active object has a blue background.
 - b. To add the active object to the answer space, press **Space**.
- To use the action buttons, do the following:
 - a. With the button row active, use the left and right arrow keys to move between the buttons. The active button is white.
 - b. To select a button, press **Enter**, and then press **Space** to apply the point, arrow, or line to the answer space.
- To move objects and graph elements in the answer space, do the following:
 - a. With the answer space active, press **Enter** to move between the objects, and then press **Space**. The active object displays a blue border.
 - b. Press an arrow key to move the object. To move the object in smaller increments, hold **Shift** while pressing an arrow key.

Keyboard Commands for Equation Questions

Equation questions allow students to use keyboard commands to open a menu listing the special characters they can insert into the response area.

1. To insert special characters in the response area, with the focus in the text field of the response area, press **Alt + 7**. The **Special Characters** window opens.
2. To move between options in the context menu, use the **Up** or **Down** arrow keys.
3. To add the selected option to the response area, press **Enter**.

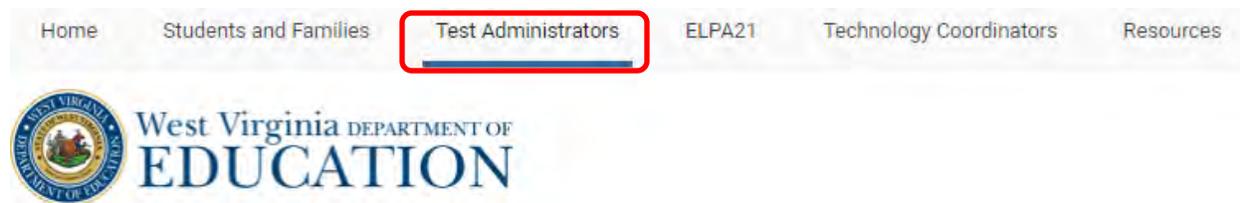
L

Login Information for the TA Site

To be able to access the TA Sites, your TIDE administrator must first create your account in TIDE. Once your account is created, you receive an account activation email. You can log in to the TA Sites after activating your account.

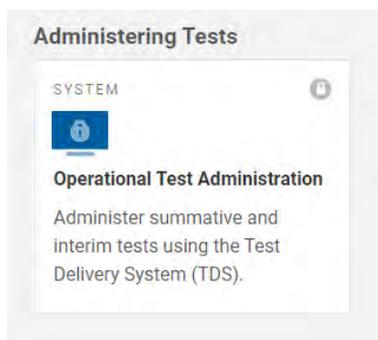
1. Navigate to the State Assessment Program portal (wv.portal.cambiumast.com)
2. Select your user role.

Figure 50. Portal User Cards



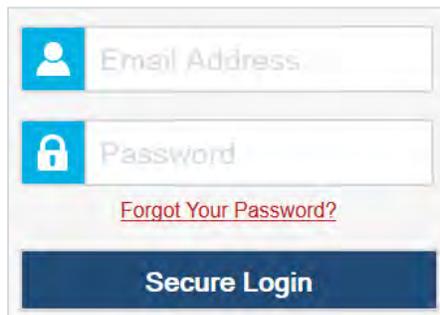
3. Select the appropriate TA Site:
 - a. To access the TA Interface, select **TA Interface**.

Figure 51. Card for TA Interface



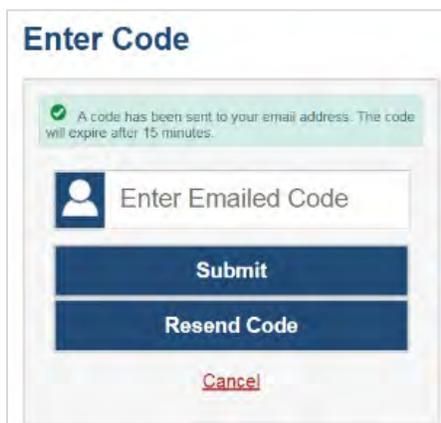
4. The **Login** page appears. Enter your email address and password.

Figure 52. Login Page



5. Select **Secure Login**. The selected TA Site appears.
 - a. If you have not logged in using this browser before, or if you have cleared your browser cache, the **Enter Code** page appears and an email containing an authentication code is sent to your address.

Figure 53. Enter Code Page



- In the *Enter Emailed Code* field, enter the emailed code.
- Select **Submit** to view the TA Site.

Note: You must use the authentication code within 15 minutes of the email being sent. If the code has expired, click **Resend Code** to request a new code.

- b. If you receive a warning message about the Non-Disclosure Agreement (NDA), you must sign the NDA in TIDE and then log in again.
- c. If you receive a warning message about not being certified, you must complete the TA Certification Course and then log in again.

6. If you are associated with multiple institutions that have test windows set, a pop-up message prompts you to select a testing institution. Select your institution from the drop-down list and select **Go**. To change the institution, you must log out and then log back in.

P

Pause and Test Timeout Rules

Pause Rules

TAs and students can pause a test in order to temporarily log the student out of the test session. Students cannot review or modify answered questions after their test pauses for more than 20 minutes, even if they marked questions for review. The only exceptions to this rule are if a student pauses the test before answering all of the questions on the current page or if you submit an appeal in TIDE.

These pause rules apply regardless of whether the student or the TA pauses the test or a technical issue logs the student out.

Test Timeout Rules

A warning message displays after 20 minutes of test inactivity. Students who do not click **OK** within 30 seconds after this message appears are logged out. This timeout automatically pauses the test.

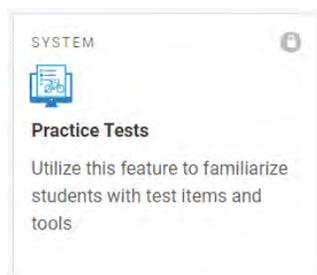
Practice Test Site Student Sign-in Process

The Student Training Site allows students to take practice tests. Aside from the sign-in process, the Practice Test Site has the same appearance and functionality as the Student Testing Site. For information on how to sign in to the Student Testing Site, see [How Students Sign in and Select Tests](#).

Students can take practice tests in proctored sessions created in the TA Training Site or in non-proctored/guest sessions. Students also have the option to sign in to the test sessions with their real identities to take tests specific to their grades or sign in as guests to take tests for any grade level.

1. To access the Student Training Site, do one of the following:
 - From the State Assessment Program portal (wv.portal.cambiumast.com), select the **Practice Test** card.

Figure 54. Practice Test Card



- In the Secure Browser, select the **Take a Practice Test** button.

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2. To sign in, students do the following:

- To sign in as a guest, students set the Guest User toggle to **On**. Otherwise, to use their real credentials, students set the Guest User toggle to **Off** and then enter their first name and SSID.
- To join a guest session, students set the Guest Session toggle to **On**. Or else, to join a proctored session, students set the Guest Session toggle to **Off** and enter the Session ID from the TA Training Site.
- Students select **Sign In**.
 - If signed in with their real identities, the **Is This You** page appears. Students verify their information and click **Yes** to proceed to the **Your Tests** page.
 - If signed in as guest users, students are directly taken to the **Your Tests** page.

Figure 55. Student Training Site Login Page

Please Sign In

OFF **Guest User**
Toggle to sign in as yourself

First Name:
JOHN

SSID:
1234567890

OFF **Guest Session**
Toggle to join an active session

Session ID:
UAT

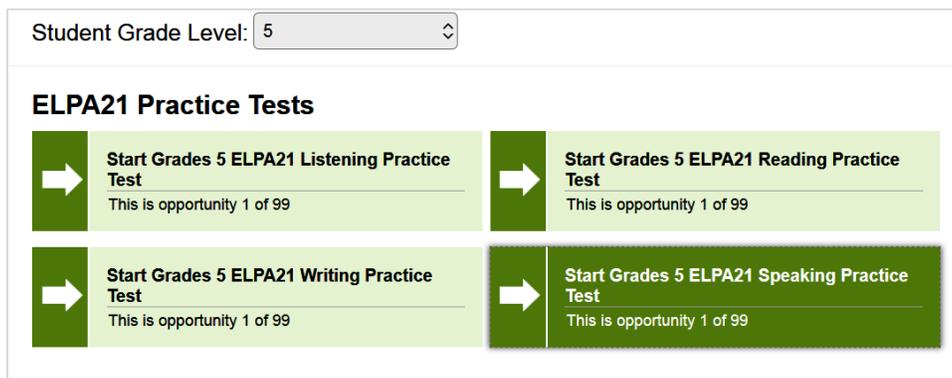
Run Diagnostics Browser: Firefox v68

Sign In

3. On the **Your Tests** page, students do one of the following:

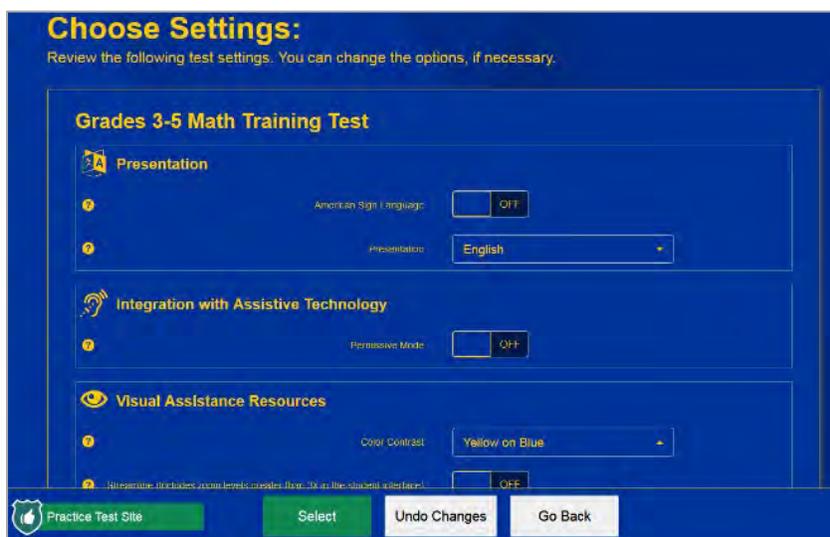
- If signed in with their real identities, students select a test from the ones available for their grade.
- Students signed in as guests select their grade level from the drop-down list to view the tests available for that grade and then select a test.

Figure 56. Your Tests Page



4. If the students signed in to a guest session, they must select the test settings they wish to use from the **Choose Settings** page and then select the **Select** button. When selecting the color of the text and background, mouse-pointer, and print size settings, students can see a live preview of their selected settings.

Figure 57. Choose Settings Page



5. If the test includes audio content or text-to-speech settings, the **Audio/Video Checks** page appears displaying the functionality checks that need to be performed. Students must follow the instructions on this page to ensure their device is working properly.
6. On the final sign-in page, students may review the help guide, their test settings, and the additional test information, then select **Begin Test Now** to start or resume their test opportunity.

Practice Test Score Report

After students submit the test, the **Your Results** page appears. For some tests, this page also displays the test score. [Table 8](#) provides an overview of the columns in the score report.

Table 8. Overview of the Score Report

Column	Description
Question Number	The link in this column opens the question page with the student's entered response.
Your Answer	For multiple-choice questions, this column displays the student's selected answer option. For technology-enhanced questions, this column displays  if the student's response was correct, or  if the student's response was incorrect.
Correct Answer	For multiple-choice questions, this column displays the correct answer option. For technology-enhanced questions, this column displays the scoring criteria.
Score	Number of points the student earned out of the maximum points possible for the question.

Prefetch Item Rules

A test can be configured to prefetch items to ensure that students do not experience delay when testing. For example, a test can be configured to prefetch two items so that while the student is attempting the first question, the second and third items are retrieved and ready to be presented to the student. Item prefetch values can be configured by test language. Hence, the same test can be set to have different prefetch values based on whether the student is testing in English, Spanish, or Braille. Tests can also be configured to prefetch items across test segments.

Depending on how a test has been configured, for students testing in Braille, item embossing requests are automatically sent to the TA Site before the student reaches the items in question. You can emboss items for an entire segment at a time and thereby reduce the time and preparation required to emboss Braille items.

Print Session Information

You can print a snapshot of the TA Site as it currently appears if you wish to keep a hard-copy record of the Session ID or list of approved students. Please note that Federal law prohibits the release of students' personally identifiable information. All printouts must be securely stored and then destroyed when no longer needed.

1. In the banner, select **Print Session**. The computer's print dialog window appears.
2. Select **OK**.

Print Approved Requests Information

You can view and print a list of every print request you approved for students during the current session. For information on how to approve a print request, see [How to Approve a Student's Print Request](#).

1. In the banner, select **Approved Requests**. The **Print Requests** window appears listing all the approved print requests.

Figure 58. Print Requests Window

Print Requests			
			Print
			Close
GUEST Student ID GUEST			
Test	Request	Question #	Approved On
Grades 2 - 3 ELPA	Passage for Item 5		6/3/2015 9:24:38 PM
Grades 2 - 3 ELPA	Passage for Item 7		6/3/2015 9:27:38 PM

2. Select **Print** to print the list.

S

Secure Browser

The Secure Browser ensures test security by prohibiting access to external applications and navigation away from the test. When the Secure Browser launches, it checks for other applications running on the device. If it detects a blacklisted application, it displays a message listing the offending application and prevents the student from testing. This also occurs if a blacklisted application launches while the student is already in a test.

In most cases, a detected blacklisted application is a scheduled or background job, such as anti-virus scans or software updates. The best way to prevent blacklisted applications from running during a test is to schedule such jobs outside of planned testing hours.

Some additional measures you can implement to ensure the test environment is secure are:

- **Close External User Applications**

Before launching the Secure Browser, or prior to administering the online tests, close all non-required applications on testing devices, such as word processors and web browsers.

- **Avoid Testing with Dual Monitors**

Students should not take online tests on computers connected to more than one monitor. Systems that use a dual-monitor setup typically display an application on one screen while another application is accessible on the other screen.

- **Disable Screen Savers and Timeout Features**

On all testing devices, be sure to disable any features that display a screensaver or log users out after a period of inactivity. If such features activate while a student is testing, the Secure Browser logs the student out of the test.

Using the Secure Browser with Accessibility Software

For students with special needs or administrators seeking to accommodate students using accessibility features, the Secure Browser provides the option for assessments to be taken in less restrictive environments. This feature is known as Permissive Mode.

Permissive Mode is an accommodation option that allows students to use accessibility software in addition to the Secure Browser. Offered on MacOS and Windows, students testing in Permissive Mode can have moderated access to the system outside of the Secure Browser. This allows students who need accessibility tools to seamlessly navigate between the Secure Browser and approved applications that suit their test-taking needs.

Please note that accessibility software must be certified for use with the Online Testing System and blacklisted applications will still not be allowed to run. For information about supported operating systems, see the *Quick Guide for Setting Up Your Online Testing Technology*.

Permissive Mode activates when the student is approved for testing. Students who have the Permissive Mode setting enabled should not continue with the sign-in process until their accessibility software is correctly configured.

To use accessibility software with the Secure Browser:

1. Open the required accessibility software.
2. Open the Secure Browser. Begin the normal sign-in process up to the TA approval step.
3. When a student is approved for testing, the Secure Browser allows the operating system's menu and task bar to appear.
 - **Windows:** On Windows, the Secure Browser resizes, and the taskbar remains visible inside the test in its usual position. Students can execute the keyboard shortcut ALT+TAB to switch between the Secure Browser and accessibility applications, such as JAWS and NVDA, that they are permitted to use in their test session. Please note that when using Windows 8 and above, the task bar remains on-screen throughout the test after enabling accessibility software. However, blacklisted applications are still prohibited.
 - **Mac:** On MacOS, the Secure Browser resizes, and students can view the dock in its usual position inside the test. If the dock is set to autohide, no resizing occurs, and the dock is only visible when the mouse is moved toward the bottom of the screen. Students can execute the keyboard shortcut **CMD+TAB** to switch between the Secure Browser and permitted accessibility applications.
4. The student must immediately switch to the accessibility software that is already open on the computer so that it appears over the Secure Browser. The student cannot click within the Secure Browser until the accessibility software is configured.
 - **Windows:** To switch to the accessibility software application, click the application in the task bar.
 - **Mac:** To switch to the accessibility software application, click the application in the dock.

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5. The student configures the accessibility software settings as needed.
6. After configuring the accessibility software settings, the student returns to the Secure Browser. At this point, the student can no longer switch back to the accessibility software. If changes need to be made, the student must sign out and then sign in again.
7. The student continues with the sign-in process.

As soon as Permissive Mode is turned off, the Secure Browser reoccupies the whole screen so that the taskbar or dock is no longer visible, and the student's ability to switch between any applications and Secure Browser is suppressed.

Accessing the Secure Browser on Mobile Devices

Tablets and Chromebooks should be configured for testing before you provide them to students. For more information, see the OS and platform-specific technical documents on the State Assessment Program Portal.

To configure iOS devices:

- Tap the **SecureTestBrowser** (formerly **AIRSecureTest**) Secure Browser icon.

To configure Chromebooks:

- From the **Apps** link on the Chrome OS login screen, select **SecureTestBrowser** (formerly **AIRSecureTest**) Secure Browser.

Closing the Student Testing Site on Tablets

After a test session ends, close the **SecureTestBrowser** (formerly **AIRSecureTest**) application on student tablets.

To close the Student Testing Site on iOS devices:

1. Double-tap the Home button. The multitasking bar appears.
2. Locate the **SecureTestBrowser** (formerly **AIRSecureTest**) app preview and slide it upward.

To close the Student Testing Site on Chromebooks:

- Click **Close Secure Browser** in the upper-right corner.

Force-Quitting the Secure Browser

In the rare event that the Secure Browser or test becomes unresponsive, you can force-quit the Secure Browser. Please note that the Secure Browser hides features such as the Windows task bar or Mac OS X

dock. If the Secure Browser is not closed correctly, then the task bar or dock may not reappear correctly, requiring you to reboot the device. Avoid using a force-quit command if possible.

To force the Secure Browser to close, use the keyboard command for your operating system as shown below. This action logs the student out of the test. When the Secure Browser is opened again, the student logs back in to resume testing.

Table 9, Force Quit Secure Browser Keyboard Commands

Operating System	Key Combination
Windows*	<ul style="list-style-type: none"> • Ctrl + Alt + Shift + F10
Mac OS X*	<ul style="list-style-type: none"> ▪ Ctrl + Alt + Shift + F10. The Ctrl key may appear as Control, Ctrl, or ^
Linux	<ul style="list-style-type: none"> • Ctrl + Alt + Shift + Esc

* If you are using an Apple keyboard, you may need to press **Ctrl + Shift + Option + F10**. If you are using a laptop or notebook, you may also need to press **Function** before pressing **F10**.

Force-quit commands do not exist for the Secure Browser for iOS, and Chrome OS devices.

- **iOS:** Double-tap the Home button, then close the app as you would any other iOS app.
- **Chrome OS:** To exit the Secure Browser from the sign-in screens, press **Ctrl + Shift + S**. You cannot force quit once the test begins.

Student Lookup Feature

You can use the student lookup feature in the TA Site to perform a quick or advanced search for student information. This is useful if students signing in to your test session cannot remember their login information.

1. To perform a quick search:
 - a. In the banner, select **Student Lookup**.
 - b. Enter a student's full SSID and click **Submit SSID**. Search results appear below the search field.

Figure 59. Student Lookup: Quick Search

2. To perform an advanced search:
 - a. In the banner, select **Student Lookup**, and then select **Advanced Search**.
 - b. Select the appropriate district and school from the drop-down lists.
 - c. Select the appropriate grade.
 - d. *Optional:* Enter a student's exact first or last name. Partial names are not allowed.
 - e. Select **Search**. Search results appear below the search fields.
 - f. To view a student's information, click  in the Details column.

Figure 60. Student Lookup: Advanced Search

Student ID	First Name	Last Name	Grade	Details
9999991234	Demo	Student	3	
9999991235	Demo	Student	3	
9999991236	Demo	Student	3	

T

Temporary ID Generation Feature

TAs can generate temporary IDs for students at the time of testing through the TA Site.

1. In the banner, select **Generate TempID**. The **Temp ID** window appears.

Figure 61. Temporary IDs Window

The screenshot shows a window titled "Temp ID" with a green header. Below the header, it says "Generate TempID" and "Fill in the below form to create your TempID". The form contains the following fields:

- School:** A dropdown menu with "zzz AIR Training School1" selected.
- Student's First Name:** A text input field containing "Jane".
- Student's Last Name:** A text input field containing "Doe".
- Date of Birth:** A text input field containing "09182010".
- Enrolled Grade:** A dropdown menu with "03" selected.

Below the form is a "Submit" button. Underneath the form, there is a section titled "Generated Temporary IDs" containing a table:

Temp ID	First Name
ORT-50	Jane

At the bottom left of the window is a "Close" button.

2. Fill out the form with the necessary information including school, first and last name, date of birth, and enrolled grade.
3. Select **Submit**. Once the temporary ID is successfully generated, the student's first name and temporary ID will be displayed in the window.
4. Provide this information to the student for signing in to the Student Testing Site.

Text-Response Questions

For text-response item types in the Student Testing Site, students can use a formatting toolbar. This toolbar is available above the response field for text response questions (see [Figure 72](#)) and also appears whenever students right-click anywhere in the text area. The formatting toolbar allows students to apply styling to text and use standard word-processing features. The lower-right corner of the response field displays the word count and character count for the student's response. [Table 10](#) provides an overview of the formatting tools available

Figure 62. Text Response Question with Formatting Toolbar

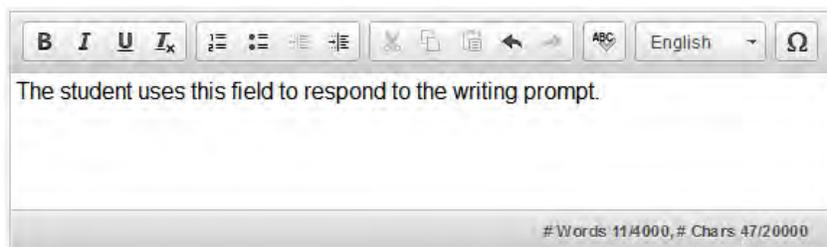


Table 10. Description of Formatting Tools

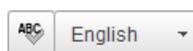
Tool	Description of Function
	<ul style="list-style-type: none"> • Print the entered text.
	<ul style="list-style-type: none"> • Bold, italicize, or underline selected text.
	<ul style="list-style-type: none"> • Remove formatting that was applied to the selected text.
	<ul style="list-style-type: none"> • Insert a numbered or bulleted list.
	<ul style="list-style-type: none"> • Indent a line of selected text.
	<ul style="list-style-type: none"> • Decrease indent of text.
	<ul style="list-style-type: none"> • Cut selected text.
	<ul style="list-style-type: none"> • Copy selected text.
	<ul style="list-style-type: none"> • Paste copied or cut text.
	<ul style="list-style-type: none"> • Undo the last edit to text or formatting in the response field.
	<ul style="list-style-type: none"> • Redo the last undo action.
 English	<ul style="list-style-type: none"> • Use spell check to identify potentially misspelled words in the response field. The drop-down list allows you to set a language for this tool.
	<ul style="list-style-type: none"> • Add special characters in the response field.

Spell Check Feature

The spell check tool identifies words in the response field that may be misspelled.

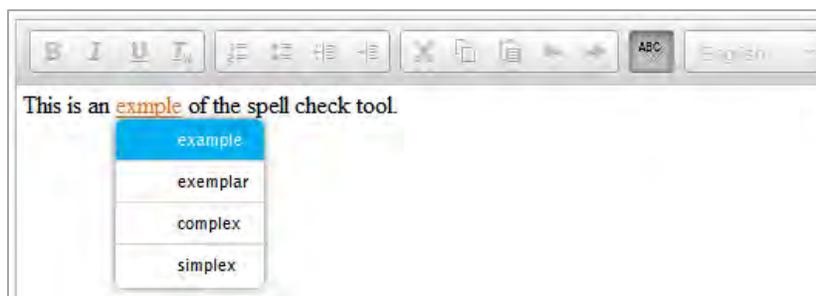
1. Select a language for the spell check tool from the Spell Check drop-down list, if necessary.

Figure 63. Spell Check Drop-Down List



2. In the toolbar, select . Potentially incorrect words change color and become underlined.
3. Select a misspelled word. A list of suggestions appears.

Figure 64. Spell Check Tool



4. Select a replacement word from the list. If none of the replacement words are correct, close the list by clicking anywhere outside it.
5. To exit spell check, select  again.

Special Characters Feature

Students can add mathematical, accented, and other symbols.

1. To add a special character, in the toolbar, select .
2. In the window that pops up, select the required character.

Transfer a Test Session

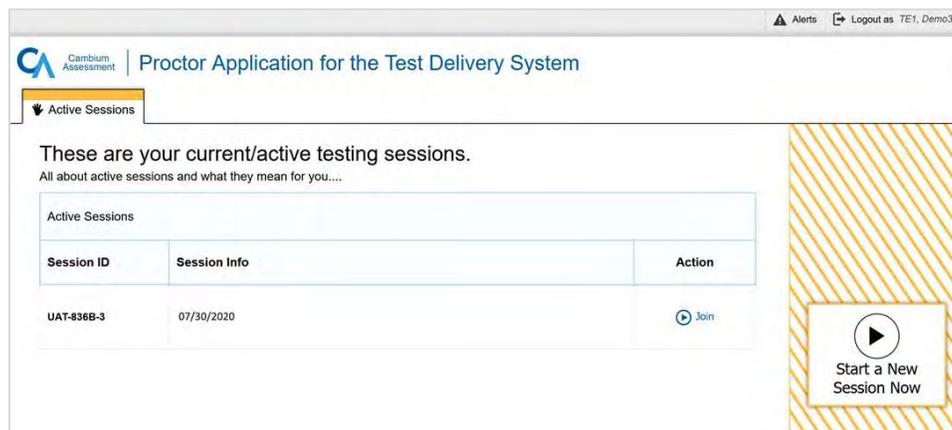
You can transfer an active test session from one device or browser to another without stopping the session or interrupting in-progress tests. This is useful in scenarios when your computer malfunctions or if you accidentally close the browser while a session is in progress.

Your session remains open until it times out. If you do not return to the active session within 20 minutes and there is no student activity during that time, the Online Testing System logs you out and pauses the students' tests.

The Online Testing System ensures that you can only administer a test session from one browser at a time. If you move a test session to a new device, you cannot simultaneously administer the session from the original browser or device.

1. While the session is still active on the original device or browser, log in to the TA Site on the new device or browser. The **Active Sessions** page appears (see [Figure 75](#)) listing the active session.
 - If the pop-up window for selecting an institution appears, select an institution and select **Go** to proceed to the **Active Sessions** page.

Figure 65. Active Sessions Page



2. Select **Join**. The test session page appears allowing you to continue monitoring your students' progress. The test session on the previous computer or browser automatically closes. If the test session displays a timer, the timer continues counting down where it left off on the original device or browser.

If you do not wish to return to the active session, you can select **Start a New Session Now** to open the **Test Selection** window and create a new test session.

U

User Support and Troubleshooting Information

User Support

For information and assistance in using the Online Testing System, contact the West Virginia Assessment Program Helpdesk. The Helpdesk is open Monday–Friday 6:00 a.m. to 6:00 p.m. (except holidays or as otherwise indicated on the State Assessment Program portal).

West Virginia Assessment Program Helpdesk

Toll-Free Phone Support: 1.844.560.7367

Email Support: WVHelpDesk@cambiumassessment.com

Please provide the Helpdesk with a detailed description of your problem, as well as the following:

Online Testing System Test Administrator User Guide

- Test Administrator name.
- If the issue pertains to a student, provide the student's SSID and associated district or school. Do not provide the student's name.
- If the issue pertains to a TIDE user, provide the user's full name and email address.
- Any error messages and codes that appeared, if applicable.
- Affected test ID and question number, if applicable.
- Operating system and browser version information, including version numbers (for example, Windows 10 and Firefox 60 or Mac OS 10.14 and Safari 11).
- Information about your network configuration, if known:
 - Secure Browser installation (to individual devices or network).
 - Wired or wireless internet network setup.

Username and Password Issues

Your username for logging in to the TA Site is the email address associated with your account in TIDE. When you are added to TIDE, you receive an activation email containing a temporary link to the **Reset Your Password** page. To activate your account, you must set up your password within 15 minutes of the email being sent.

- **If your first temporary link expired:**

In the activation email you received, select the second link provided and proceed to request a new temporary link.

- **If you forgot your password:**

On the **Login** page, select **Forgot Your Password?** and then enter your email address in the *Email Address* field. You will receive an email with a new temporary link to reset your password.

- **If you did not receive an email containing a temporary link or authentication code:**

Check your spam folder to make sure your email program did not categorize it as junk mail. If you still do not have an email, contact your School or District Test Coordinator to make sure you are listed in TIDE.

- **Additional help:**

If you are unable to log in, contact the State Assessment Program Helpdesk for assistance. You must provide your name and email address. Contact information is available in the User Support section of this user guide.

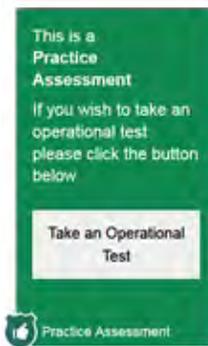
Common Student Sign-in Errors

The Online Testing System generates an error message if a student cannot sign in. The following are the most common student sign-in issues:

- **Session does not exist:**

The student entered the Session ID incorrectly or signed in to the wrong site. Verify that the student correctly entered the active Session ID. Also, verify that both you and the student are using the correct sites. For example, students signed in to the Student Training Site cannot access sessions created in the TA Interface. A message displayed in the bottom-left corner of the **Student Sign-In** page indicates which site the student is on. If a student is on the wrong site, the student can select the button included in the message to proceed to the correct site.

Figure 66. Student Training Site Badge on the Login Page



- **Student information is not entered correctly:**

Verify that the student correctly entered the SSID. If this does not resolve the error, use the Student Lookup tool to verify the student's information.

- **Session has expired:**

The Session ID corresponds to a closed session. Ensure that the student enters the correct Session ID and verify that your session is open. For more information about test sessions, see the section [How to Select Tests and Start a Test Session](#).

- **Student is not associated with the school:**

The student is not associated with your school, or you are not associated with the student's school.

Resolving Secure Browser Error Messages

This section provides possible resolutions for the following messages that students may receive when signing in to tests using the Secure Browser.

- **You cannot log in with this browser:**

This message occurs when the student is not using the correct Secure Browser. To resolve this issue, ensure the latest version of the Secure Browser is installed, and that the student launched the Secure Browser instead of a standard web browser. If the latest version of the Secure Browser is already running, then log the student out, restart the device, and try again.

- **Looking for an internet connection...:**

This message appears when the Secure Browser cannot connect with the Online Testing System. This can occur if there is a network-related problem. Make sure that either the network cable is plugged in (for wired connections) or the Wi-Fi connection is live (for wireless connections). Also, check if the Secure Browser must use specific proxy settings; if so, those settings must be specified as options when configuring the Secure Browser. If connection issues persist, contact a network technician.

- **Test Environment Is Not Secure:**

This message can occur when the Secure Browser detects a blacklisted application running on the device. If this message appears on an iPad, ensure that either Autonomous Single App Mode or Automatic Assessment Configuration is enabled.

Change Log

Location	Change	Date
	Updated for 21-22 SY	7/14/2021

Appendix G
Assistive Technology Manual



West Virginia DEPARTMENT OF
EDUCATION

Assistive Technology Manual for Windows & macOS

2021–2022

Published April 4, 2022

Prepared by Cambium Assessment, Inc.



Descriptions of the operation of Cambium Assessment, Inc. (CAI) systems are property of CAI and are used with the permission of CAI.

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Overview of Testing with Assistive Technology

This manual provides an overview of the embedded and non-embedded assistive technology tools that can be used to help students with accessibility needs complete online tests in the Test Delivery System (TDS). It includes lists of supported devices and applications for each type of assistive technology that students may need, as well as setup instructions for the assistive technologies that require additional configuration in order to work with TDS.

- Embedded assistive technology tools include the built-in test tools in TDS, such as the text-to-speech and speech-to-text tools. These tools can be accessed without third-party software or hardware and do not require Permissive Mode to be turned on in TDS.
 - The embedded assistive technology tools in TDS are available on both desktop and mobile devices.
- Non-embedded assistive technology tools are the third-party accessibility hardware and software that students use to help them complete tests in TDS. These tools require Permissive Mode to be turned on in TDS and may require additional configuration steps prior to testing.
 - **Most of the non-embedded assistive technology tools covered in this manual are supported by Windows and macOS desktops only.** Mobile devices, such as Chromebooks and iPads, do not support [Permissive Mode](#), which is required for non-embedded technology. More detailed system requirements are provided for each assistive technology tool throughout this manual.
 - Permissive Mode on macOS is supported only with Secure Browser versions 12.5 (on macOS 10.13–10.15). Ensure that the proper Secure Browser version is downloaded from the [SAMPLE ASSESSMENT PROGRAM Portal](#) to allow for testing with Permissive Mode.

Students who use assistive technology tools to interact with a standard web browser should be able to use those same tools with TDS, unless they are web-based applications or browser extensions. The best way to test compatibility for tools is to take a practice test in the Secure Browser with those tools turned on. If they do not work, see the additional configuration instructions in this manual as required. If you still have questions about the assistive technology covered in this guide, please contact the Help Desk.

The manual includes the following sections:

- [Testing with Speech-to-Text Technology](#)
- [Testing with Predictive Text Technology](#)
- [Testing with Alternative Computer Input Technology](#)
- [Testing with Assistive Keyboard and Mouse Input Technology](#)
- [Testing with Screen Magnifier Technology](#)
- [Testing with Text-to-Speech](#)
- [Testing with Assistive Technology for Braille Tests](#)

Using Permissive Mode with Assistive Technology

Permissive Mode is a TDS accommodation that allows students to use non-embedded assistive technology to complete tests in the Secure Browser. It must be turned on for any students testing with third-party assistive technology tools. When Permissive Mode is turned on, the Secure Browser's security settings will be partially lowered to allow students to use tools that would otherwise be blocked. This accommodation should be assigned to students in TIDE before they begin testing.

Permissive Mode is available for computers running supported desktop Windows and Mac operating systems only. Permissive Mode on Mac devices is supported only with Secure Browser version 12.5. When using Windows devices, the task bar remains on-screen throughout the test after enabling accessibility software. However, forbidden applications are still prohibited.

When Permissive Mode is turned on, standard keyboard commands in the Secure Browser will be disabled in order to accommodate any potential keyboard commands associated with the assistive technology the student may be using. For information about standard keyboard commands in the Secure Browser, see the *Test Administrator User Guide*.

How to Use Assistive Technology with Permissive Mode

Permissive Mode activates when students are approved for testing in TDS. The student's assistive technology should already be set up for use with TDS when they begin testing with Permissive Mode.

1. Open the required accessibility software on the student's testing device.
2. Open the Secure Browser. Begin the normal sign-in process up to the proctor approval step.
3. When a student is approved for testing, the Secure Browser allows the operating system's menu and task bar to appear.
 - **Windows:** The Secure Browser resizes, and the taskbar remains visible inside the test in its usual position. Students can press **Alt+Tab** to switch between the Secure Browser and accessibility applications that they are permitted to use in their test session.
 - **Mac:** The Secure Browser resizes, and students can view the dock in its usual position inside the test. If the dock is set to autohide, no resizing occurs, and the dock is visible only when the mouse moves toward the bottom of screen. Students can press **Cmd+Tab** to switch between the Secure Browser and permitted accessibility applications.
4. The student must immediately switch to the accessibility software that is already open on the computer so that it appears over the Secure Browser. The student cannot click within the Secure Browser until the accessibility software is configured.
 - **Windows:** Click the accessibility software application in the task bar.
 - **Mac:** Click the accessibility software application in the dock.
5. The student configures the accessibility software settings as needed.

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6. After configuring the accessibility software settings, the student returns to the Secure Browser and continues the sign-in process. At this point, the student can no longer switch back to the accessibility software. If changes need to be made, the student must sign out and then sign in again.

Once Permissive Mode is turned off, the Secure Browser reoccupies the whole screen, and the student's ability to use assistive technologies or switch between any other applications and the Secure Browser is suppressed.

Testing with Speech-to-Text Technology

Speech-to-text (STT) technology transcribes a student's spoken words into text for item responses in TDS. Students with the appropriate accommodations may use STT assistive technology while taking tests. It is recommended that students use the embedded STT tool in TDS. This embedded tool can be tracked by WVDE when gathering data about students' tool use (for more information about the embedded STT tool, see the *Test Administrator User Guide*). If a third-party STT tool still needs to be used, please reference the table below.

Students using STT technology will need to use a headset while testing. Any wired headset with a 3.5mm or USB connection should be compatible.

[Table 1](#) provides a list of third-party STT applications that can be used in TDS.

Table 1. Third-Party STT Applications

Product	System Requirements	Additional Details
Dragon Naturally Speaking—Windows <ul style="list-style-type: none"> Supported Version: 15 Professional 	<ul style="list-style-type: none"> Windows 8.1, 10; Server 2012 R2, 2016 R2 	<ul style="list-style-type: none"> Requires additional setup before use in TDS (see configuration instructions) TDS cannot confirm appropriate configurations are in use during an exam, so students may be able to access prohibited features.
Windows Built-in Speech Recognition Supported Version: 8.0	<ul style="list-style-type: none"> Windows 8.1, 10; Server 2012 R2, 2016 R2 	<ul style="list-style-type: none"> Requires additional setup before use in TDS (see configuration instructions) TDS cannot confirm appropriate configurations are in use during an exam, so students may be able to access prohibited features.
WordQ+SpeakQ (WordQ5) Supported Version: 5.3.1	<ul style="list-style-type: none"> Windows 8.1, 10; Server 2012 R2, 2016 R2 	<ul style="list-style-type: none"> Requires additional setup before use in TDS (see configuration instructions) <ul style="list-style-type: none"> Exam Mode must be enabled before students begin testing. This tool also includes a text prediction feature that cannot be disabled.

Product	System Requirements	Additional Details
Read&Write—Windows <ul style="list-style-type: none"> Supported Version: 12.0.70 	<ul style="list-style-type: none"> Windows 8.1, 10; Server 2012 R2, 2016 R2 	<ul style="list-style-type: none"> Exam Mode must be enabled before students begin testing (this mode is not available on Read&Write for Mac). Also includes text prediction features that students may use if they have the proper accommodations. Locked Browser Mode disables the STT functionality in Read&Write. You should not use Locked Browser Mode when using Read&Write for STT.
Mac Built-in Enhanced Dictation	<ul style="list-style-type: none"> macOS 10.13, 10.14 (only supported with Secure Browser 12.5) 	<ul style="list-style-type: none"> Requires additional setup before use in TDS (see configuration instructions)
Mac Built-in Dictation	<ul style="list-style-type: none"> macOS 10.15 (only supported with Secure Browser 12.5) 	<ul style="list-style-type: none"> Requires additional setup before use in TDS (see configuration instructions)

Configuring Speech-to-Text Applications

Some applications listed in [Table 1](#) require additional configuration to prepare for use during online testing. Necessary configurations are described below. Some applications send data to the cloud for processing by default. Where noted, this should be disabled to ensure the security of test data.

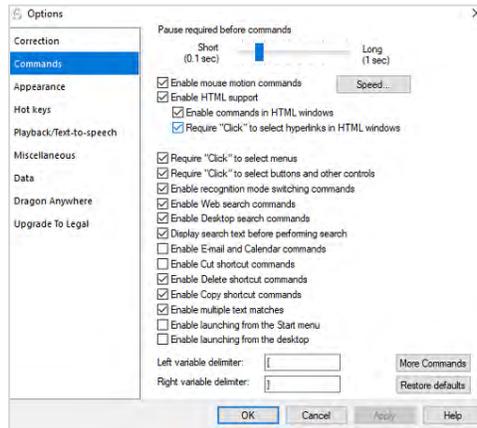
After you configure an application, CAI strongly recommends testing that application on a practice test administered through the Secure Browser prior to using it for operational testing.

Dragon Naturally Speaking 15 Home or Professional Individual for Windows

Necessary configurations for Dragon Naturally Speaking can be made from the **Options** dialog box, which is accessed from the **Tools** dropdown menu on the DragonBar.

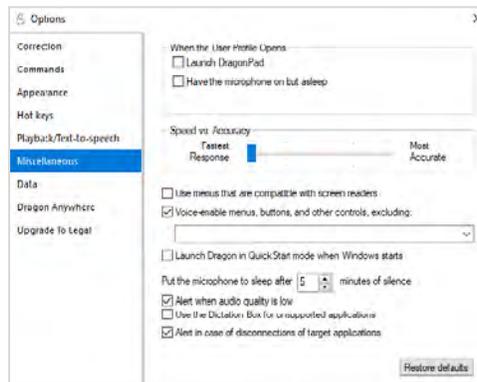
- From the **Commands** tab, uncheck the following settings:
 - Enable launching from the Start menu
 - Enable launching from the desktop
 - Enable E-Mail and Calendar commands
 - Enable Cut shortcut commands

Figure 1. Dragon Commands Tab



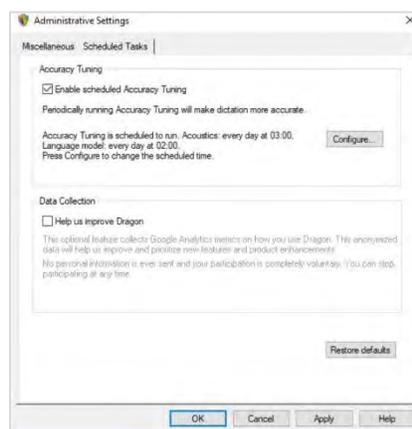
- From the **Miscellaneous** tab, uncheck **Use Dictation Box for unsupported application**.

Figure 2. Dragon Miscellaneous Tab



- In the **Scheduled Tasks** tab of the **Administrative Settings** window, do one of the following:
 - In Dragon 15.5 or earlier, uncheck **Enable scheduled Data Collection**.
 - In Dragon 15.6, uncheck **Help us Improve Dragon**.

Figure 3. Admin Settings Schedule Tasks Tab (Dragon 15.6)

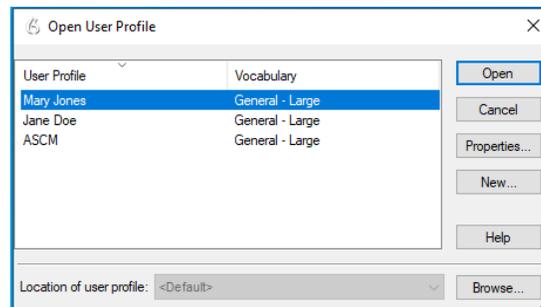


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Setting Up User Profiles for Students in Dragon

Dragon Naturally Speaking requires each student to use a specific User Profile. You will need to create User Profiles and ensure that Dragon Naturally Speaking is set to the proper profile for each student prior to testing. When creating a profile, you can select the student's age range, language, and accent, as well as set the audio input devices. Students will then read aloud prompts that Dragon Naturally Speaking uses to learn their voice. After creating profiles, you can select **Profiles** in the Dragon toolbar, then click **Open User Profile...** to switch between User Profiles (see [Figure 4](#)). For more information about creating User Profiles, see the [Dragon Naturally Speaking—Windows](#) website.

Figure 4. Dragon Naturally Speaking—Open User Profiles



Windows Speech Recognition

Prior to testing day, the Windows built-in Speech Recognition application must be set up on each testing device that will be used by students who require STT. The application can be set up through the Windows Control Panel. Users should set the device to not send data to Microsoft for improvement so that secure test data is not sent to the cloud. During setup, Speech Recognition Voice Training must be completed by the student for optimal performance.

- To prevent Windows from sending data to the cloud, go to **Start > Settings > Privacy > Diagnostics & Feedback** and mark the **required diagnostic data** radio button in the *Diagnostic Data* section. Then select the **Speech** tab and set the **Online Speech Recognition** toggle to **Off**.
- While Windows Speech Recognition is processing speech, the testing site may slow down. If transcription is not needed for testing, make sure Windows Speech Recognition is not listening in order to prevent this slowness from interfering with the test performance.

WordQ SpeakQ (WordQ5)

To minimize security risks, WordQ+SpeakQ (WordQ5) includes an Exam Mode feature, which can be enabled through the application's settings. Exam Mode requires a time limit of 1–12 hours to be set. Please note, this does not eliminate all security risks, and once Exam Mode has been set, it cannot be disabled until the configured time has run out.

To turn on Exam Mode, click the **Options** icon, and select **Exam Mode**. In the dialog pop-up window that appears, you can allow and restrict the **Word usage examples** and **Single words added by the user including topic words** features. You can also set the exam time limit at the bottom of the window.

Read & Write (Windows)

Read & Write has an Exam Mode that can be used to turn off features for a single student on their particular testing device. When Exam Mode is enabled, the student will have access to only the selected features on the toolbar and certain speech settings, including Voice Selection, Speed, Pitch, and Speak As I Type (the full settings menu will not be accessible).

To use Exam mode, run Read & Write, click the settings button in the top-right corner, and click **Show more settings**. In the *Find a Setting* field, type *adminsettings*. Enter and confirm a password to grant access on this computer. When logged into administrator settings, click the **Select your features** tab and select which features you'd like to enable on the student's toolbar. Enable the **Use Exam Mode now** toggle to start Exam Mode, then close the Read & Write menu to start the exam.

Mac Enhanced Dictation

Mac workstations that will be used for dictation should be opted out of Apple's Diagnostic and Usage program so that no secure test data is stored on the device for analysis. Macs can be opted out of this program by disabling Analytics through the Mac's security and privacy settings.

When you enable Enhanced Dictation on a testing device, you must also enable a language and keyboard shortcut through the device's keyboard settings (**System Preferences > Keyboard > Dictation**). Once Enhanced Dictation is enabled, the device must be connected to the internet to download the offline models that allow speech to be transcribed without sending it to the cloud for processing.

Figure 5. Mac Dictation Settings



iOS Dictation

Due to the way iPads are secured for high-stakes assessments, there is currently no third-party application that can provide STT. However, students who need STT can dictate into the built-in dictation application on a secondary iPad, and a proctor can then enter the student's response verbatim into the testing device.

The secondary iPad must be a 5th or 6th Generation iPad or iPad Pro running at least iOS/iPadOS 11.4. It must be placed in Airplane Mode so that no secure test data is transmitted to the cloud for processing. Also, it must be opted out of Apple's Diagnostic and Usage program so that no secure test data is stored on the device for analysis.

Dictation can be enabled through the iPad's keyboard settings. Airplane Mode can be enabled through the iPad's main settings. In the iPad's Dictation settings, make sure the message, "You can use Dictation for English when you are not connected to the Internet" is present. iPads can be opted out of Apple's Diagnostic and Usage program by disabling Analytics through the iPad's privacy settings.

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Prior to testing day, the secondary iPad must be connected to the Internet once to download the offline models that allow speech to be transcribed offline. This is done automatically once dictation is enabled and the device is connected to the Internet. No manual download is necessary. After the device is connected to the Internet once, CAI recommends users test offline dictation by enabling Airplane Mode and dictating into the Notes app or a similar app. If it works, you are ready for testing day. If it does not work, disable Airplane Mode and reconnect the iPad to the Internet to finish downloading the offline STT models.

On testing day, enable Airplane Mode on the secondary iPad and allow the student to dictate their responses into it. A proctor must then enter the responses verbatim into the student's testing device.

After testing is completed, be sure to delete any secure test data on the secondary iPad.

Testing with Predictive Text Technology

Predictive text assistive technology suggests words to students as they type responses for test items. TDS does not include any embedded predictive text tools, but it supports several third-party tools that use predictive text technology.

[Table 2](#) provides the technology requirements for students testing with predictive text assistive technology.

Table 2. Third-Party Predictive Text Applications

Product	System Requirements	Additional Details
WordQ5 <ul style="list-style-type: none"> Supported Version: 5.3.1 	<ul style="list-style-type: none"> Windows 8.1, 10; Server 2012 R2, 2016 R2 	<ul style="list-style-type: none"> Requires additional setup before use in TDS (see configuration information) <ul style="list-style-type: none"> Exam Mode must be enabled before students begin testing.

WordQ5

To minimize security risks, WordQ includes an Exam Mode feature, which can be enabled through the application's settings. Exam Mode requires a time limit of 1–12 hours to be set. Please note, this does not eliminate all security risks, and once Exam Mode has been set, it cannot be disabled until the configured time has run out.

To turn on exam mode, click the **Options** icon, and select **Exam Mode**. In the dialog popup window that appears, you can allow and restrict the **Word usage examples** and **Single words added by the user including topic words** features. You can also set the exam time limit at the bottom of the window.

Testing with Alternative Computer Input Technology

Alternative Computer Input (ACI) assistive tools allow students with various impairments (such as physical and visual impairments) to interact with a computer without using a traditional mouse and keyboard setup. For instance, ACI technology such as PCEye Mini tracks students' eye movement, while Dwell Clicker 2 allows students to use a mouse without having to click the left or right mouse buttons.

TDS does not include any embedded alternative computer input tools, but it supports several third-party alternative computer input technologies.

[Table 3](#) provides a list of third-party ACI devices that can be used in TDS. Please note that this list includes only the devices that CAI has thoroughly tested against the Secure Browser, but there may be additional supported ACI devices that have not been tested yet. If your students need to use an ACI device not listed here, please test it in a practice test first to ensure there are no issues with it.

Table 3. Third-Party ACI Devices

Product	System Requirements	Additional Details
PCEye Mini with Windows Control	<ul style="list-style-type: none"> Windows 8.1, 10 	<ul style="list-style-type: none"> Requires additional setup before use in TDS (see configuration instructions) This tool has been discontinued by its manufacturer. It is recommended to test it out on a Practice Test before use in an Operational Test.
Dwell Clicker 2 <ul style="list-style-type: none"> Supported Versions: 2.0.1.8 	<ul style="list-style-type: none"> Windows 10; Server 2012 R2, 2016 R2 	<ul style="list-style-type: none"> Requires additional setup before use in TDS (see configuration instructions)
HeadMouse Nano	<ul style="list-style-type: none"> Windows 8.1, 10; Server 2012 R2, 2016 R2 macOS 10.13–10.15 	<ul style="list-style-type: none"> Requires additional setup before use in TDS (see configuration instructions)
Access Switch	<ul style="list-style-type: none"> Windows 8.1, 10; Server 2012 R2, 2016 R2 macOS 10.13–10.15 	N/A
Swiftly <ul style="list-style-type: none"> Supported Versions: SW2 	<ul style="list-style-type: none"> Windows 8.1, 10; Server 2012 R2, 2016 R2 macOS 10.13–10.15 	<ul style="list-style-type: none"> Requires additional setup before use in TDS (see configuration instructions)

Configuring PCEye Mini with Windows Control on Student Devices

To configure the PCEye Mini, it should be plugged in to a computer that uses Windows Control software and should be installed by following the product’s installation instructions manually.

For students using PCEye Mini with Windows Control Software, the Word Prediction feature should be disabled by opening the application and navigating to **Settings > Keyboard**.

Configuring Dwell Clicker 2

To configure Dwell Clicker 2 settings, open the application and select the keyboard icon, then click the **Options** key. In the window that pops up, make sure the **Use Text Prediction** checkbox is not checked.

Configuring HeadMouse Nano

To configure HeadMouse Nano when using the SofType keyboard, open the SofType application and select **View > Word Bar** from the menu. Then make sure the **Prediction** radio button is not marked.

Configuring HeadMouse Nano for macOS

The HeadMouse Nano for OSX can be used to mimic mouse-clicking movements only in conjunction with an Access Switch device (such as an AbleNet Switch) and the regular Apple on-screen keyboard. When completing a test with a Switch, students can left-click, drag-and-drop, double-click, and right-click (right-clicking would require an additional Switch).

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To configure HeadMouse Nano when using the Apple on-screen keyboard, open **System Preferences > Keyboard > Text**. Then make sure the following checkboxes are unchecked:

- **Add period with double-space**
- **Capitalize words automatically**
- **Correct spelling automatically**

Configuring Swifty: SW2

To configure Swifty Switch Access according to the student's needs, the following DIP Switches should be set when using Switch. After you modify DIP Switch settings, unplug and re-plug Swifty to activate the settings.

Table 4. DIP Switches

Switch 1	Switch 2	USB Device	Interface Actions
ON	ON	Mouse	Left, Right, Middle
OFF	ON	Joystick	Btn1, Btn2, Btn3
ON	OFF	Keyboard (For iPad)	Enter, Space, Tab
ON	OFF	Keyboard	1,2,3

Testing with Assistive Keyboard and Mouse Input Technology

Assistive Keyboard and Mouse Input tools provide additional support to students with physical impairments who need to use a keyboard and mouse in order to respond to test items. These include keyboards with larger keys, computer mice with trackballs, and other tools that make it easier for students with limited movement abilities to use a computer.

TDS does not include any embedded assistive keyboard and mouse input tools, as these tools typically involve the use of special hardware, but TDS does support several third-party assistive keyboard and mouse input tools.

[Table 5](#) provides a list of third-party assistive keyboard and mouse input tools that can be used in TDS. Please note, there may be additional supported assistive keyboards and mouse input tools that have not been tested yet. If your students need to use a device not listed here, please test it in a practice test first to ensure there are no issues.

Some third-party assistive keyboards have special function keys that put the computer to sleep. If pressed, the computer will go to sleep and the student will be kicked out of the test and will have to sign back in to resume testing.

Table 5. Third-Party Assistive Keyboard and Mouse Input Technology

Product	System Requirements	Additional Details
Keys-U-See Keyboard	<ul style="list-style-type: none"> Windows 8.1, 10; Server 2012 R2, 2016 R2 	N/A
BigKeys Keyboard <ul style="list-style-type: none"> Supported Versions: Plus, LX 	<ul style="list-style-type: none"> Windows 8.1, 10; Server 2012 R2, 2016 R2 macOS 10.13–10.15 	N/A
BigTrack2 Trackball	<ul style="list-style-type: none"> Windows 8.1, 10; Server 2012 R2, 2016 R2 macOS 10.13–10.15 	N/A

Testing with Screen Magnifier Technology

Screen magnifier assistive technology enlarges the content displayed on the computer screen in order to assist students with visual impairments. Although TDS supports some non-embedded screen magnifier tools from third parties, it is recommended that students use the embedded zoom tools in TDS. These embedded tools were designed to magnify test content in the most intuitive and user-friendly manner for students. Embedded zoom tools can also be tracked by SAMPLE ASSESSMENT PROGRAM when gathering data about students' tool use.

The embedded zoom tools in the Secure Browser allow students to magnify test content to the following levels (any zoom levels of 5X and greater require users to turn on the Secure Browser's streamlined mode setting, which arranges test content vertically):

- 1X
- 1.5X
- 1.75X
- 2.5X
- 3X
- 5X
- 10X
- 15X
- 20X

[Table 6](#) provides a list of third-party screen magnifier tools that can be used in TDS. The non-embedded screen magnifier tools listed below come with an increased risk of interoperability issues, require students to manually pan the magnification tool across the screen, and can include unwanted features that should not be used while testing. These non-embedded tools also cannot be tracked by SAMPLE ASSESSMENT PROGRAM when gathering data about students' tool use.

Table 6. Third-Party Screen Magnifier Applications

Product	System Requirements	Additional Details
ZoomText Magnifier <ul style="list-style-type: none"> • Supported Versions: 2019, 2020, 2021 	<ul style="list-style-type: none"> • Windows 8.1, 10; 2012 R2, 2016 R2 	<ul style="list-style-type: none"> • ZoomText includes a SpeakIt text-to-speech tool that could be used to read aloud passages, which is not permitted on ELA tests. Students testing with ZoomText should use the magnification features only. It is recommended that students requiring text-to-speech support use the Secure Browser's embedded TTS tools, and that students requiring screen readers use JAWS or Fusion.

Product	System Requirements	Additional Details
Fusion Professional (combines JAWS screen reader with zoom text) <ul style="list-style-type: none"> Supported Versions: 2019, 2020, 2021 	<ul style="list-style-type: none"> Windows 8.1, 10; 2012 R2, 2016 R2 	<ul style="list-style-type: none"> Requires additional setup before use with TDS (see configuration instructions for JAWS).

Testing with Text-to-Speech

Text-to-Speech (TTS) tools read aloud text that appears on the screen for students who may have reading impairments. TDS includes embedded TTS tools that can be turned on for students with the appropriate accommodation settings (either in TIDE or from the TA Site). In order for students to test with TTS tools, a supported voice pack will need to be installed on their device before testing begins (if the device does not already include a built-in voice pack). Students testing with TTS should also have a supported headset or headphones.

TTS is available on all operating systems supported by TDS (for a full list of supported operating systems, see the *Quick Guide for Setting up Your Online Testing Technology*). However, TTS tracking does not function correctly on Linux devices. If students require the use of this accommodation (TTS with tracking), they must use a different operating system.

Text-to-speech in Windows, Mac, and iPads includes a feature that allows students to pause and then resume TTS in the middle of a passage. On Chromebooks and on practice tests taken in Microsoft Edge, however, students should highlight the desired text to be read as the pause feature does not allow students to pause and resume reading again.

[Table 7](#) lists the voice packs supported for students testing with TTS. Students can verify that TTS works on their computers by logging in to a practice test session and selecting a test for which TTS is available. Students using TTS for the practice tests must log in using a supported Secure Browser or a supported Chrome, Firefox, or Edge browser.

Table 7. Technology Requirements for Students Testing with TTS

Technology Type	Product
Supported Voice Packs	<ul style="list-style-type: none"> Windows built-in voice packs <ul style="list-style-type: none"> For ARM-based Windows 10 devices running Secure Browser 14, students can use Microsoft David for English tests or Microsoft Sabina for Spanish tests. Other voice packs may not be available. Mac built-in voice packs <ul style="list-style-type: none"> For more information about Mac voice packs, visit the Apple support site. Be sure to consult the correct instructions for your version of macOS. iOS built-in voice packs Chromebook built-in voice packs Heather Infovox iVox HQ (macOS only) Rosa Infovox iVox HQ (macOS only)

Note: CAI strongly encourages schools to test the TTS settings before students take operational tests. You can check these settings through the diagnostic page. From the student practice test login screen, click **Run Diagnostics**, and then click **Text-to-Speech Check**.

Voice Pack Selection on Mobile Versions of Secure Browsers

The Mobile Secure Browser uses either the device's native voice pack or a voice pack embedded in the Secure Browser. Additional voice packs downloaded to a mobile device are not recognized by the Mobile Secure Browser.

Testing with Assistive Technology for Braille Tests

Braille tests administered in TDS require the use of multiple assistive technology devices and applications, including the refreshable braille displays (RBDs) and JAWS screen readers used by students to read and navigate test content and the embossers used by proctors to print test content.

RBDs are used to read text-only content on ELA, Mathematics, and Social Sciences tests, while Braille embossers are needed to read any content with images in ELA and Social Sciences tests, as well as advanced content in Mathematics and Science tests. RBDs must be properly setup before they can be used by students. For information about installing and setting up RBDs, refer to the product's provided instructions and manuals.

TDS includes several embedded tools that facilitate braille testing, such as braille presentation settings, various print tools for embossing content, and streamlined mode, which arranges test content vertically.

[Table 8](#) provides a list of supported screen reader software that students can use in TDS. **Please note that only JAWS may be used on ELA and Reading tests, as this is the only supported screen reader that can effectively mute reading passages.** Screen readers other than JAWS must not be used on ELA and Reading tests, as they would allow students to listen to passages instead of reading them, compromising the ability to assess their reading comprehension skills.

Table 8. Screen Readers Supported for Student Computers

Screen Reader	System Requirements	Additional Details
JAWS–Professional <ul style="list-style-type: none"> Supported Versions: 2019, 2020, 2021 	<ul style="list-style-type: none"> Operating Systems: Windows 8.1, 10; Server 2012 R2, 2016 R2 <ul style="list-style-type: none"> Minimum Requirements: 1.5 GHz Processor, 4 GB RAM (for 64-bit) 	<ul style="list-style-type: none"> Requires additional setup before use with TDS (see configuration instructions). Test Presentation setting must be set to braille, whether or not student is a braille user.
Fusion Professional <ul style="list-style-type: none"> Supported Versions: 2019, 2020, 2021 	<ul style="list-style-type: none"> Operating Systems: Windows 8.1, 10; Server 2012 R2, 2016 R2 <ul style="list-style-type: none"> Minimum Requirements: 2.0 GHz i3 dual core processor, 4 GB RAM 	<ul style="list-style-type: none"> Requires additional setup before use with TDS (see configuration instructions for JAWS) Test Presentation setting must be set to braille, whether or not student is a braille user.
Windows Narrator <ul style="list-style-type: none"> Supported Versions: Windows 10 	<ul style="list-style-type: none"> Windows 10 	<ul style="list-style-type: none"> Students cannot use Windows Narrator for ELA tests, as the read-aloud of passages cannot be suppressed in this product.

[Table 9](#) provides a list of supported refreshable braille displays (RBDs) that students can use to read braille content. Please note that if students wish to use RBDs not mentioned in this table, they should test them on a practice test to ensure there are no issues before using them on an operational test. Additionally, RBDs not listed here may include unwanted features that students should not use while testing, so students may need to be monitored if they use such RBDs.

Table 9. Refreshable Braille Displays Supported for Student Computers

RBD	System Requirements	Additional Details
Braille BI 40 & BI 40X	<ul style="list-style-type: none"> Windows 8.1, 10 	<ul style="list-style-type: none"> CAI recommends RBDs with at least 40 cells, but students may use displays with fewer cells if preferred. If using the BI 40X, you must set the device to exam mode per the company's instructions. Students should not use the HumanWare Braille BI 14 RBD. It can automatically synchronize notes typed internally with a mail application, potentially violating test security.
QBraille XL	<ul style="list-style-type: none"> Windows 8.1, 10 	<ul style="list-style-type: none"> Students using the QBraille XL in TDS must be monitored to ensure they are not accessing unwanted internal applications, such as the calculator and notepad.
Active Braille	<ul style="list-style-type: none"> Windows 8.1, 10 	<ul style="list-style-type: none"> Device is equipped with an SD card that should be taken out before student takes a test. Device has Notepad, Scheduler, Alarm, Calculator, and Clock features that cannot be disabled. Students must be monitored to ensure they are not using them.
Braille Edge 40 (now discontinued)	<ul style="list-style-type: none"> Windows 8.1, 10 	<ul style="list-style-type: none"> Device is equipped with an SD card that should be taken out before student takes a test Device has Notepad, Scheduler, Alarm, Calculator, Stopwatch, Countdown Timer, and Clock features that cannot be disabled. Students must be monitored to ensure they are not using them. This product is no longer sold by HIMS. However, students may continue to test with it if it is already available for their use.

RBD	System Requirements	Additional Details
Focus 40 Blue 5th Generation	<ul style="list-style-type: none"> Windows 8.1, 10 	<ul style="list-style-type: none"> Device is equipped with an SD card that should be taken out before student takes a test. Device has Scratchpad with BRF Bookreader, Calendar, and Clock features that cannot be disabled. Students must be monitored to ensure they are not using them.
BrailleNote Touch 32 Cell	<ul style="list-style-type: none"> Windows 8.1, 10 	<ul style="list-style-type: none"> Students using this product in TDS must be monitored to ensure they are not accessing prohibited features. Student can use this device only in Braille Terminal mode. Students cannot take tests on the tablet of this device. Device is equipped with SD card that should be taken out before student takes a test Other applications present include a Word Processor, Email, Internet, Contacts, Planner, File Manager, Calculator, Victor-Reader, Play Store, and KNFB Reader.

[Table 10](#) provides a list of embossers and embossing software supported for TA computers. Embossers must be used to print any test content that cannot be read by RBDs, including all content on Mathematics and Science tests, and some of the content on ELA and Social Sciences tests. Different embossing software is required for printing PRN and BRF file types. The printed file types depend on the content being embossed.

Table 10. Embossers and Embossing Software Supported for TA Computers

Embosser / Embossing Software	System Requirements	Additional Details
Duxbury Braille Translator <ul style="list-style-type: none"> Supported Versions: 11.1, 11.2, 11.3, 12.1, or 12.2 	<ul style="list-style-type: none"> Operating Systems: Windows 8.1, 10 Minimum Requirements: 1 GHz Processor, 2 GB RAM (for 64-bit) 	<ul style="list-style-type: none"> Requires additional setup before use with TDS (see configuration instructions) Used for embossing BRF files (from print requests containing only text or formatted tables)

Embosser / Embossing Software	System Requirements	Additional Details
ViewPlus Max Embosser , ViewPlus Premier Embosser , ViewPlus Columbia Embosser , or ViewPlus Columbia 2 Embosser PixBlaster	<ul style="list-style-type: none"> Windows 8.1, 10 	<ul style="list-style-type: none"> Requires additional setup before use with TDS (see configuration instructions) Used for embossing PRN files (from print requests with tactile or spatial components, such as images) PRN files are formatted for a specific printer driver (e.g., Max embosser). Thus, you may need to convert the PRN file in Tiger Designer for use with another supported embosser (see PRN conversion instructions for more details).
ViewPlus Desktop Embosser (driver for ViewPlus Embossers and Tiger Viewer Software)	<ul style="list-style-type: none"> Windows 8.1, 10 	<ul style="list-style-type: none"> Download and install your embosser driver prior to embossing any files. The Tiger Viewer software is downloaded in the printer driver folder.
Tiger Software Suite (Tiger Designer) <ul style="list-style-type: none"> Supported Versions: 5, 6, 7 	<ul style="list-style-type: none"> Windows 8.1, 10 	<ul style="list-style-type: none"> You should download Tiger Designer prior to testing, as some PRN files will need to be converted in this program before embossing. Please see PRN conversion instructions for more details. Tiger Software Suite is included with all ViewPlus embossers and its license can be used on up to two devices.

Specifications for TAs Using Screen Readers

If a TA requires the use of a screen reader (JAWS, NVDA) to set up or administer test sessions in the TA Site, CAI recommends they do so using the most recent Firefox or Chrome browser. If issues occur while updating browsers, please contact your network administrator/IT office.

Configuring JAWS Screen Readers on Student Computers Before Testing Begins

This section includes instructions for the additional JAWS configuration steps that Technology Coordinators must follow before students use JAWS for online testing. To ensure JAWS is properly configured, students should take practice tests using JAWS before taking operational tests.

The configuration instructions in this section apply to JAWS 2019, JAWS 2020, and JAWS 2021 as well as Fusion Professional.

Configuring JAWS to Recognize the Secure Browser

You must edit the JAWS configuration file so that the software recognizes the Secure Browser. The examples below are for JAWS 2019 installed to the default location. If your version is installed to a different location, navigate to the appropriate directory.

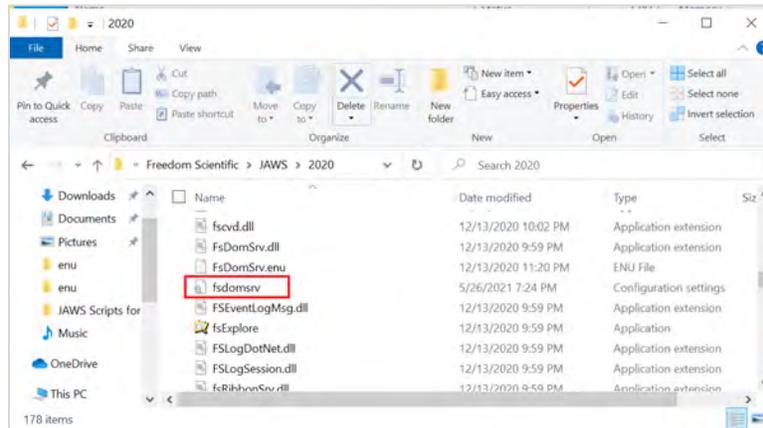
1. To modify the configuration file, open the JAWS **ConfigNames.ini** file. This file may appear in two folders. Depending on how JAWS is installed on your computer, you may need to modify both files:
 - **Required Folder:** Start > All Programs > JAWS 2019 > Explore JAWS > Explore Shared Settings
 - **Optional Folder:** Start > All Programs > JAWS 2019 > Explore JAWS > Explore My Settings
2. In the **ConfigNames.ini** file, locate the line of text containing *firefox:3=firefox*. At the end of this line, press **Enter** and type *WVSecureBrowser14.0=firefox*
3. Save the file.
 - a. If you receive an error that you don't have permission to save the .ini file to this location, save the file to your desktop as `ConfigNames.ini`. Then copy the updated .ini file to the folder containing the original .ini file referenced in step [1](#).

Additional Configuration for JAWS 2019 and 2020

There is a known issue in which older versions of JAWS do not run properly with the Secure Browser. To ensure these versions of JAWS function properly, you must download an additional JAWS file and replace the existing version of that file that appears in your JAWS settings folder. These steps do not need to be performed for JAWS 2021.

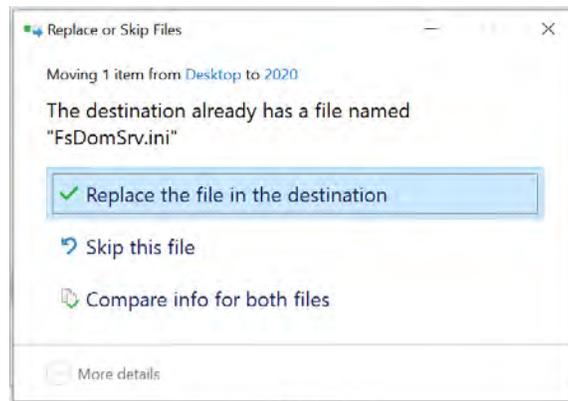
1. [Click here](#) to download the **fsdomsrv.ini** zip file and save it to your desktop.
2. Locate the JAWS folder that contains the existing **fsdomsrv** file:
 - **Folder location for JAWS 2019:** Local Disk > Program Files > Freedom Scientific > JAWS > 2019
 - **Folder location for JAWS 2020:** Local Disk > Program Files > Freedom Scientific > JAWS > 2020

Figure 6. Original fsdomserv File Location



3. Drag and drop the newly downloaded **fsdomserv.ini** file from the desktop into the folder listed in step 3. In the **Replace or Skip Files** window, select **Replace the file in this destination**.

Figure 7. Replace or Skip Files Window



Applying Settings for Contracted or Uncontracted Braille

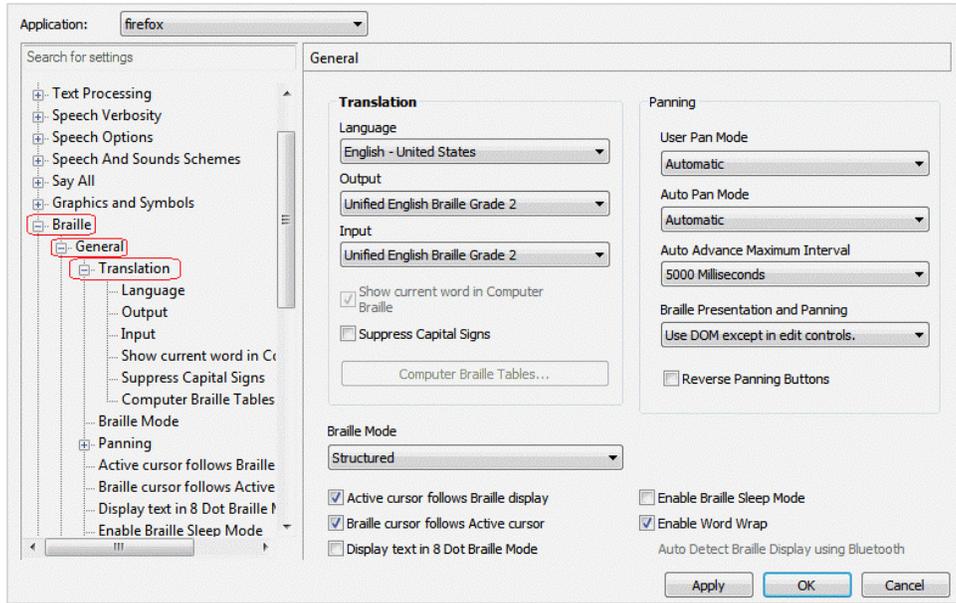
In order for students to use contracted or uncontracted literary braille with their RBD, the correct JAWS settings must be applied prior to launching the Secure Browser.

1. To apply the correct JAWS settings, open JAWS and go to **Utilities > Settings Center**. The **Settings Center** window opens.
2. From the **Application** drop-down list at the top of the window, select **firefox**.
3. Expand the **Braille** settings, **General** sub-settings, and **Translation** sub-settings in the **Search for settings** panel on the left. The **Settings Center** window displays the options for Braille Translation (see [Figure 8](#)).
 - a. In the **Translation** section, verify the **Language** dropdown list is set to **English – United States**. For a student who prefers contracted braille, select **Unified English Braille Grade 2** from the **Output** and **Input** dropdown lists. For a student who prefers uncontracted braille, select **Unified English Braille Grade 1** from the **Output** dropdown list.

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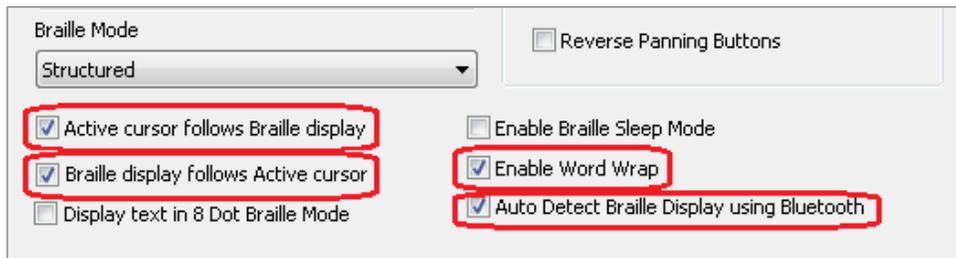
- i. For tests presented in the EBAAE braille type, if the student prefers contracted braille, select **US English Grade 2** from the **Output** and **Input** drop-down lists. If the student prefers uncontracted braille, select **US English Braille Grade 1** from these dropdown lists.

Figure 8. JAWS Settings Center Window



4. In the *Braille Mode* section (see [Figure 9](#)), ensure that only the following settings are checked:
 - **Active cursor follows Braille display**
 - **Braille cursor/display follows Active cursor**
 - **Enable Word Wrap**
 - **Auto Detect Braille Display using Bluetooth** (if available)

Figure 9. Braille Mode Section



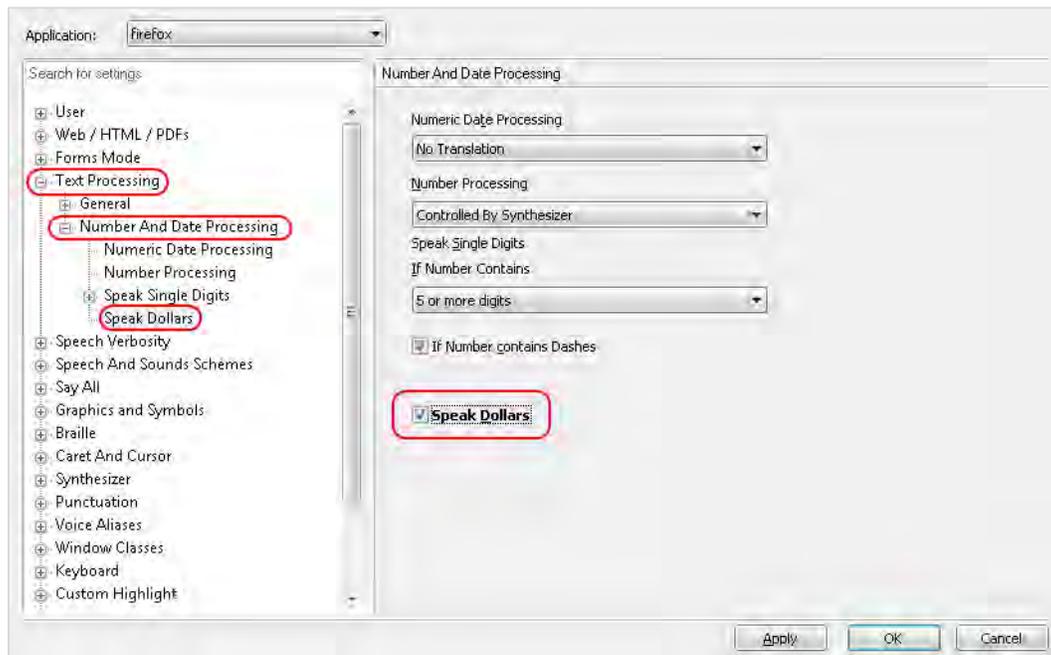
5. Click **Apply**, and then click **OK**.

Configuring JAWS to Speak “Dollars”

If a test includes content with the dollar symbol (\$), you should configure JAWS to correctly speak this symbol.

1. Open JAWS and go to **Utilities > Settings Center**. The **Settings Center** window opens.
2. In the *Search for settings* panel on the left, expand the *Text Processing* settings and *Number And Date Processing* sub-settings. Click **Speak Dollars**. The **Settings Center** window displays the *Number And Date Processing* options (see [Figure 10](#)).

Figure 10. Number and Date Processing



3. Mark the **Speak Dollars** checkbox.
4. Click **Apply**, and then click **OK**.

JAWS Unified Keyboard Settings

JAWS 2020 includes a unified keyboard setting that allows students to use **Alt+Tab** to return to the Secure Browser when Permissive Mode is turned on.

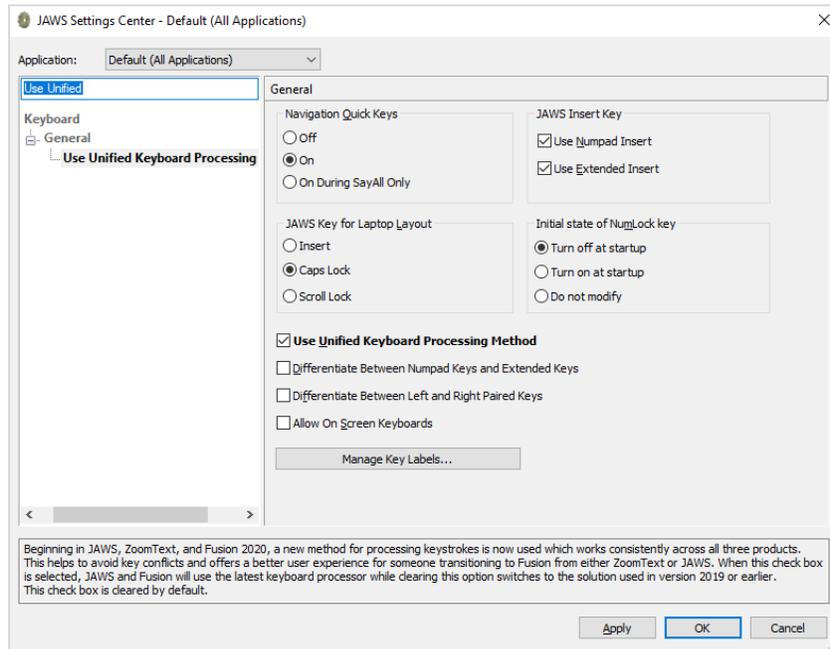
Please note: If students are using JAWS 2019 or earlier, TAs may need to help students return focus to the Secure Browser by manually clicking it. Students using a full-sized keyboard may also be able to press the backslash key on the numpad to return focus to the test.

The unified keyboard setting is turned on by default in JAWS 2020, but you should still verify it is enabled for students using JAWS 2020 before they begin testing.

1. Open JAWS 2020 and navigate to **Utilities > Setting Center**.

2. Search in the **Settings Center** window for “Unified Keyboard” and mark the **Use Unified Keyboard Processing Method** checkbox (see [Figure 11](#)).

Figure 11. Use Unified Keyboard Processing Setting

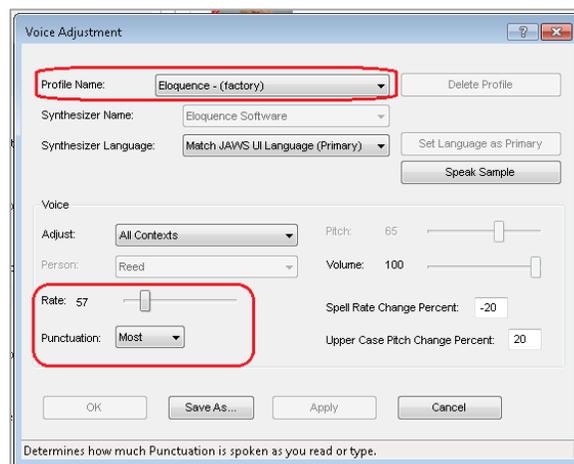


Optional JAWS Voice Adjustment Settings

Prior to launching the Secure Browser, you can adjust JAWS voice settings for students based on their individual needs. You must set the Voice Profile, Speaking Rate, and Punctuation settings prior to administering assessments. Students should take practice tests using JAWS so they can determine whether these settings need to be adjusted.

1. To adjust JAWS voice settings, open JAWS and go to **Options > Voices > Voice Adjustment**. The **Voice Adjustment** window opens (see [Figure 12](#)).

Figure 12. JAWS Voice Adjustment



2. To adjust the voice profile, in the *Profile* section, select a voice profile from the **Profile Name** drop-down list. Click **Apply**.
3. To adjust the voice rate, in the *Voice* section, drag the **Rate** slider to the desired rate speed (the lower the rate, the slower the words are read aloud). Click **Apply**.
4. To adjust the punctuation, click the **Punctuation** drop-down list. Select from the following options: **None**, **Some**, **Most**, or **All**. Click **Apply**.
5. When all settings are saved, click **OK**.

Configuring Embossing Software on TA Computers Before Testing Begins

TDS allows students to emboss test material with Test Administrator (TA) approval. The software that sends print requests to the braille embosser must be installed on computers that TAs use for test sessions.

The embossed output for student print requests depends on the file type associated with a test question. TAs must ensure that students have the Braille Type test setting prior to approving the student for testing, as this determines which file type is used for printing. There are two types of files:

- **Braille Ready File (BRF)**: BRF file types are used for print requests containing only text (including formatted tables). The Duxbury Braille Translator software handles BRF files.
- **Printer Output File (PRN)**: PRN file types are used for print requests containing tactile or spatial components (such as images). The ViewPlus software handles PRN files.

Upon approving a print request, the TA sends the file to the embosser using either Duxbury or ViewPlus software. Instructions for embossing files are located in the section [Embossing Braille Print Requests for BRF and PRN Files](#).

Configuring Duxbury Braille Translator for BRF Files

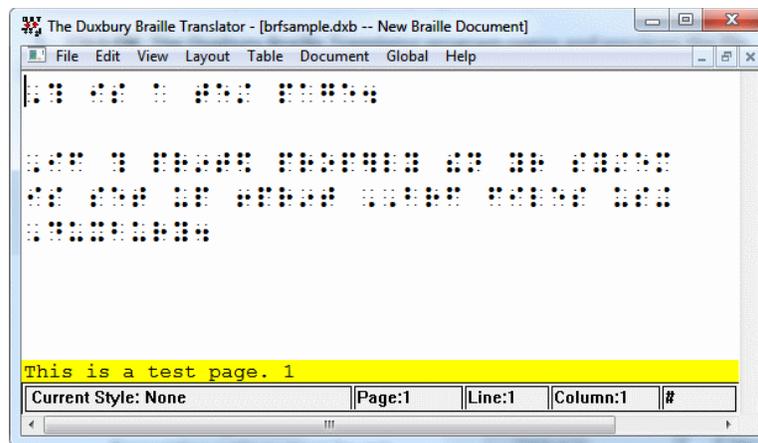
This section contains instructions for opening BRF files with Duxbury Braille Translator (DBT) and setting default embossing preferences. The DBT software must be installed before performing these steps.

1. In the TA Site, click **Help Guide** at the top of the page. The online *TA User Guide* opens.
 - a. Sample braille files can be accessed from the **Help Guide > Appendices > Sample Braille Files**.
2. Click **Sample BRF File**. The file dialog window opens.
3. Do one of the following:
 - From the **Open with** drop-down list, select **Duxbury Braille Translator**. Click **OK**. The Duxbury Braille Translator program opens and previews the file (see [Figure 13](#)).
 - If the Duxbury Braille Translator is not available as a selectable program, do the following (otherwise skip to step [4](#)):
 - i. Click **Browse**. The **Choose Helper Application** window opens.

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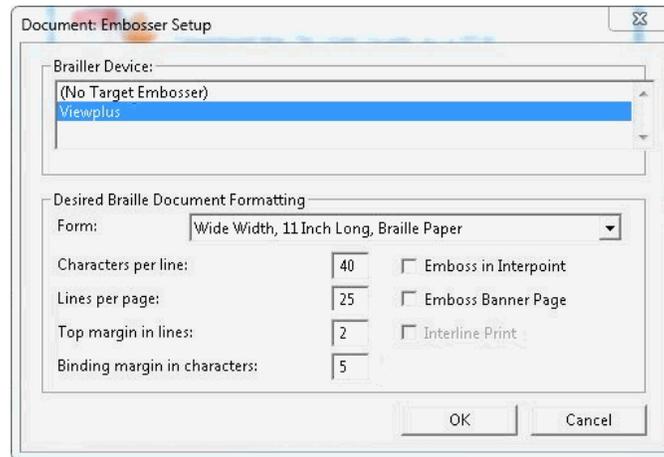
- ii. Navigate to the Duxbury folder and open it.
 - iii. Open the DBT folder and select **dbtw.exe**.
 - iv. In the **Open with** window, select **Duxbury Braille Translator** and mark the **Do this automatically for files like this from now on** checkbox.
 - v. Click **OK**. The Duxbury Braille Translator program opens and previews the file (see [Figure 13](#)).
- If the **Import File** window appears, set the Template to either English (American) – Standard Literary Format (for Duxbury 11.2 or earlier) or English UEBbasic (for Duxbury 11.3 or later), and set the Import Filter to Formatted Braille.

Figure 13. Duxbury Braille Translator Window



4. In the **Duxbury Braille Translator** window, go to **Global > Embosser Setup**. The **Global: Embosser Setup** window appears. To add a new embosser, do the following:
 - a. Click **New**. The **Embosser Setup – Untitled Configuration** window appears.
 - b. From the **Embosser Model** dropdown list, select the required embosser type.
 - c. From the **Send to Printer** dropdown list, select the required embosser's name and click **OK**.
 - d. In the **Global: Embosser Setup** window, click **OK**.
5. In the **Duxbury Braille Translator** window, go to **Document > Embosser Setup**. The **Document: Embosser Setup** window opens (see [Figure 14](#)).

Figure 14. Document: Embosser Setup Window



6. In the **Document: Embosser Setup** window, ensure the following are selected:
 - **Braille Device: ViewPlus Max** (or whichever supported ViewPlus embosser you are using)
 - The following *Braille Document Formatting* options must be set:
 - **Emboss in Interpoint** checkbox is blank
 - *Top margin in lines: 2*
 - *Binding margin in characters: 5*
 - When you are done, click **OK**.
7. In the **Duxbury Braille Translator** window, go to **Global > Formatted Braille Importer**.
 - a. In the **Global: Formatted Braille Importer** window that appears, mark the **Read formatted Braille without interpretation** checkbox and click **OK**.
8. In the **Duxbury Braille Translator** window, go to **File > Emboss**. The **File: Emboss...** window opens.
9. In the **File: Emboss...** window, ensure that only one copy is being printed and that the page range is set to **All**.
10. Click **OK**.

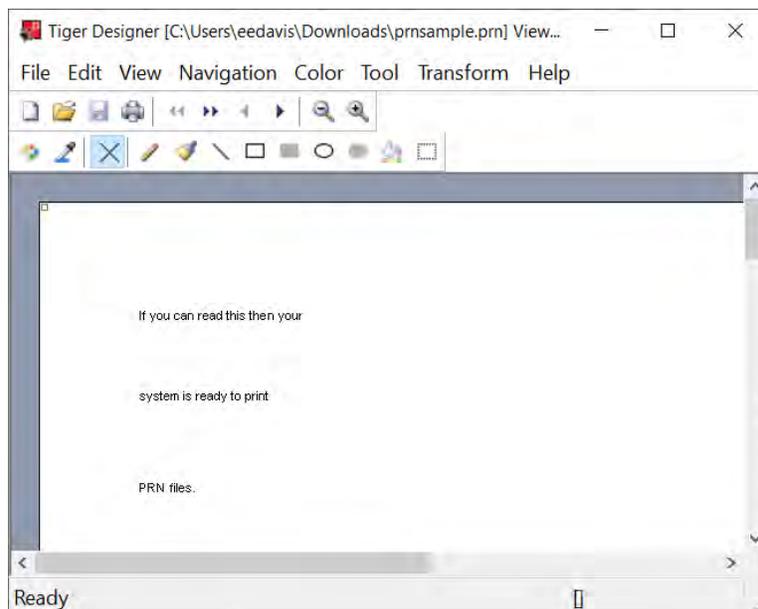
Configuring ViewPlus Tiger Designer or Tiger Viewer for PRN Files

This section contains instructions for opening PRN files with ViewPlus software and setting default application preferences.

Although you may use Tiger Viewer as the default application for opening PRN files, if you use it alongside an embosser other than the Viewplus Max or Premier, you may need to convert the files for your embosser type before printing. Because of this, CAI strongly recommends using Tiger Designer as the default application for embossing PRN files.

1. In the TA Site, click **Help Guide** at the top of the page. The online *TA User Guide* opens.
 - a. Sample braille files can be accessed from the **Help Guide** → **Appendices** → **Sample Braille Files**.
2. Click **Sample PRN File**. The file dialog window opens.
3. Do one of the following:
 - To set Tiger Designer as the default application (recommended):
 - From the **Open with** drop-down list, select **Tiger Designer** and click **OK**. The Tiger Designer program opens and previews the file (see [Figure 15](#)).
 - If Tiger Designer is not available as a selectable program, click **Browse** and select Tiger Designer from the folder where it is installed on your computer. Mark the **Do this automatically for files like this from now on** checkbox and click **OK**.
 - To set Tiger Viewer as the default application:
 - From the **Open with** drop-down list, select **Tiger Viewer** and click **OK**. The Tiger Viewer program opens and previews the file.
 - If Tiger Viewer is not available as a selectable program, click **Browse** and select Tiger Viewer from the folder where it is installed on your computer. Mark the **Do this automatically for files like this from now on** checkbox and click **OK**.

Figure 15. Tiger Designer Window



6. Go to **File > Print**. The **Print** window opens.
7. Ensure that the printer is set to **ViewPlus Max** (or whichever supported ViewPlus embosser you are using) and that only one copy is being printed.
8. Click **Print**.
 - If you experience any issues embossing, refer to the section [Converting PRN Files in Tiger Designer for Embossing](#) or contact the Help Desk.

Administering Braille Tests

This section explains how TAs set up the test settings for braille tests and emboss braille print requests from students. It also provides information about how students navigate the Secure Browser with JAWS.

Setting Up Braille Test Sessions

TAs must make sure that students have the correct test settings applied before approving them to take braille tests. Any test settings that cannot be changed from the TA Site or Secure Browser will need to be set in TIDE. Please note that some test settings may vary between practice and operational tests.

For more detailed instructions about starting test sessions, see the *Test Administrator User Guide*.

1. To administer braille tests, the TA logs in to the appropriate TA Site and starts a test session.
2. The TA opens JAWS on the student testing devices.
3. The TA opens the Secure Browser on the student testing devices.
4. Students sign in to the test session and select their tests.

5. The TA reviews the student's test settings and verifies the following:
 - *P17—Language Choice* is set to **Braille**. This should be set for any students testing with JAWS, regardless of whether those students are braille users. Setting the Presentation to Braille will automatically enable streamlined mode, which arranges test content vertically.
 - *Emboss Request Type* is set to **Auto-Request** or **On-Request**, depending on the rules for the selected test.
 - *Mute System Volume* is set to the appropriate option for the student and the screen reader that the student is using. This setting prevents JAWS from reading aloud passages on ELA tests.
 - *Permissive Mode* is turned on. This setting must be enabled in order for students to use the keyboard commands associated with JAWS.
6. When all the correct settings are applied, the TA approves students for testing.

Embossing Braille Print Requests for BRF and PRN Files

This section provides instructions for TAs who will emboss BRF and PRN files during a test session. As students progress through their tests, emboss requests are sent to the TA Site, either automatically or manually, depending on the test settings. You must review and approve these emboss requests in order to send the files to the embossers. BRF files may be embossed with Duxbury Braille Translator. PRN files may be embossed with either Tiger Designer or Tiger Viewer. However, Tiger Designer is the recommended embosser, as it also allows you to convert file types if necessary.

When the test session is over, you must delete and discard all test materials. This may require you to [remove files](#) from the web browser download archive.

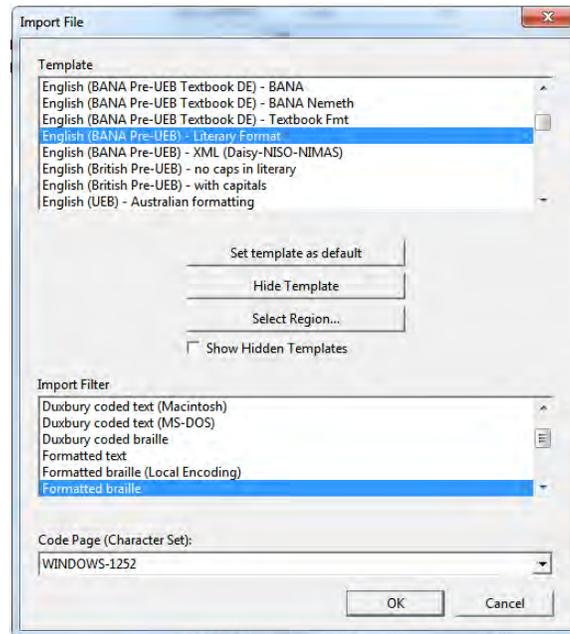
For tips and troubleshooting advice for embossing braille files, see [Appendix A](#).

Sending BRF Files to the Embosser

BRF files must be embossed with Duxbury Braille Translator. For information about setting up Duxbury Braille Translator prior to testing, see the section [Configuring Duxbury Braille Translator for BRF Files](#).

1. When you approve a print request for a BRF file, either open the file directly from the browser or save it and open it in Duxbury Braille Translator. See [Appendix A](#) for more information about saving and opening print requests.
 - a. If you opened the file directly from your browser and Duxbury Braille Translator is the default application for printing BRF files, the **Import File** window appears (see [Figure 16](#)). If not, launch Duxbury Braille Translator and then select **File > Open** to select the downloaded BRF file.

Figure 16. Import File Window



2. Ensure that the following settings are selected:
 - Template:
 - For Duxbury 11.2 or earlier: **English (American) – Standard Literary Format**
 - For Duxbury 11.3 or later: **English (UEB) – basic**
 - Import Filter: **Formatted braille**
3. Click **OK**. The *Duxbury Braille Translator* preview window opens (see [Figure 13](#)).
4. Go to **File > Emboss**. The *File: Emboss* window opens.
5. Ensure that only one copy is being printed, the page range is set to **All**, and the *Braille Device* is set to **ViewPlus Max** (or other ViewPlus embosser). Then click **OK**.

Sending PRN Files to the Embosser with Tiger Designer

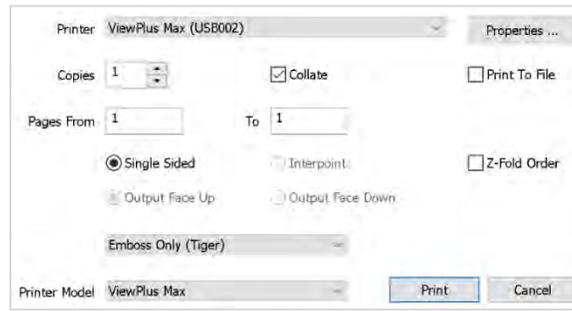
Tiger Designer is the recommended software for embossing PRN files. For information about setting up Tiger Designer prior to testing, see the section [Configuring ViewPlus Tiger Designer or Tiger Viewer for PRN Files](#).

1. When you approve a print request for a PRN file, either open the file directly from the browser or save it and open it in Tiger Designer. See [Appendix A](#) for more information about saving and opening print requests.

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- a. If you opened the file directly from your browser and Tiger Designer is set as the default program for PRN files, a **Print** window should appear automatically. If not, launch Tiger Designer and select **File > Print** to select the downloaded PRN file.
2. Ensure that only one copy is being printed and the *Printer Name* is set to **ViewPlus Max** (or whichever supported ViewPlus embosser you are using), then click **Print**.

Figure 17. Tiger Designer Print Window



Sending PRN Files to the Embosser with Tiger Viewer

You can also emboss PRN file print requests in Tiger Viewer. However, if the print option is grayed out when printing a file, you will not be able to convert the file with Tiger Viewer. PRN files can only be converted in Tiger Designer. For information about setting up Tiger Viewer prior to testing, see the section [Configuring ViewPlus Tiger Designer or Tiger Viewer for PRN Files](#).

1. When you approve a print request for a PRN file, either open the file directly from the browser or save it and open it in Tiger Viewer. See [Appendix A](#) for more information about saving and opening print requests.
 - a. If you opened the file directly from your browser and Tiger Viewer is the default application for printing PRN files, the **Print PRN File** window appears. If not, launch Tiger Viewer and then select **File > Print File** to select the downloaded PRN file.
2. Ensure that only one copy is being printed and that the *Printer Name* field is set to the embosser that you will be using to emboss the braille files. Then click **Print**.

Figure 18. Print PRN File Window



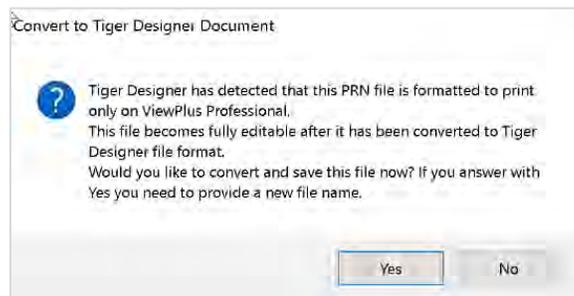
- If the option to **Print** is grayed out, you will need to [convert the file in Tiger Designer](#).

Converting PRN Files in Tiger Designer for Embossing

If you are using an embosser other than VP Max or Premier, you may encounter PRN embossing issues that cause the Tiger Viewer **Print PRN File** window or the Tiger Designer **Print** window to appear grayed out. In most cases, you can follow the steps below to resolve this issue. If these steps do not work, please consult the Help Desk.

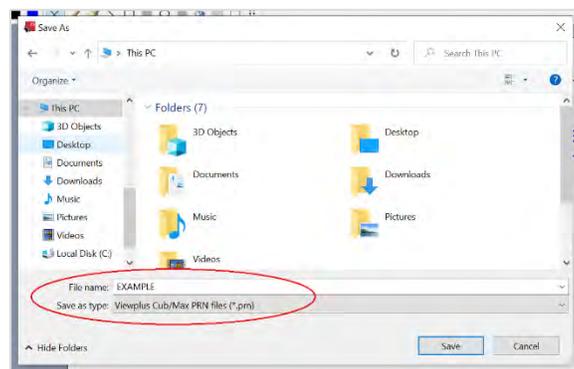
1. Launch Tiger Designer.
2. Go to **File > Open**. Then select the file that is not embossing properly and click **Open**.
 - a. You may need to use the dropdown above the **Open** button to change the file type to **Tiger PRN files (*.prn)** before you open it.
3. Some improperly formatted PRN types will trigger the message shown in [Figure 19](#).

Figure 19. Convert File Message



- If this popup message appears, click **Yes**.
- If this popup message does not appear, navigate to **File > Save As**. Choose the destination where you wish to save the file, and then select **Viewplus Cub/Max PRN files (*.prn)** from the **Save as Type** dropdown (see [Figure 20](#)).

Figure 20. Resaving the PRN File



4. Exit Tiger Designer, then reopen the newly saved PRN file in Tiger Designer.
5. In the top toolbar, select **File > Print**.

- a. A **Print** window appears. Ensure that only one copy is being printed and the *Printer Name* is set to **ViewPlus Max** (or whichever supported ViewPlus embosser you are using), then click **Print**.

Removing Files from the Web Browser Download Archive

Most supported web browsers automatically save downloaded files. If your computer saves the BRF and PRN files from print requests, for security purposes, you must delete all test-related files from your browser's download archive.

To remove files in Google Chrome:

1. Open the Chrome menu  icon in the top-right corner.
2. Select **Downloads**. The **Downloads** page opens.
3. Remove all test-related files by doing one of the following:
 - For each file, click **X**.
 - Click **Clear all** in the top-right corner. Files saved to your computer are not deleted.

To remove files in Edge:

1. Click the Edge Hub (favorites, reading list, bookmarks and downloads)  icon in the upper-right corner.
2. Select **Downloads** from within the downloads list.
3. Select each file and click **X** to delete it.

To remove files in Mozilla Firefox:

1. Open the **Tools** menu and select **Downloads**. The **Library** window opens.
2. Delete all test-related files by doing one of the following:
 - Select each file and press **Delete** on your keyboard.
 - Click **Clear Downloads** at the top of the window (if available). Files saved to your computer are not deleted.

Navigating the Student Testing Site with JAWS

JAWS allows students to use keyboard commands to navigate the Student Testing Site. Students using RBDs with router keys may also press the router key above the text for a button to move the cursor to that button. They can press the router key again to select that button instead of using the provided keyboard commands.

The actions associated with each JAWS keyboard command depend on the context in which the students presses the key. In other words, the same key may have different effects depending on

whether the student is on the sign-in pages, the test pages, or within the items and stimuli of the test pages.

[Table 11](#) provides an overview of how to use JAWS keyboard commands in each context. In order for students to use these keyboard commands, Permissive Mode must be enabled for them in TDS. If JAWS enters Forms Mode, these keyboard commands may not work. In order to exit Forms Mode, press **NUM PAD PLUS**.

Table 11. Overview of JAWS Keyboard Commands in the Student Testing Site

Key	Action
Navigating the Sign-In Pages with JAWS Keyboard Commands	
Insert + F10 (standard keyboard) Space + S (Perkins Braille keyboard)	Returns the focus to the Secure Browser if the student navigates to the JAWS application window while signing in Keyboard layouts may vary by device. Please refer to the manual provided by the device manufacturer for more information.
Tab	Moves the focus to the next field or button on the page
Shift + Tab	Moves the focus to the previous field or button on the page
Down Arrow	Reads the next line on the page
Up Arrow	Reads the previous line on the page
Enter	Selects the button that is currently in focus

Key	Action
Navigating Test Pages with JAWS Keyboard Commands	
R	<p>Navigates to the next landmark region on the test page. A test page has up to three primary landmark regions:</p> <ul style="list-style-type: none"> • Banner Region: The banner contains the test information row. This row displays the current question numbers, test name, student name, test settings button, pause button, and help button. • Navigation and Test Tools Region: This region displays the navigation and tool buttons. • Test Content Region: This region consists of the <i>Stimulus</i> section and the <i>Question</i> section: <ul style="list-style-type: none"> ○ <i>Stimulus Section:</i> Contains the stimulus title, stimulus context menu, and stimulus content. ○ <i>Question Section:</i> Contains a question number, question labels (labels that appear when you mark an item for review, print an item, or enter a note for an item), question context menu, question prompt, and the response area.
H	<p>Jumps to the next heading on the page.</p> <p>In general, the following test components are defined with a heading:</p> <ul style="list-style-type: none"> • Test name (H1) • Student name (H2) • Passage title (H3) • Question number (H3) <p>On test pages that have multiple questions, students can jump directly from one question to the next. To do so, press H and then press the Down arrow twice. The question prompt is read aloud.</p>
Shift + R	Jumps to the previous region on the page.
Shift + H	Jumps to the previous heading on the page.
Tab	<p>Moves to the next component on the page. In general, the following test elements are components:</p> <ul style="list-style-type: none"> • Navigation and tool buttons • Question number (and associated prompt text) • Context menu • Response options
Shift + Tab	Moves to the previous component on the page
Enter	Selects a button or response option or opens a context menu.

Key	Action
Down Arrow	Moves to the next line on the page
Up Arrow	Moves to the previous line on the page
Insert + Down Arrow	Reads everything on the page (from the current point of focus)
Ctrl	Stops JAWS from reading
Opening and Using Context Menus with JAWS Keyboard Commands	
Enter	Pressing Enter when JAWS reads “Menu button” will open the context menu. This is the only way to open the context menu when streamlined mode is turned on.
Down Arrow	Moves the focus to the next option in the menu. JAWS will read this option aloud.
Up Arrow	Moves the focus to the previous option in the menu. JAWS will read this option aloud.
Space	Selects the menu option currently in focus
Esc	Closes the context menu without selecting any options
Responding to Items with JAWS Keyboard Commands	
Tab	<ul style="list-style-type: none"> Students can use the Tab key to navigate to the item prompt, which JAWS will read aloud. After JAWS reads the prompt aloud, students can press Tab again to navigate to the response area. They may need to press Tab multiple times depending on the item type and whether any question labels appear for the item. In the response area for an item, students can press Tab to navigate between each answer option, text box, selectable text field, keypad button, or check box, depending on the item type.
Shift + Tab	Navigates to the previous answer option, text box, selectable text field, keypad button, or check box, depending on the item type.
Up and Down Arrow Keys	<ul style="list-style-type: none"> For multiple choice and multi-select items, pressing the arrow keys will move between each answer option. For edit task choice items, pressing the arrow keys will move between each line of text in the item. After users open an edit menu by pressing Space, the arrow keys can be used to move between the answer options in the drop-down list.

Key	Action
Space	<ul style="list-style-type: none"> • For multiple choice and multi-select items, pressing Space will select the answer option in focus. • For edit task items, pressing Space will open the edit menu in which students type or select a response. • For table match items, pressing Space will mark the checkbox in focus.
Enter	<ul style="list-style-type: none"> • For hot text items, pressing Enter will choose the selectable text area in focus as the answer option. • For edit task choice items, pressing Enter will select an answer option from the drop-down list in the edit menu. • For equation items, pressing Enter will select the keypad button in focus.
Alt + 7	<ul style="list-style-type: none"> • For equation items, pressing Alt + 7 will open a popup menu with special characters. Students can use the arrow keys to move between the special characters in the list and then press Enter to insert a special character in the response area.

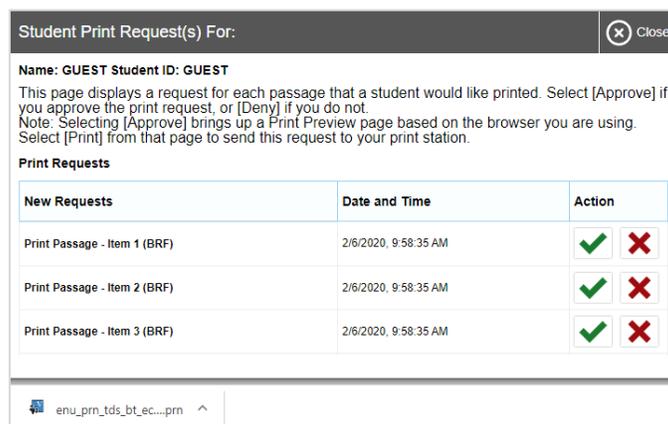
Please note that the keypad of the Desmos calculator tool in the Student Testing Site cannot be navigated entirely with the **Tab** key. However, all buttons within the keypad can be navigated or selected using JAWS or Desmos keyboard commands. For a list of Desmos keyboard commands, see <https://www.desmos.com/graphingshortcuts>.

Appendix A. Tips for Embossing Braille Files

This appendix provides tips for approving print requests and embossing braille files.

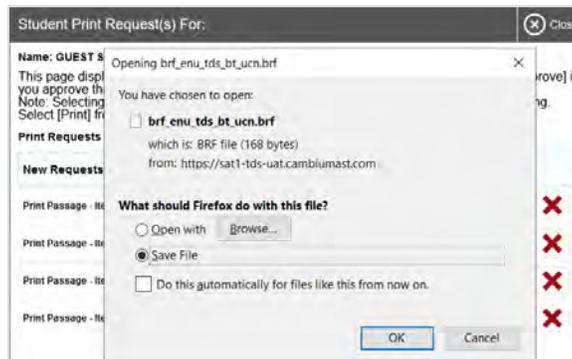
- The auto-emboss setting in TDS automatically queues multiple print requests in advance as students progress through a test. If a student testing with auto-emboss pauses their test before you print all their queued requests, then when the student resumes testing, they must send manual print requests for any unprinted items that were previously in the queue.
- When approving print requests, you can either save a file to your computer and manually open it in the embossing software, or you can open it directly from the browser. The steps for saving and opening braille files depend on which browser you are using:
 - *For Google Chrome users:* The browser displays the downloaded file at the bottom of the screen (see [Figure 21](#)).

Figure 21. Downloading Braille Files in Chrome



- To open the file directly from the browser, double-click the downloaded file.
- To save the file to your computer, click the up arrow icon beside the downloaded file and select **Open**.
- *For Firefox users:* The browser opens a dialog window (see [Figure 22](#)).

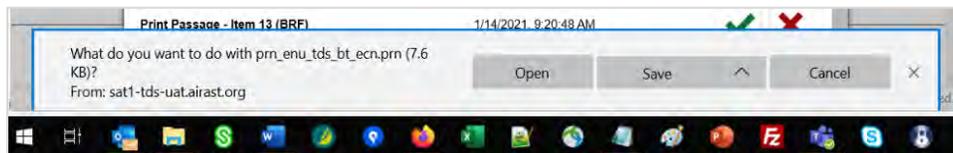
Figure 22. Downloading Braille Files in Firefox



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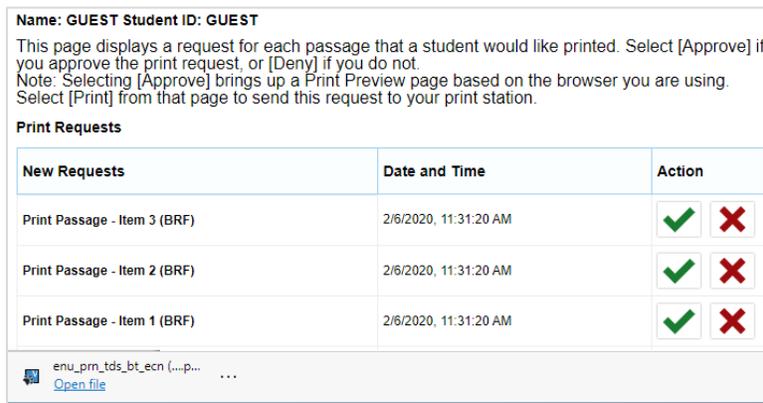
- To open the file directly from the browser, mark the **Open with** radio button and make sure the appropriate embossing software is selected in the menu (Duxbury Braille Translator for BRF files; Tiger Designer or Tiger Viewer for PRN files). Then click **OK**.
 - To save the file to your computer, mark the **Save File** radio button and click **OK**.
- *For Edge users (version 44 and earlier):* The browser displays the downloaded file in a dialog box at the bottom of the screen (see [Figure 23](#)).
- To open the file directly from the browser, click **Open**.
 - To save the file to your computer, click **Save**.

Figure 23. Downloading Braille Files in Edge 44



- *For Edge users (Chromium version 79 and later):* The browser shows the downloaded file in the bottom left corner of the screen (see [Figure 24](#)).

Figure 24. Downloading Braille files on Chromium-Based Edge



- To open the file directly from the browser, click the blue **Open File** link.
 - To save the file to your computer, click the three-dot menu icon and select **Show in folder**. This will open File Explorer to the location where the file is saved in your downloads folder.
- If you cannot find a downloaded braille file after approving a print request, you may need to modify your browser’s download settings (please contact your local IT support for assistance editing these settings).

- It is highly recommended that you rename downloaded files to correspond with the item number listed on the TA Site’s **Print Request** window, so you can keep track of printouts when downloading multiple files at once. For example, Item 10 shown in [Figure 25](#) would download with the name *brf_enu_tds_bt_ecn*, but you can simply add *item10* to the beginning of the file name so that it becomes *item10_brf_enu_tds_bt_ecn*.

Figure 25. TA Print Request Window

Print Requests		
New Requests	Date and Time	Action
Print Passage - Item 10 (BRF)	10/19/2020, 1:43:59 PM	 
Print Passage - Item 11 (BRF)	10/19/2020, 1:44:02 PM	 
Print Passage - Item 12 (BRF)	10/19/2020, 1:44:07 PM	 

- Always plug the embosser into the same USB port used when it was first set up. Otherwise, the computer may identify the embosser as a new device and require you to set it up again.
- If the **Print** button for a PRN file is grayed out in Tiger Designer or Tiger Viewer, you may need to [convert the file in Tiger Designer](#) before embossing it.

User Support

For additional information and assistance in using assistive technology with the Secure Browser, contact the SAMPLE ASSESSMENT PROGRAM Helpdesk.

West Virginia Assessments Helpdesk
Toll-Free Phone Support: 1.844.560.7367
Email Support: WVHelpDesk@cambiumassessment.com

Please provide the Helpdesk with a detailed description of your problem, as well as the following:

- The brand and version number of the assistive technology being used
- Any error messages and codes that appeared, if applicable
- Operating system and browser information, including version numbers (for example, Windows 10 and Firefox 87 or Mac OS 11.14 and Safari 13)

Change Log

Location	Change	Date
Throughout	Updated for 2021-2022	6/30/21
Throughout	Cutover from 2020-2021 version	6/25/21
Testing with STT/Assistive Keyboard Mouse Input Tech	Added Windows 8.1 support for WordQ+SpeakQ & Keys-U-See Keyboard	7/26/21
Testing with AT for Braille Tests	Added Windows Server 2012 R2/2016 R2 support for JAWS & Fusion	7/26/21
Testing with Text to Speech	Added note about the lack of a TTS Pause button in Edge browsers	10/8/21
Configuring Duxbury Braille Translator for BRF Files	Updated the Template Braille setting for DBT 11.3	10/14/21
Testing with Assistive Technology for Braille Tests	Added support for Brailliant BI 40X	10/14/21
Testing with Text to Speech	Added links to Windows and Apple support site pages about voice packs.	2/10/22
Throughout	Removed references to Mac Secure Browser 12.6	3/3/21
Testing with Speech to Text	Updated requirements for Mac Built-in Dictation	3/3/21
Throughout	Removed references to macOS 11.4	3/3/21
Testing with Text-to-Speech	Added note about voice packs for Windows 10 ARM-based devices.	4/1/22

Appendix H
Data Entry Interface User Guide



West Virginia DEPARTMENT OF
EDUCATION

Test Delivery System

Data Entry Interface User Guide

2021–2022

Published July 2, 2021

*Prepared by Cambium Assessment,
Inc.*



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Introduction to this User Guide

This user guide supports users of the Data Entry Interface (DEI). DEI is a component of the Test Delivery System that allows authorized users to enter student assessment data, such as question responses and scores.

Organization of the User Guide

This user guide includes the following sections:

- [How to Access a Student's Assessment](#): This section explains how to enter student information and select the appropriate tests and forms.
- [How to Use the Test Tools in the Data Entry Interface](#): This section describes the layout and structure of DEI.
- [How to Navigate the DEI and General Test Rules](#): This section explains how to navigate the test and submit it for scoring.
- [Logging In To the Data Entry Interface](#): This section explains how to access DEI.

There is also an alphabetized [Appendix](#) with additional information and instructions.

About Testing Policies and Procedures

This document describes the features and functions of the Data Entry Interface. It does not provide information about test administration policies and procedures. For information about policies and procedures that govern secure and valid test administration, see the *Test Administration Manual* available on the West Virginia Assessments Program Portal (www.wv.portal.cambiumast.com).

How to Access a Student's Assessment

This section explains how to enter student information and select the correct test form.

Step 1 – Entering Student Information

After you log in to the Data Entry Interface, the **Enter Student Information** page appears. On this page, you can enter the login information for the student being tested.

Figure 1. Enter Student Information Page

Enter Student Information

Student First Name:
EX: JORDAN

Student ID:
EX: 123456789

Browser: Chrome v68

Operational Assessment Sign In Log Out

To enter a student's information:

1. In the *Student First Name* field, enter the student's first name as it exists in TIDE.
2. In the *Student ID* field, enter the student's SSID.
3. Click **Sign In**.

Please note, the DEI generates an error message if you cannot sign in. The following is the most common student login error:

- **Student Name and ID Do Not Match:** If this error appears, verify that you correctly entered the SSID and first name. If this does not resolve the error, consult the student's record in TIDE to verify the first name associated with the student's SSID.

Step 2 – Verifying Student Information

After entering a student's information, the *Is This the Student?* page appears. On this page, you can verify the student's information is correct.

Figure 2. Is This the Student? Page

Is This the Student?
Please review the following information.

First Name TEST1	Grade 04
SSID: 900122289	School: Demo School 999901

To verify the student's personal information:

- If all the information is correct, click **Yes**. The **Available Tests** page appears.
- If any of the information is incorrect, do not proceed with the data entry for this student. Log out of the application and notify the appropriate school personnel that the student's information is incorrect. Data entry cannot begin until this information is corrected.

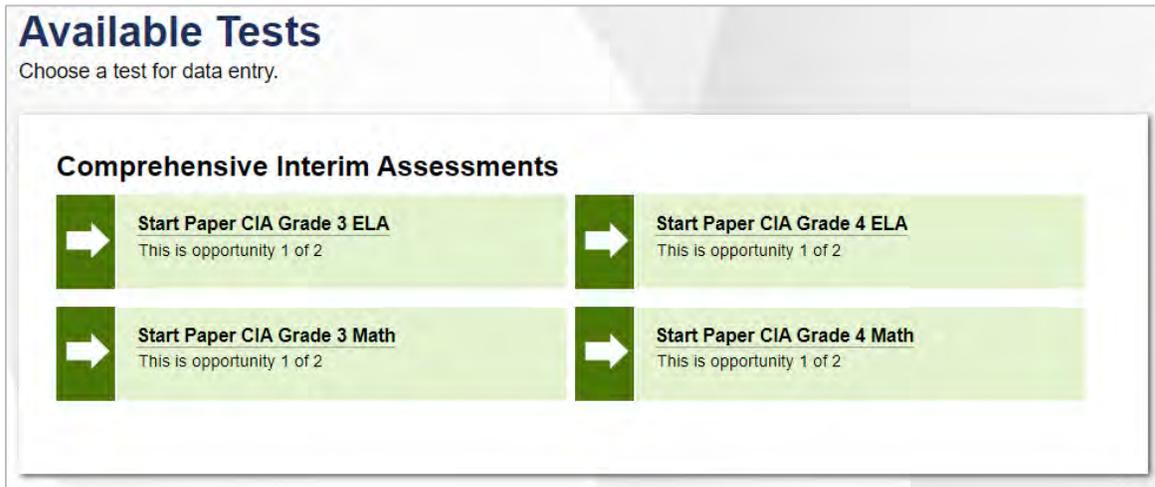
Step 3 – Selecting the Test

The **Available Tests** page displays the tests available for data entry. On this page, you can select the test for the student. An auto-generated session ID is also displayed in the banner. The session ID can be used to look up test information in the Reporting System.

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If no tests appear for the student, confirm the student's test eligibility in TIDE

Figure 3. Available Tests Page



Available tests indicate whether you are entering data for a new test opportunity or resuming an open opportunity.

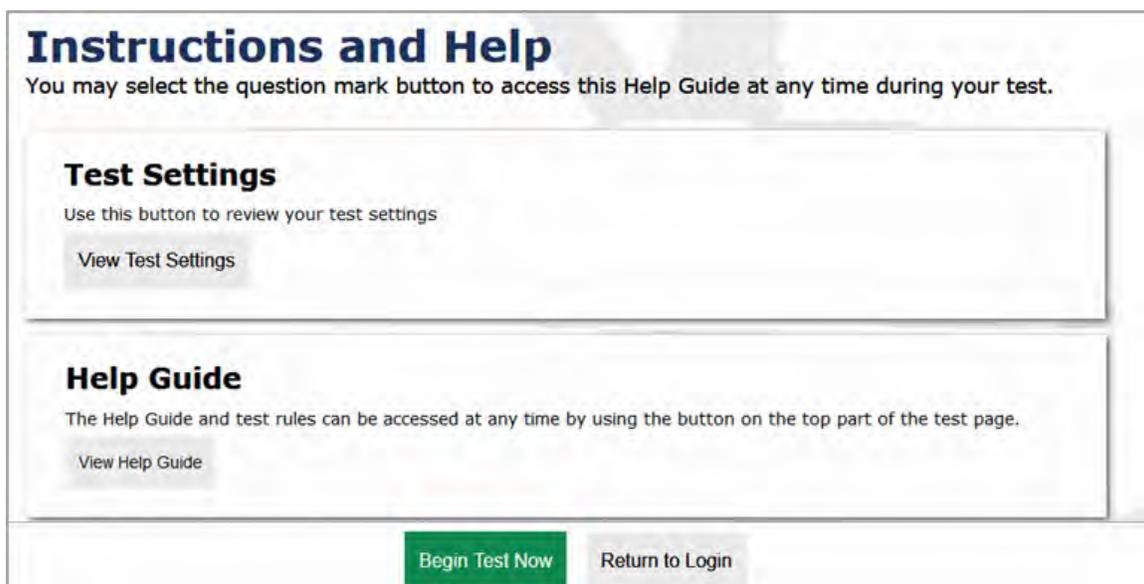
To select an available test:

- If the tests available for the student are not correct, click **Back to Login**. Verify that the grade associated with the student is correct. The list of tests is determined by the grade associated with the student's record in TIDE.

Step 4 – Test Instructions and Help

After selecting a test form, the **Instructions and Help** page appears. On this page, you can review the rules of the Data Entry Interface and its available tools.

Figure 4. Instructions and Help Page



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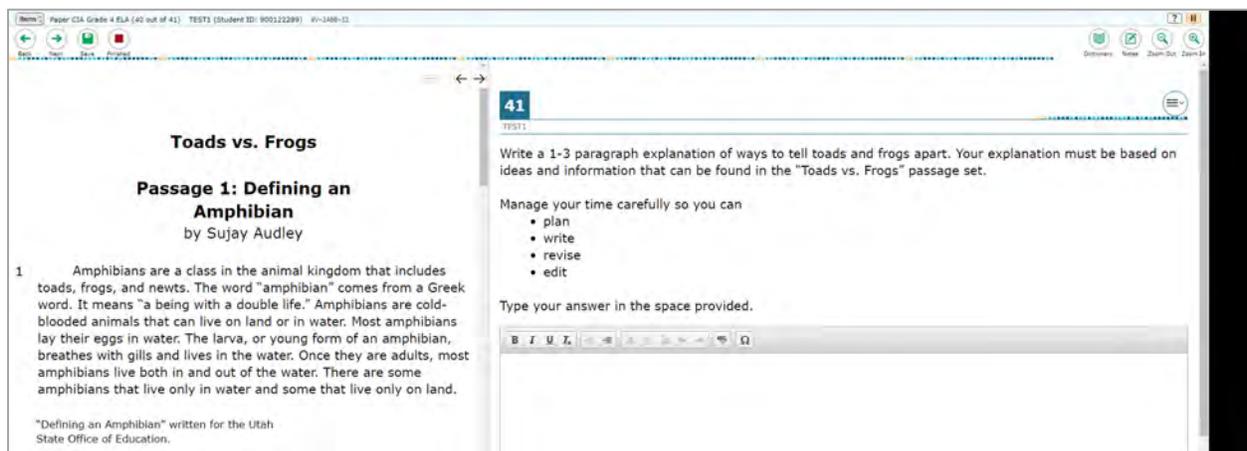
To proceed and begin data entry:

1. *Optional:* To review the student's test settings, select **View Test Settings**. The **Review Test Settings** window appears displaying the student's test settings. To close the window, select **OK**.
2. To review additional test information or acknowledgements, if available, students review the information on the page and proceed as instructed.
3. *Optional:* To view the help guide and understand how to navigate the site and use the available test tools, select **View Help Guide**. The **Help Guide** window appears. To close the window, select **Back**.
4. To officially begin or resume the test opportunity, click **Begin Test Now**.

How to Use the Test Tools in the Data Entry Interface

[Figure 5](#) displays a sample DEI test page. Some test pages may have only one question, and others may have multiple questions. You must select the appropriate response option for each question. DEI automatically captures and saves the response data when you enter it.

Figure 5. Sample Test Page



Test Tools

DEI has several on-screen tools that support users' needs. These include global tools and context menu tools. Global tools are those available on every page in the top banner. Context menu tools are available for each question and stimulus on the test.

Global Tools

- The question mark button in the upper-right corner opens the **Instructions and Help** page.
- The **Pause** button allows you to pause the test. Pausing a test logs you out of DEI. When you return to the test, you are directed to the first page with unanswered questions.
- **Zoom** buttons allow you to magnify font size. Multiple zoom levels are available.
- The **Items** drop-down list enables you to quickly return to a specific test question.
The **Dictionary** tool allows you to look up words in the Merriam-Webster dictionary and thesaurus.
- The **Notes** tool allows you to enter notes in an on-screen notepad. These notes remain available throughout the test. Depending on the tool's settings, advanced editing features, such as word and character count, spell check, and text formatting options may be available. Furthermore, if the copy/paste feature is enabled, the text can be copied and pasted into text response areas or comment fields of items displayed on that page. *Also known as **global notes**
- The **Navigation Buttons** in the upper left allow you to move between test pages.
- The **Finished** button appears after you respond to all required questions. To start the test submission process, click  in the top banner.

Context Menu Tools

You can select tools from the context menu available for each question. To open the context menu, select  next to a question or stimulus. You can also open the context menu by right-clicking a question or stimulus. The following context menu tools are available:

- **Tutorial:** To view a short video demonstrating how to respond to a particular question type, select **Tutorial** from the context menu.
- **Digital Notepad:** Select **Digital Notepad** from the context menu to enter notes or comments for a question. After entering a note, a pencil icon  appears next to the question number on the test page. Depending on the tool's settings, advanced editing features, such as word and character count, spell check, and text formatting options may be available. Furthermore, if the copy/paste feature is enabled, the text can be copied and pasted into text response areas of items displayed on that page or to the notes, also known as global notes.
- To highlight text, select the text on the screen and then select **Highlight Selection** from the context menu. If multiple color options are available, select an option from the list of colors that appears. To remove highlighting, select **Reset Highlighting** from the context menu. Text in images cannot be highlighted.
- **Mark for Review:** Select **Mark for Review** from the context menu to identify a question as one you may want to return to later. The question number displays a dog-eared style flap and a flag icon  appears next to the number on the test page. The **Items** drop-down list displays  for the selected question.
- **Strikethrough:** Each question's response option can be struck out. If the tool is set to the enhanced mode, you can strikethrough multiple lines of text, such as an answer option spanning more than a line, as well as graphics.
 - To strike out an option, right-click in the response option area and select **Strikethrough**. A line appears through the text or image.

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- To remove a strikethrough, right-click that option again and select **Undo Strikethrough**.

Other Tools

In addition to the global tools and context menu tools, there are some additional tools that may be available to students based on their accommodations or the test page layout.

- **Expand Buttons:** You can expand the passage section or the question section for easier readability.
 - To expand the passage section, select the right arrow icon  below the global menu. To collapse the expanded passage section, select the left arrow icon  in the upper-right corner.
 - To expand the question section, select the left arrow icon  below the global menu. To collapse the expanded question section, select the right arrow icon  in the upper-left corner.
- **Speech-to-Text (STT):** For students testing with the appropriate accommodations, you can dictate responses to constructed-response items. To use STT, select the microphone icon  in or near the item response area and begin speaking. The dictated response will be transcribed as text in the item response area.

How to Navigate the DEI and General Test Rules

This section describes how to navigate a test, pause data entry, end a test, and submit a test for scoring.

Navigation and Pause Rules

You may review questions before pausing or submitting the test. You may change the selected responses for questions only if you have not submitted the test for scoring.

You may pause tests at any time and return to them later to complete data entry. Tests must be completed and submitted before the end of the administration window.

Test Timeout (Due to Inactivity)

As a security measure, you are automatically logged out after 20 minutes of inactivity. This pauses the test. Before the system logs you out, a warning message appears on the screen. If you do not click **OK** within 30 seconds, you are logged out.

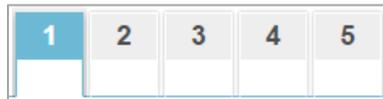
All scores that have been entered are automatically saved. Pausing the test does not impact any scores that you entered.

Proceeding through the Test

You must enter student response data for each required question on a page before proceeding to the next page in the test. After you select response options for the required questions on a page, click **Next** to go to the next page. To return to a previous page, click **Back**.

Questions that are grouped together may be paginated to appear individually. Tabs for each question in the group appear in the upper-right corner. You can click these tabs to navigate to the next question in the group.

Figure 6. Paginated Item Tabs



Navigating to Questions

You can navigate to questions page by page or jump directly to a question.

- To navigate page by page, click the **Back** or **Next** buttons at the top of the screen.
- To jump directly to a question, select the appropriate question from the **Items** drop-down list. If a test consists of cover pages, cover page icons  are displayed in the **Items** menu that you can use to navigate to the selected cover page.
 - If an item has been marked for review,  is displayed next to the item.
 - If an item has been skipped or not answered,  is displayed next to the item.
 - Items that students cannot navigate to are grayed out.

Figure 7. **Items** Drop-Down



Pausing Tests

You may pause data entry at any time. When you are ready to resume data entry for the test, you must log in and select the test form again. DEI opens the test to the first page with unanswered questions in the segment from which you paused the test. You may also go back to review or change scores for questions already entered.

To pause data entry:

1. Click **Pause** in the upper-right corner. A confirmation message pops up.
2. Click **Yes** to confirm that you want to pause the test.

Completing Data Entry and Reviewing Questions

The **Finished** button appears in the global menu after you have responded to all required questions.

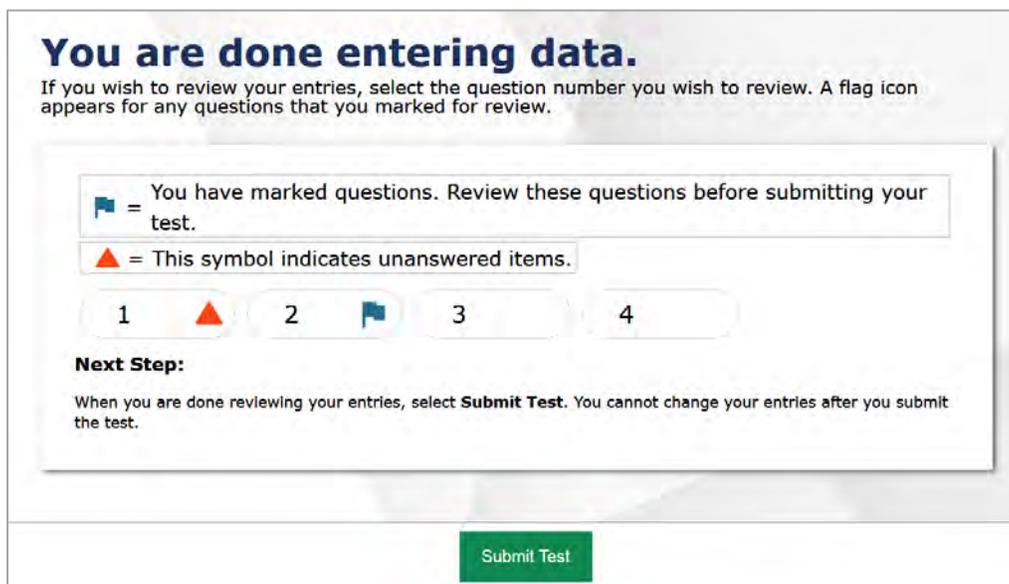
Figure 8. Finished Button



When you click **Finished**, the next page gives you two options:

- Review the data you entered.
- Submit the test for scoring.

Figure 9. Done Entering Data Page



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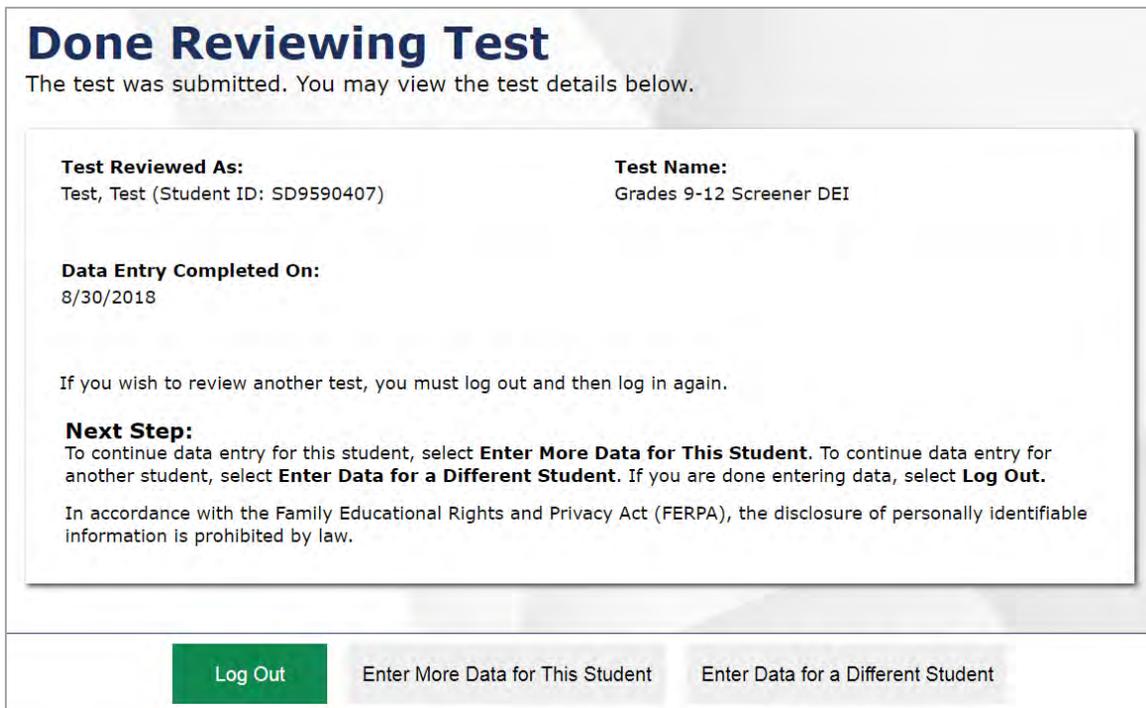
Done Entering Data page options:

- To review answers and go back to the test, select a question listed on this page. Questions that were marked for review display a flag  icon. Questions that were not answered display a warning  icon.
- To complete the testing process, click **Submit Test**. After you click **Submit Test**, the test is officially completed. You cannot log back in and review the data you entered

Done Reviewing Assessment Page

After you submit the test, the **Done Reviewing Assessment** page appears, displaying the student's name, the test name, and the data entry completion date. For some tests, this page also displays the test score.

Figure 10. Done Reviewing Assessment Page



Done Reviewing Test
The test was submitted. You may view the test details below.

Test Reviewed As: Test, Test (Student ID: SD9590407)	Test Name: Grades 9-12 Screener DEI
Data Entry Completed On: 8/30/2018	

If you wish to review another test, you must log out and then log in again.

Next Step:
To continue data entry for this student, select **Enter More Data for This Student**. To continue data entry for another student, select **Enter Data for a Different Student**. If you are done entering data, select **Log Out**.

In accordance with the Family Educational Rights and Privacy Act (FERPA), the disclosure of personally identifiable information is prohibited by law.

[Log Out](#) [Enter More Data for This Student](#) [Enter Data for a Different Student](#)

Results page options:

- Click **Enter Data for Different Student** to enter scores or responses for another student. You are directed to the **Enter Student Information** login page.
- Click **Enter More Data for this Student** to enter data for the same student without having to enter that student's demographic information again. You are directed to the **Tests For This Student** page. From there, you can proceed through the test selection and verification process.
- If you are done entering test data, click **Log Out**.

Logging Into the Data Entry Interface

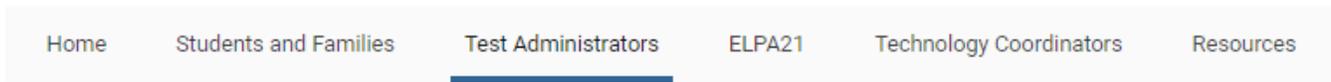
L

Login Information for the DEI

Authorized users can access the Data Entry Interface via the West Virginia Assessment Program Portal.

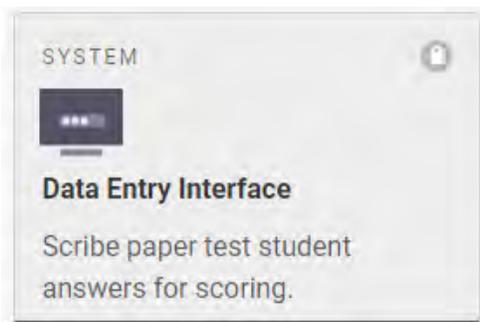
1. Navigate to the State Assessment Program Portal (www.wv.portal.cambiumast.com) and select your user role.

Figure 11. Portal User Cards



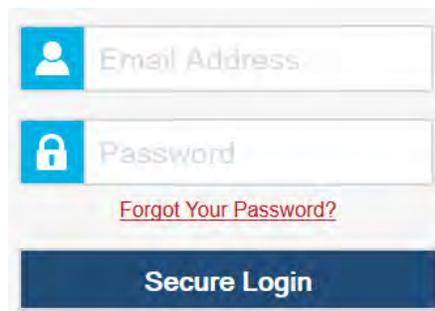
2. Select **Data Entry Interface**.

Figure 12. Card for DEI



3. In the **Login** page that appears, enter your email address and password.

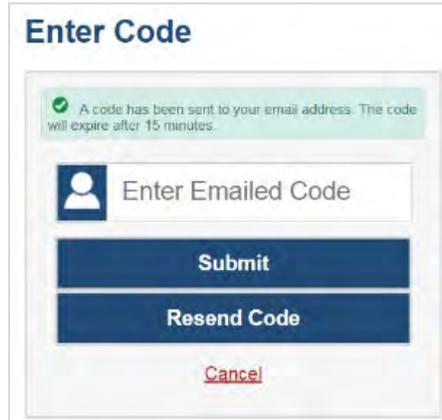
Figure 13. Login Page



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4. Click **Secure Login**. The **Enter Student Information** page appears (see [Figure 1](#)).
 - a. If you have not logged in using this browser before, or if you have cleared your browser cache, the **Enter Code** page appears and an email containing an authentication code is sent to your address.

Figure 14. Enter Code Page



- In the *Enter Emailed Code* field, enter the emailed code.
- Click **Submit** to log into the DEI.

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User Support and Troubleshooting Information

User Support

For information and assistance in using the Data Entry Interface, contact the West Virginia Assessment Program Helpdesk. The Helpdesk is open Monday–Friday 6:00 a.m. to 6:00 p.m. (except holidays or as otherwise indicated on the West Virginia Assessment Program portal).

West Virginia Assessments Program Helpdesk

Toll-Free Phone Support: 1-844-560-7367

Email Support: WVHelpDesk@cambiumlearning.com

Please provide the Helpdesk with a detailed description of your problem, as well as the following:

To assist you with your issue or question, please provide the Helpdesk with detailed information that may include the following:

Data Entry Interface User Guide

- The district and school name
- The SSID of the student whose test was affected by the issue
- The Test Administrator name and contact information
- The test name and question number
- Any error messages and codes that appeared
- Operating system and browser information

Username and Password Issues

Your username for logging in to the TA Site is the email address associated with your account in TIDE. When you are added to TIDE, you receive an activation email containing a temporary link to the **Reset Your Password** page. To activate your account, you must set up your password within 15 minutes of the email being sent.

- **If your first temporary link expired**

In the activation email you received, click the second link provided and proceed to request a new temporary link.

- **If you forgot your password:**

On the **Login** page, click **Forgot Your Password?** and then enter your email address in the *Email Address* field. You will receive an email with a new temporary link to reset your password.

- **If you did not receive an email containing a temporary link or authentication code:**

Check your spam folder to make sure your email program did not categorize it as junk mail. If you still do not have an email, contact your School or District Test Coordinator to make sure you are listed in TIDE.

- **Additional help:**

If you are unable to log in, contact the West Virginia Assessment Program Helpdesk for assistance. You must provide your name and email address. Contact information is available in the User Support section of this user guide.

Appendix I

User Roles and Access to WVGSA Systems

User Roles and Access to West Virginia Assessment Systems for 2021–2022

The following table indicates which users can access the features and tasks within assessment system. The corresponding user guide for each system contains complete information about each feature.

Note: Beginning in the 20-21 SY, a new role, ELPA Administrator (EA), has been created. Only users with the role of EA will be allowed to administer the ELPA Screener and ELPA Summative Tests.

Task or Site	STATE	DA*	DC*	SC*	TE*	TA*	EA*
Access to Test Information Distribution Engine (TIDE) Features and Tasks							
Working with Student Information							
Adding Student Accounts	✓						
Viewing and Editing Students	✓	✓	✓	✓	✓	✓	✓
Uploading Student Settings	✓						
Uploading Interim Test Grades	✓						
Managing Users							
Adding User Accounts	✓	✓	✓	✓			
Viewing and Editing User Details	✓	✓	✓	✓			
Deleting User Accounts	✓	✓	✓	✓			
Uploading User Accounts	✓	✓	✓	✓			
Working with Appeals							
Creating Appeals	✓		✓				
Viewing Appeals	✓	✓	✓	✓	✓	✓	✓
Creating Appeals through File Uploads	✓		✓				
Approving Appeals	✓						
Working with Rosters of Students							
Viewing Rosters	✓	✓	✓	✓	✓	✓	✓
Adding a New Roster	✓	✓	✓	✓			
Modifying an Existing Roster	✓	✓	✓	✓			
Deleting a Roster	✓	✓	✓	✓			
Printing a Roster	✓	✓	✓	✓	✓	✓	✓
Creating Rosters through File Uploads	✓	✓	✓	✓			

User Roles and Access to West Virginia Assessment Systems

Task or Site	STATE	DA*	DC*	SC*	TE*	TA*	EA*
Documenting Non-Participation with Special Codes							
Viewing a Student's Special Codes	✓	✓	✓	✓			
Editing a Student's Special Codes	✓	✓	✓				
Documenting Non-Participation	✓	✓	✓				
Monitoring Test Progress							
Plan and Manage Testing	✓	✓	✓	✓	✓	✓	✓
Test Completion Rates	✓	✓	✓	✓	✓	✓	✓
Test Status Code Report		✓	✓	✓			
Participation Search by SSID	✓	✓	✓	✓	✓	✓	✓
Access to Test Administration (TA) Sites							
TA Interface	✓	✓	✓	✓	✓	✓	✓
TA Interface for Practice Tests	✓	✓	✓	✓	✓	✓	✓
Interim Teacher Item Previewer	✓	✓	✓	✓	✓	✓	✓
TA Certification Course	✓	✓	✓	✓	✓	✓	✓
Access to Reporting Features and Tasks							
District Assessment Report	✓	✓	✓				
School Assessment Report	✓	✓	✓	✓			
Teacher Assessment Report	✓	✓	✓	✓	✓		✓
Student Assessment Report	✓	✓	✓	✓	✓		✓
Managing Rosters	✓	✓	✓	✓	✓		✓
Managing Test Reasons	✓	✓	✓	✓	✓		✓

*DA—District Administrator; DC—District Test Coordinator; SC—School Test Coordinator; TE—Teacher, TA—Test Administrator; EA—ELPA Administrator.