

**Report by the
Department of Education and
Virginia Information Technology Agency**

**A Statewide
Web-based Standards of Learning
Technology Initiative**

**To the Chairmen of the Senate Finance and
House Appropriations Committee**



**COMMONWEALTH OF VIRGINIA
RICHMOND
SEPTEMBER 1, 2004**



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Annual Report, September 2004

Executive Summary

Web-based Standards of Learning Technology Initiative



Executive Summary

Virginia's Web-based Standards of Learning (SOL) Technology Initiative is beginning its fifth year of implementation. The goal of the initiative is to have school divisions use Web-based systems to improve the SOL instructional, remedial, and testing capabilities of schools beginning with high schools and continuing into middle schools and then elementary schools. Four objectives of the initiative are as follows:

1. Provide student access to computers at a ratio of one computer for every five students;
2. Create Internet-ready local area network capability in every school;
3. Assure adequate high-speed, high-bandwidth capability for instructional, remedial, and testing needs; and
4. Establish a statewide Web-based SOL test delivery system.

As detailed in previous annual reports, the Virginia Department of Education (DOE), with assistance from the Virginia Information Technologies Agency (VITA), formerly the Department of Technology Planning (DTP), implemented a formal project management structure at the outset of the initiative to insure successful project completion. The DOE utilizes that structure and continues to guide school divisions toward completing the four objectives.

Financial Support for the Initiative

Financial support for Virginia's Web-based SOL Technology Initiative continued for a fourth year in the form of proceeds generated by the sale of technology equipment notes. At the direction of the General Assembly, the Virginia Public School Authority (VPSA) conducted the sale of Series IV Technology Equipment Notes in May 2004. The proceeds from Series IV notes resulted in approximately \$59,000,000 being available to school divisions to improve their technology infrastructure. These additional funds increased the total statewide investment in technology infrastructure for the Web-based SOL Technology Initiative to more than \$230,000,000.

Table 1 shows a summary of the annual investments occurring to date. The formula for determining the local allocations has remained constant since the start of the initiative and also is displayed in Table 1.

Table 1

Series #	Date of Issuance	Total Dollars Available to School Divisions	Percent Expended by School Divisions (as of August 2004)	Status of the Series
I	May 2001	\$57,248,000	100%	Closed
II	May 2002	\$58,286,000	100%	Closed
III	May 2003	\$58,390,000	91%	Open until October 2004
IV	May 2004	\$58,728,000	17%	Open until October 2005

$$\text{Annual school division allocation} = \$50,000 + (\text{total \# of schools}) \times (\$26,000)$$

Achieving Readiness for the Web-Based SOL Technology Initiative

Since the start of Virginia’s Web-based Technology Initiative in July 2000 and the introduction of the Architectural Guidelines for High School Readiness, all Virginia school divisions have responded by completing one or more levels of School Readiness Certification. One hundred percent of the 132 school divisions have achieved High School Stage 1 Readiness Certification. As of August 6, 2004, 130 of 132 school divisions (98 percent) have achieved Stage 2 High School Readiness Certification. Only Charlottesville City and Petersburg City have not completed the Stage 2 High School Readiness Certification. This is an increase from the 111 school divisions (84 percent) in August 2003 that had attained this level of certification.

During the past year, the High School Readiness Certification procedures were updated to reflect the need to certify middle and elementary schools. Described in greater detail in Chapter 2, the new School Readiness Certification process includes higher minimum technology specifications, a more manageable process for determining a school division’s technical capacity to administer online SOL tests, and the flexibility to certify multiple levels of schools simultaneously.

Since the publication of the new certification process in the past year, 41 school divisions (31%) have achieved Middle School Readiness Certification. Twelve of those school divisions (9%) have achieved Elementary School Readiness Certification. The specific divisions with Middle School and Elementary School Readiness Certifications are listed in Chapter 2 of this report.

School Division Participation

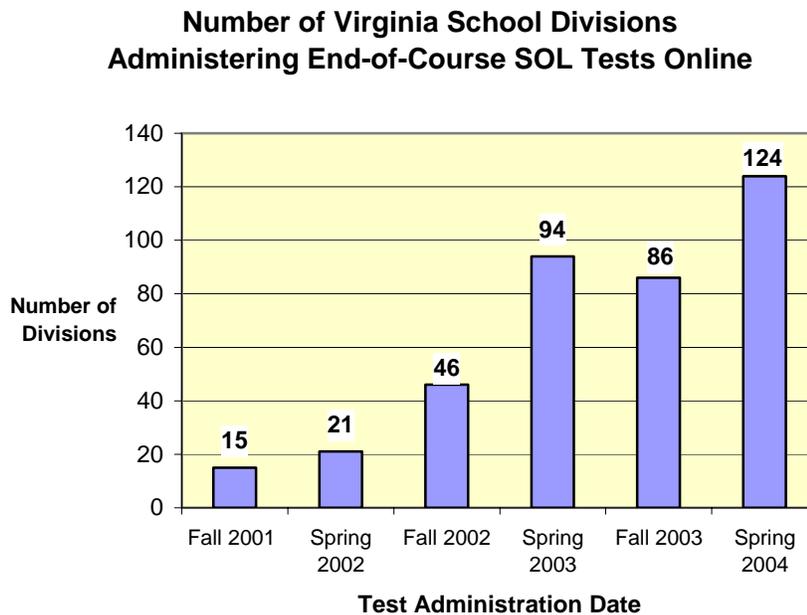
All school divisions continue to use state funding to upgrade their technical infrastructure, to improve their students-to-computer ratio, and to achieve School Readiness Certification for their schools in preparation of administering online SOL tests. During the spring 2004 SOL online test administration 124 of the 132 school divisions (94 percent) participated in online testing. Table 2 shows the school divisions that have not yet participated in online testing.

Table 2

Divisions Not Participating in Online SOL Testing (as of August 2004)	
Amherst County	Northampton County
Franklin City	Norton City
Harrisonburg City	Petersburg City
Madison County	Westmoreland County

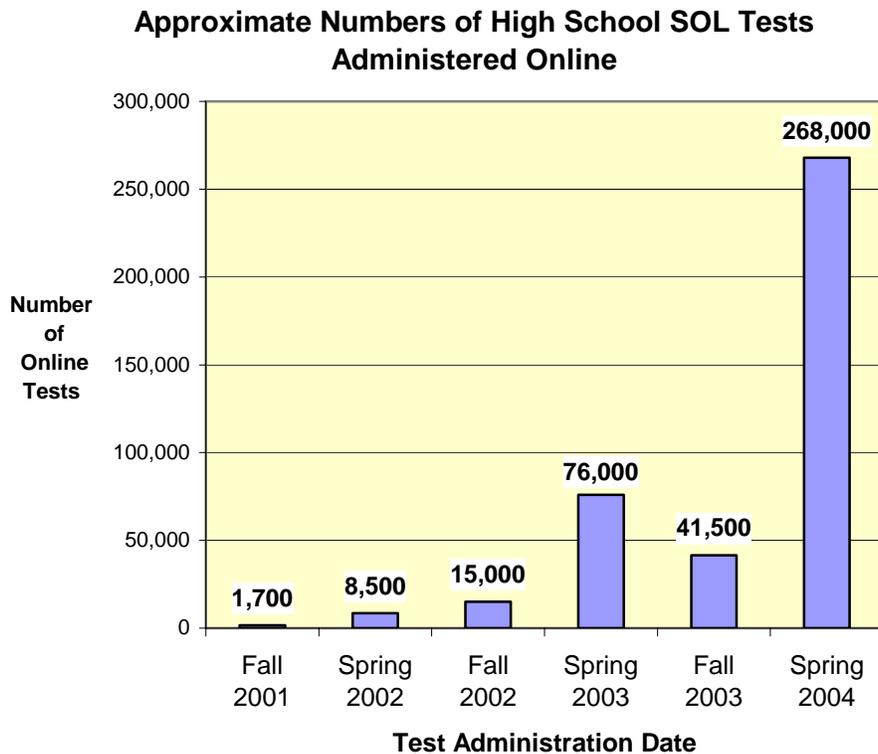
Since the first online test administration in fall 2001, the number of school divisions participating in End-of-Course (EOC) online SOL testing has increased. Figure 1 shows the number of school divisions that participated in online testing during the fall and spring SOL test administrations.

Figure 1



In the spring 2004 test administration, many divisions also significantly increased the volume of online SOL tests they administered. Figure 2 shows the approximate number of individual online SOL tests administered by school divisions beginning with the fall 2001 test administration. School divisions continued to have the option of administering their EOC online SOL tests as paper/pencil tests or as online tests, but the DOE encouraged divisions to attempt administering even a small number of tests online. Historically, divisions that attempted online SOL testing would request to administer additional online tests at the next opportunity. No school division has attempted online SOL testing and later decided to return to the traditional paper/pencil format.

Figure 2



New Options in Online Testing

With the spring 2004 milestone of having all EOC SOL tests available online, the volume of online tests to be administered in the spring was expected to increase significantly. The Geometry SOL test was being offered in spring 2004 for the first time and it completed the list of EOC SOL tests available online. The history of the online EOC SOL test implementation is shown on the following page in Table 3.

Table 3

End-of-Course Standards of Learning Test	Online Implementation Date
Algebra I	Fall 2001
Earth Science	Fall 2001
English: Reading	Fall 2001
Algebra II	Spring 2002
Biology	Spring 2002
Virginia & U.S. History	Fall 2002
World History I	Fall 2002
World History II	Fall 2002
Chemistry	Spring 2003
World Geography	Spring 2003
Geometry	Spring 2004

In addition to Geometry becoming available for the first time during the past year, two SOL test accommodations were introduced into the online testing environment. The read-aloud accommodation and the audio accommodation were made available to eligible students in the fall 2003 test administration. The read-aloud accommodation consisted of a test examiner reading the online test to students from an examiner’s workstation while the students followed along and marked their answers at their own computer workstation.

The audio accommodation required more extensive system development to produce a version of TestNav™ that could play digitized recordings of individual test items. Professional recordings of the specific tests were produced at the Recording for the Blind & Dyslexic® Regional Unit of the Virginias and Carolinas located in Charlottesville, Virginia. These digital recordings were loaded into the eMeasurement System and assigned a code that matched the recording to its original test item already loaded into the system as an image. An online audio controller, similar to a standard online media player, was developed with control buttons as part of TestNav for students to play, rewind, or fast-forward the recording of the item. The digital audio files played through the sound card of the computer and could be heard through the speakers or the headphones of the computer.

The first audio tests finalized for student use in the online environment were the Earth Science test and the EOC SOL English: Reading test. These tests were available for administration to eligible students in the fall 2003 administration and quickly became popular. For the spring 2004 test administration, the DOE added two other audio tests by digitizing the EOC SOL Biology test and the EOC SOL Virginia & United States History test. Students found the online audio controller easier to use than an audio cassette player. When taking the test, the students heard only the single test item being presented on the computer monitor. This made skipping and returning to items much simpler in the online test than it was in the paper/pencil test with the audio cassette player. School division personnel were pleased with not having to order, maintain, and secure multiple audiocassette tapes throughout the school division. The DOE has plans to make all EOC

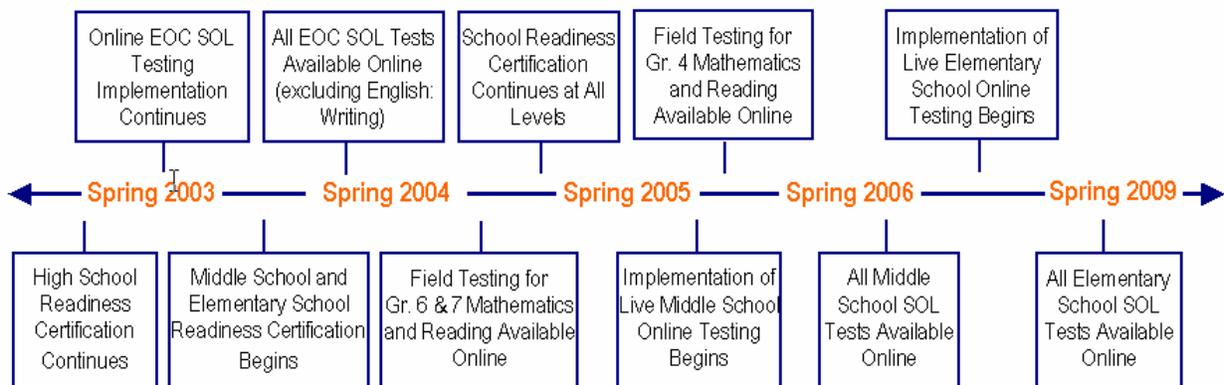
SOL tests available as audio tests in fall 2004 for use by students needing the audio accommodation.

Another new online testing option for school divisions in spring 2004 was the opportunity to implement online testing at their middle schools. The DOE is in the process of developing new tests to meet the requirement of the federal No Child Left Behind Act (NCLB). The act requires students in grades 3 through 8 be assessed annually in reading and mathematics. To collect the statistical information needed for the newly developed Reading test and Mathematics test, the DOE administered the tests as field tests to students in grades 4, 6, and 7 in spring 2004. The field tests were available as paper/pencil tests in grades 4, 6, and 7 and were offered as online tests in grades 6 and 7. School divisions could volunteer to administer the field tests online at their middle schools in a no-risk environment while also providing the DOE with valuable field test data from the online test environment. The list of 16 divisions that volunteered to participate in the online middle school field test is shown in Chapter 4. The Reading and Mathematics field tests will be offered online again in the spring 2005 administration in grades 6 and 7, and the DOE is tentatively planning to expand the online field test to include grade 4.

Future Activities

Implementation of the Web-based SOL Technology Initiative continues to progress as initially planned. Figure 3 below shows a high-level timeline of the initiative as planned through spring 2009.

Figure 3



Feedback from school division personnel indicates the volume of online EOC SOL testing will increase in the coming year. The DOE will continue to support the efforts of all school divisions while specifically focusing on the eight divisions that have not yet administered online SOL testing. The DOE also will continue to monitor the School Readiness Certification process as school divisions begin to prepare their middle and elementary schools for technical certification.

In addition to expanding the Reading and Mathematics field tests to grade 4, the DOE is considering implementing a set of live SOL tests at the middle school grades during the spring 2005 test administration. The Content Specific SOL History tests are the next likely subjects to be introduced to the online environment. School divisions have flexibility in determining the grade levels at which the Content Specific History courses are offered; however, the courses are completed between grades 5 and 8. Each spring, these students are administered the SOL test for the History course in which they are enrolled. If the Content Specific SOL History tests are introduced online, school divisions will be asked to volunteer to participate in a comparability study for each of the tests. The three comparability studies would be conducted in the spring 2005 administration and would be similar to the comparability studies conducted for the EOC SOL tests.

Report Format:

The remainder of this report is presented so that each chapter addresses an element in the implementation of the initiative. The individual chapters provide additional detail than that presented in the Executive Summary, and they include attachments of specific project documents.



Financial support for Virginia’s Web-based SOL Technology Initiative continued for a fourth year in the form of proceeds generated by the sale of technology equipment notes. At the direction of the General Assembly, the Virginia Public School Authority (VPSA) conducted the sale of Series IV Technology Equipment Notes in May 2004. The proceeds from Series IV resulted in approximately \$59,000,000 being available to school divisions to improve their technology infrastructure. These additional funds increased the total statewide investment in technology infrastructure for the Web-based SOL Technology Initiative to over \$230,000,000.

In Table 4 below, a summary of the annual investments occurring to date is listed. The amount of funding allocated to individual school divisions is included in the first attachment¹ at the end of this chapter. The formula for determining the local allocations has remained constant since the start of the initiative and also is displayed in Table 4.

Table 4

Series #	Date of Issuance	Total Dollars Available to School Divisions	Percent Expended by School Divisions (as of August 2004)	Status of the Series
I	May 2001	\$57,248,000	100%	Closed
II	May 2002	\$58,286,000	100%	Closed
III	May 2003	\$58,390,000	91%	Open until October 2004
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$$\text{Annual school division allocation} = \$50,000 + (\text{total \# of schools}) \times (\$26,000)$$

All Web-based SOL Technology Initiative funds awarded to school divisions are disbursed in the form of reimbursements for eligible technology expenditures. To be eligible for reimbursement, a school division’s expenditures must fall within one of the four categories described in Table 5 on the following page. When a reimbursement is requested by a school division, the appropriate school division personnel must certify to the Department of Education that all expenditures meet the criteria of one or more of the four categories. This certification of expenditures is included as part of the Request for Reimbursement² forms completed by the school divisions.

¹ Attachment 1: Funding Allocations by School Division

² Attachment 2: Request for Reimbursement forms (Series I, II, III, IV)

Table 5

Category:	Definition of Category:
1. Classroom Multimedia Network Computers	Requests in this category include only the cost of the new computer system itself (e.g., monitor, CPU, keyboard, mouse, operating system software).
2. Internet-Ready Local Area Network (LAN) Capability	Requests in this category include costs related to networking, retrofitting, upgrading of school buildings, and operating software related to Internet-ready local area network capability (e.g., wiring, servers, power upgrade, etc.).
3. High Speed Access to the Internet	Requests in this category include costs related to networking, retrofitting, upgrading of school buildings, and operating software related to providing high speed access to the Internet (e.g., wiring, servers, power upgrade, etc.).
4. Instructional Software	Requests in this category shall not exceed 1/13 th of the amount spent on hardware in categories 1 through 3. Software purchased must have a useful life of at least one year and be included in the division's approved technology plan (Software such as student information systems, network operating systems, and desktop operating system upgrades are not included).

From the time the technology equipment notes are issued, school divisions have approximately 18 months to complete eligible purchases and apply for reimbursement to receive their allocation of funds. Within that same time period, localities are required to appropriate and utilize local matching funds for technology that total 20 percent of their annual allocation from the General Assembly. In addition, one quarter of that 20 percent match must be used to provide instructional technology training to school division teachers.

Each year, information is provided to school divisions regarding the amount of their funding allocation and the process to follow to receive reimbursement of eligible expenditures. On May 21, 2004, the DOE published a superintendent's memo³ with details of the Series III, Series IV, and the upcoming Series V technology equipment notes.

³ Attachment 3: Superintendent's Memo # ADM16 (May 21, 2004)



Attachment 1: Funding Allocation by School Division

VPSA Issue 1 Spring 2001 - Allocation

Div #	Division	VPSA Award
1	ACCOMACK	\$ 440,000.00
2	ALBEMARLE	\$ 674,000.00
101	ALEXANDRIA	\$ 518,000.00
3	ALLEGHANY	\$ 310,000.00
4	AMELIA	\$ 128,000.00
5	AMHERST	\$ 310,000.00
6	APPOMATTOX	\$ 154,000.00
7	ARLINGTON	\$ 856,000.00
8	AUGUSTA	\$ 648,000.00
9	BATH	\$ 128,000.00
10	BEDFORD	\$ 622,000.00
140	BEDFORD CITY	\$ -
11	BLAND	\$ 154,000.00
12	BOTETOURT	\$ 362,000.00
102	BRISTOL	\$ 206,000.00
13	BRUNSWICK	\$ 206,000.00
14	BUCHANAN	\$ 440,000.00
15	BUCKINGHAM	\$ 206,000.00
103	BUENA VISTA	\$ 154,000.00
16	CAMPBELL	\$ 440,000.00
17	CAROLINE	\$ 206,000.00
18	CARROLL	\$ 310,000.00
19	CHARLES CITY	\$ 128,000.00
20	CHARLOTTE	\$ 232,000.00
104	CHARLOTTESVILLE	\$ 362,000.00
136	CHESAPEAKE CITY	\$ 1,220,000.00
21	CHESTERFIELD	\$ 1,584,000.00
22	CLARKE	\$ 180,000.00
105	CLIFTON FORGE	\$ -
202	COLONIAL BEACH	\$ 76,000.00
106	COLONIAL HEIGHTS	\$ 180,000.00
107	COVINGTON	\$ 128,000.00
23	CRAIG	\$ 102,000.00
24	CULPEPER	\$ 258,000.00
25	CUMBERLAND	\$ 128,000.00
108	DANVILLE	\$ 466,000.00
26	DICKENSON	\$ 284,000.00
27	DINWIDDIE	\$ 232,000.00
138	EMPORIA	\$ -
28	ESSEX	\$ 154,000.00
29	FAIRFAX	\$ 5,172,000.00
134	FAIRFAX CITY	\$ -
109	FALLS CHURCH	\$ 154,000.00
30	FAUQUIER	\$ 492,000.00
31	FLOYD	\$ 180,000.00
32	FLUVANNA	\$ 232,000.00
33	FRANKLIN	\$ 440,000.00
135	FRANKLIN CITY	\$ 128,000.00
34	FREDERICK	\$ 440,000.00
110	FREDERICKSBURG	\$ 128,000.00
111	GALAX	\$ 128,000.00
35	GILES	\$ 206,000.00
36	GLOUCESTER	\$ 336,000.00
37	GOOCHLAND	\$ 180,000.00

VPSA Issue 1 Spring 2001 - Allocation

Div #	Division	VPSA Award
38	GRAYSON	\$ 388,000.00
39	GREENE	\$ 206,000.00
40	GREENSVILLE	\$ 180,000.00
41	HALIFAX	\$ 544,000.00
112	HAMPTON	\$ 1,038,000.00
42	HANOVER	\$ 544,000.00
113	HARRISONBURG	\$ 232,000.00
43	HENRICO	\$ 1,766,000.00
44	HENRY	\$ 622,000.00
45	HIGHLAND	\$ 102,000.00
114	HOPEWELL	\$ 206,000.00
46	ISLE OF WIGHT	\$ 258,000.00
47	JAMES CITY	\$ -
48	KING GEORGE	\$ 154,000.00
49	KING QUEEN	\$ 128,000.00
50	KING WILLIAM	\$ 128,000.00
51	LANCASTER	\$ 128,000.00
52	LEE	\$ 414,000.00
137	LEXINGTON	\$ 102,000.00
53	LOUDOUN	\$ 1,272,000.00
54	LOUISA	\$ 180,000.00
55	LUNENBURG	\$ 154,000.00
115	LYNCHBURG	\$ 648,000.00
56	MADISON	\$ 206,000.00
143	MANASSAS CITY	\$ 258,000.00
144	MANASSAS PARK	\$ 180,000.00
116	MARTINSVILLE	\$ 206,000.00
57	MATHEWS	\$ 128,000.00
58	MECKLENBURG	\$ 362,000.00
59	MIDDLESEX	\$ 154,000.00
60	MONTGOMERY	\$ 596,000.00
62	NELSON	\$ 154,000.00
63	NEW KENT	\$ 154,000.00
117	NEWPORT NEWS	\$ 1,220,000.00
118	NORFOLK	\$ 1,662,000.00
65	NORTHAMPTON	\$ 180,000.00
66	NORTHUMBERLAND	\$ 154,000.00
119	NORTON	\$ 102,000.00
67	NOTTOWAY	\$ 258,000.00
68	ORANGE	\$ 232,000.00
69	PAGE	\$ 258,000.00
70	PATRICK	\$ 232,000.00
120	PETERSBURG	\$ 336,000.00
71	PITTSYLVANIA	\$ 570,000.00
142	POQUOSON	\$ 154,000.00
121	PORTSMOUTH	\$ 778,000.00
72	POWHATAN	\$ 180,000.00
73	PRINCE EDWARD	\$ 128,000.00
74	PRINCE GEORGE	\$ 336,000.00
75	PRINCE WILLIAM	\$ 1,896,000.00
77	PULASKI	\$ 362,000.00
122	RADFORD	\$ 154,000.00
78	RAPPAHANNOCK	\$ 102,000.00
79	RICHMOND COUNTY	\$ 154,000.00

VPSA Issue 1 Spring 2001 - Allocation

Div #	Division	VPSA Award
123	RICHMOND CITY	\$ 1,662,000.00
80	ROANOKE	\$ 804,000.00
124	ROANOKE CITY	\$ 882,000.00
81	ROCKBRIDGE	\$ 258,000.00
82	ROCKINGHAM	\$ 596,000.00
83	RUSSELL	\$ 388,000.00
139	SALEM	\$ 206,000.00
84	SCOTT	\$ 414,000.00
85	SHENANDOAH	\$ 310,000.00
86	SMYTH	\$ 414,000.00
87	SOUTHAMPTON	\$ 232,000.00
88	SPOTSYLVANIA	\$ 752,000.00
89	STAFFORD	\$ 648,000.00
126	STAUNTON	\$ 206,000.00
127	SUFFOLK	\$ 570,000.00
90	SURRY	\$ 128,000.00
91	SUSSEX	\$ 180,000.00
92	TAZEWELL	\$ 492,000.00
128	VIRGINIA BEACH	\$ 2,208,000.00
219	VSDB - Hampton	\$ 26,000.00
218	VSDB - Staunton	\$ 26,000.00
93	WARREN	\$ 258,000.00
94	WASHINGTON	\$ 518,000.00
130	WAYNESBORO	\$ 206,000.00
207	WEST POINT	\$ 128,000.00
95	WESTMORELAND	\$ 154,000.00
131	WILLIAMSBURG	\$ 362,000.00
132	WINCHESTER	\$ 232,000.00
96	WISE	\$ 466,000.00
97	WYTHE	\$ 336,000.00
98	YORK	\$ 544,000.00
	Summary	VPSA Award
	Totals	\$ 57,248,000.00

Virginia Public School Authority (VPSA)
 Educational Technology Notes Series II (Spring 2002)
 Based on Schools Listed in September 30, 2001 Fall Membership
 Grants To Provide Funding for the SOL Web-based Technology Initiative

Div Num	Division	# Schools in 2001 Fall Memb & District Centers	Grant @ \$26,000 Per School	\$50,000 Per Division	Total VPSA Technology Grant FY 2002
001	ACCOMACK	15	390,000	50,000	440,000
002	ALBEMARLE	24	624,000	50,000	674,000
003	ALLEGHANY ¹	7	182,000	100,000	282,000
004	AMELIA	3	78,000	50,000	128,000
005	AMHERST	10	260,000	50,000	310,000
006	APPOMATTOX	4	104,000	50,000	154,000
007	ARLINGTON	31	806,000	50,000	856,000
008	AUGUSTA	20	520,000	50,000	570,000
009	BATH	3	78,000	50,000	128,000
010	BEDFORD	22	572,000	50,000	622,000
011	BLAND	4	104,000	50,000	154,000
012	BOTETOURT	12	312,000	50,000	362,000
013	BRUNSWICK	6	156,000	50,000	206,000
014	BUCHANAN	11	286,000	50,000	336,000
015	BUCKINGHAM	6	156,000	50,000	206,000
016	CAMPBELL	15	390,000	50,000	440,000
017	CAROLINE	6	156,000	50,000	206,000
018	CARROLL	10	260,000	50,000	310,000
019	CHARLES CITY	3	78,000	50,000	128,000
020	CHARLOTTE	6	156,000	50,000	206,000
021	CHESTERFIELD	59	1,534,000	50,000	1,584,000
022	CLARKE	5	130,000	50,000	180,000
023	CRAIG	2	52,000	50,000	102,000
024	CULPEPER	7	182,000	50,000	232,000
025	CUMBERLAND	3	78,000	50,000	128,000
026	DICKENSON	9	234,000	50,000	284,000
027	DINWIDDIE	7	182,000	50,000	232,000
028	ESSEX	3	78,000	50,000	128,000
029	FAIRFAX	197	5,122,000	50,000	5,172,000
030	FAUQUIER	17	442,000	50,000	492,000
031	FLOYD	5	130,000	50,000	180,000
032	FLUVANNA	5	130,000	50,000	180,000
033	FRANKLIN	16	416,000	50,000	466,000
034	FREDERICK	15	390,000	50,000	440,000
035	GILES	6	156,000	50,000	206,000
036	GLOUCESTER	10	260,000	50,000	310,000
037	GOOCHLAND	5	130,000	50,000	180,000
038	GRAYSON	12	312,000	50,000	362,000
039	GREENE	7	182,000	50,000	232,000
040	GREENSVILLE	5	130,000	50,000	180,000
041	HALIFAX	18	468,000	50,000	518,000
042	HANOVER	20	520,000	50,000	570,000
043	HENRICO	65	1,690,000	50,000	1,740,000
044	HENRY	21	546,000	50,000	596,000
045	HIGHLAND	2	52,000	50,000	102,000
046	ISLE OF WIGHT	8	208,000	50,000	258,000
047	JAMES CITY	-	-	-	-
048	KING GEORGE	4	104,000	50,000	154,000

Virginia Public School Authority (VPSA)
 Educational Technology Notes Series II (Spring 2002)
 Based on Schools Listed in September 30, 2001 Fall Membership
 Grants To Provide Funding for the SOL Web-based Technology Initiative

Div Num	Division	# Schools in 2001 Fall Memb & District Centers	Grant @ \$26,000 Per School	\$50,000 Per Division	Total VPSA Technology Grant FY 2002
049	KING QUEEN	3	78,000	50,000	128,000
050	KING WILLIAM	3	78,000	50,000	128,000
051	LANCASTER	3	78,000	50,000	128,000
052	LEE	15	390,000	50,000	440,000
053	LOUDOUN	51	1,326,000	50,000	1,376,000
054	LOUISA	5	130,000	50,000	180,000
055	LUNENBURG	4	104,000	50,000	154,000
056	MADISON	5	130,000	50,000	180,000
057	MATHEWS	3	78,000	50,000	128,000
058	MECKLENBURG	11	286,000	50,000	336,000
059	MIDDLESEX	4	104,000	50,000	154,000
060	MONTGOMERY	21	546,000	50,000	596,000
062	NELSON	4	104,000	50,000	154,000
063	NEW KENT	4	104,000	50,000	154,000
065	NORTHAMPTON	5	130,000	50,000	180,000
066	NORTHUMBERLAND	3	78,000	50,000	128,000
067	NOTTOWAY	7	182,000	50,000	232,000
068	ORANGE	7	182,000	50,000	232,000
069	PAGE	8	208,000	50,000	258,000
070	PATRICK	7	182,000	50,000	232,000
071	PITTSYLVANIA	19	494,000	50,000	544,000
072	POWHATAN	5	130,000	50,000	180,000
073	PRINCE EDWARD	3	78,000	50,000	128,000
074	PRINCE GEORGE	10	260,000	50,000	310,000
075	PRINCE WILLIAM	72	1,872,000	50,000	1,922,000
077	PULASKI	11	286,000	50,000	336,000
078	RAPPAHANNOCK	2	52,000	50,000	102,000
079	RICHMOND	3	78,000	50,000	128,000
080	ROANOKE	29	754,000	50,000	804,000
081	ROCKBRIDGE	8	208,000	50,000	258,000
082	ROCKINGHAM	21	546,000	50,000	596,000
083	RUSSELL	13	338,000	50,000	388,000
084	SCOTT	14	364,000	50,000	414,000
085	SHENANDOAH	10	260,000	50,000	310,000
086	SMYTH	14	364,000	50,000	414,000
087	SOUTHAMPTON	6	156,000	50,000	206,000
088	SPOTSYLVANIA	28	728,000	50,000	778,000
089	STAFFORD	23	598,000	50,000	648,000
090	SURRY	3	78,000	50,000	128,000
091	SUSSEX	5	130,000	50,000	180,000
092	TAZEWELL	17	442,000	50,000	492,000
093	WARREN	8	208,000	50,000	258,000
094	WASHINGTON	17	442,000	50,000	492,000
095	WESTMORELAND	4	104,000	50,000	154,000
096	WISE	16	416,000	50,000	466,000
097	WYTHE	11	286,000	50,000	336,000
098	YORK	19	494,000	50,000	544,000
101	ALEXANDRIA	18	468,000	50,000	518,000

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Div Num	Division	# Schools in 2001 Fall Memb & District Centers	Grant @ \$26,000 Per School	\$50,000 Per Division	Total VPSA Technology Grant FY 2002
102	BRISTOL	6	156,000	50,000	206,000
103	BUENA VISTA	4	104,000	50,000	154,000
104	CHARLOTTESVILLE	11	286,000	50,000	336,000
105	CLIFTON FORGE	-	-	-	-
106	COLONIAL HEIGHTS	5	130,000	50,000	180,000
107	COVINGTON	3	78,000	50,000	128,000
108	DANVILLE	16	416,000	50,000	466,000
109	FALLS CHURCH	4	104,000	50,000	154,000
110	FREDERICKSBURG	4	104,000	50,000	154,000
111	GALAX	3	78,000	50,000	128,000
112	HAMPTON	36	936,000	50,000	986,000
113	HARRISONBURG	6	156,000	50,000	206,000
114	HOPEWELL	6	156,000	50,000	206,000
115	LYNCHBURG	20	520,000	50,000	570,000
116	MARTINSVILLE	6	156,000	50,000	206,000
117	NEWPORT NEWS	46	1,196,000	50,000	1,246,000
118	NORFOLK	58	1,508,000	50,000	1,558,000
119	NORTON	2	52,000	50,000	102,000
120	PETERSBURG	10	260,000	50,000	310,000
121	PORTSMOUTH	29	754,000	50,000	804,000
122	RADFORD	4	104,000	50,000	154,000
123	RICHMOND CITY	61	1,586,000	50,000	1,636,000
124	ROANOKE CITY	31	806,000	50,000	856,000
126	STAUNTON	6	156,000	50,000	206,000
127	SUFFOLK	20	520,000	50,000	570,000
128	VIRGINIA BEACH	85	2,210,000	50,000	2,260,000
130	WAYNESBORO	6	156,000	50,000	206,000
131	WILLIAMSBURG	12	312,000	50,000	362,000
132	WINCHESTER	6	156,000	50,000	206,000
134	FAIRFAX CITY	-	-	-	-
135	FRANKLIN CITY	3	78,000	50,000	128,000
136	CHESAPEAKE CITY	46	1,196,000	50,000	1,246,000
137	LEXINGTON	2	52,000	50,000	102,000
138	EMPORIA	-	-	-	-
139	SALEM	6	156,000	50,000	206,000
140	BEDFORD CITY	-	-	-	-
142	POQUOSON	4	104,000	50,000	154,000
143	MANASSAS CITY	8	208,000	50,000	258,000
144	MANASSAS PARK	4	104,000	50,000	154,000
202	COLONIAL BEACH	1	26,000	50,000	76,000
207	WEST POINT	3	78,000	50,000	128,000
218	VSDB - Staunton	1	26,000	N/A	26,000
219	VSDB - Hampton	1	26,000	N/A	26,000
260	CENTRAL VIRGINIA GOV'S SCHOOL-LYNCHBURG	1	26,000	N/A	26,000
261	SOUTHWEST VA. GOVERNOR'S SCHOOL-PULASKI	1	26,000	N/A	26,000
262	GOVERNOR'S SCHOOL FOR THE ARTS-NORFOLK	1	26,000	N/A	26,000
263	ROANOKE VALLEY GOV'S SCHOOL-ROANOKE CITY	1	26,000	N/A	26,000
264	NEW HORIZONS TECHNICAL CENTER-HAMPTON	1	26,000	N/A	26,000

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Div Num	Division	# Schools in 2001 Fall Memb & District Centers	Grant @ \$26,000 Per School	\$50,000 Per Division	Total VPSA Technology Grant FY 2002
265	CENTRAL SHEN. VALLEY GOV'S SCHOOL-AUGUSTA	1	26,000	N/A	26,000
266	SOUTHSIDE VA. GOVERNOR'S SCHOOL-CHARLOTTE	1	26,000	N/A	26,000
267	APPOMATTOX BASIN GOVERNOR'S SCHOOL -PETERSBURG	1	26,000	N/A	26,000
268	LINWOOD HOLTON GOV'S SCHOOL-WISE	1	26,000	N/A	26,000
269	CHESAPEAKE GOVERNOR'S SCHOOL-ESSEX	1	26,000	N/A	26,000
270	COMMONWEALTH GOV'S SCHOOL-SPOTSYLVANIA	1	26,000	N/A	26,000
271	GOV'S SCH FOR GOV & INTERN'L STUDIES-RICHMOND	1	26,000	N/A	26,000
272	THOMAS JEFFERSON HIGH-FAIRFAX COUNTY	1	26,000	N/A	26,000
273	BLUE RIDGE VIRTUAL GOV SCHOOL-FLUVANNA	1	26,000	N/A	26,000
274	JACKSON RIVER GOV SCHOOL - ALLEGHANY COUNTY	1	26,000	N/A	26,000
275	MASSANUTTEN GOVERNOR'S SCHOOL - SHENANDOAH	1	26,000	N/A	26,000
276	PIEDMONT GOVERNOR'S SCHOOL - HENRY	1	26,000	N/A	26,000
280	COOP CTRS FOR EXCEP CHILD	1	26,000	N/A	26,000
281	MIDDLE PENIN REG SP ED PR	1	26,000	N/A	26,000
282	LAUREL REGIONAL	1	26,000	N/A	26,000
283	NORTHERN NECK REGIONAL	1	26,000	N/A	26,000
284	NORTHWESTERN REGIONAL EDUCATION PRGM	1	26,000	N/A	26,000
285	NEW HORIZONS SPECIAL ED CENTER FOR AUTISM - NEWPORT NEWS	1	26,000	N/A	26,000
286	PIEDMONT REGIONAL ED.	1	26,000	N/A	26,000
287	SHENANDOAH VALLEY REG.	1	26,000	N/A	26,000
288	SOUTHEAST. COOP. ED. PRG.	1	26,000	N/A	26,000
290	NORTHERN VA REGIONAL SPEC EDUC PRGM	1	26,000	N/A	26,000
291	CENTRAL VA REGIONAL PROGRAM	1	26,000	N/A	26,000
292	HENRY/MARTINSVILLE SPECIAL ED PROGRAM - HENRY COUNTY	1	26,000	N/A	26,000
299	ROANOKE VALLEY REGIONAL BOARD	1	26,000	N/A	26,000
301	CHARLOTTSVLL-ALBEMRLE TEC	1	26,000	N/A	26,000
302	JACKSON RIVER TECH. CTR.	1	26,000	N/A	26,000
304	MASSANUTTEN TECH. CTR.	1	26,000	N/A	26,000
306	VALLEY VOCATIONAL TECH.	1	26,000	N/A	26,000
307	NEW HORIZONS TC-WOODSIDE	1	26,000	N/A	26,000
308	PRUDEN CENTER FOR INDUS./TECH.	1	26,000	N/A	26,000
309	ROWANTY VOC. TECH. CTR.	1	26,000	N/A	26,000
310	NORTHERN NECK TECHNICAL CENTER	1	26,000	N/A	26,000
311	AMELIA-NOTTOWAY VOC.CTR.	1	26,000	N/A	26,000
401	LYNCHBURG CITY SECONDARY ALT. PROGRAM	1	26,000	N/A	26,000
402	ENTERPRISE ACADEMY-NEWPORT NEWS CITY	1	26,000	N/A	26,000
403	TIDEWATER REGIONAL ALT. EDUCATION PROJECT	1	26,000	N/A	26,000
404	REGIONAL ALT. PLUS SELF PROJECT-ROANOKE CITY	1	26,000	N/A	26,000
405	TRANS. SUPPORT RESOURCE CENTER-FAIRFAX	1	26,000	N/A	26,000
406	PROJECT RETURN-FLUVANNA COUNTY	1	26,000	N/A	26,000
407	ALT ED PROG - BEHAV DISORDERED YOUTH-MONTGOMERY	1	26,000	N/A	26,000
408	PETERSBURG REGIONAL ALT. PROGRAM	1	26,000	N/A	26,000
409	REGIONAL ALT. SCHOOL-PITTSYLVANIA COUNTY	1	26,000	N/A	26,000
410	PROJECT RETURN-POWHATAN COUNTY	1	26,000	N/A	26,000
411	CROSSROADS ALT. PROGRAM-BRISTOL CITY	1	26,000	N/A	26,000
412	METRO-RICHMOND ALT. EDUCATION PROGRAM	1	26,000	N/A	26,000
413	RETIONAL ALT. EDUCATION PROGRAM-STAFFORD COUNTY	1	26,000	N/A	26,000
414	SOUTHSIDE L.I.N.K. PROJECT-BRUNSWICK COUNTY	1	26,000	N/A	26,000

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Num	Division	2003 Fall Memb & District Centers ¹	Per School**	\$50,000 Per Division	VPSA Technology Grant FY 2003	Match Requirement @ 20%
001	ACCOMACK	15	390,000	50,000	440,000	88,000
002	ALBEMARLE	25	650,000	50,000	700,000	140,000
003	ALLEGHANY	7	182,000	100,000	282,000	56,400
004	AMELIA	3	78,000	50,000	128,000	25,600
005	AMHERST	10	260,000	50,000	310,000	62,000
006	APPOMATTOX	4	104,000	50,000	154,000	30,800
007	ARLINGTON	31	806,000	50,000	856,000	171,200
008	AUGUSTA	20	520,000	50,000	570,000	114,000
009	BATH	3	78,000	50,000	128,000	25,600
010	BEDFORD	22	572,000	50,000	622,000	124,400
011	BLAND	4	104,000	50,000	154,000	30,800
012	BOTETOURT	12	312,000	50,000	362,000	72,400
013	BRUNSWICK	6	156,000	50,000	206,000	41,200
014	BUCHANAN	11	286,000	50,000	336,000	67,200
015	BUCKINGHAM	6	156,000	50,000	206,000	41,200
016	CAMPBELL	15	390,000	50,000	440,000	88,000
017	CAROLINE	6	156,000	50,000	206,000	41,200
018	CARROLL	10	260,000	50,000	310,000	62,000
019	CHARLES CITY	3	78,000	50,000	128,000	25,600
020	CHARLOTTE	7	182,000	50,000	232,000	46,400
021	CHESTERFIELD	59	1,534,000	50,000	1,584,000	316,800
022	CLARKE	5	130,000	50,000	180,000	36,000
023	CRAIG	2	52,000	50,000	102,000	20,400
024	CULPEPER	9	234,000	50,000	284,000	56,800
025	CUMBERLAND	3	78,000	50,000	128,000	25,600
026	DICKENSON	9	234,000	50,000	284,000	56,800
027	DINWIDDIE	7	182,000	50,000	232,000	46,400
028	ESSEX	3	78,000	50,000	128,000	25,600
029	FAIRFAX	198	5,148,000	50,000	5,198,000	1,039,600
030	FAUQUIER	17	442,000	50,000	492,000	98,400
031	FLOYD	5	130,000	50,000	180,000	36,000
032	FLUVANNA	5	130,000	50,000	180,000	36,000
033	FRANKLIN	16	416,000	50,000	466,000	93,200
034	FREDERICK	15	390,000	50,000	440,000	88,000
035	GILES	6	156,000	50,000	206,000	41,200
036	GLOUCESTER	10	260,000	50,000	310,000	62,000
037	GOOCHLAND	5	130,000	50,000	180,000	36,000
038	GRAYSON	11	286,000	50,000	336,000	67,200
039	GREENE	7	182,000	50,000	232,000	46,400
040	GREENSVILLE	5	130,000	50,000	180,000	36,000
041	HALIFAX	16	416,000	50,000	466,000	93,200
042	HANOVER	20	520,000	50,000	570,000	114,000
043	HENRICO	65	1,690,000	50,000	1,740,000	348,000
044	HENRY	20	520,000	50,000	570,000	114,000
045	HIGHLAND	2	52,000	50,000	102,000	20,400
046	ISLE OF WIGHT	8	208,000	50,000	258,000	51,600
047	JAMES CITY					
048	KING GEORGE	4	104,000	50,000	154,000	30,800
049	KING QUEEN	3	78,000	50,000	128,000	25,600
050	KING WILLIAM	3	78,000	50,000	128,000	25,600
051	LANCASTER	3	78,000	50,000	128,000	25,600
052	LEE	14	364,000	50,000	414,000	82,800
053	LOUDOUN	56	1,456,000	50,000	1,506,000	301,200
054	LOUISA	5	130,000	50,000	180,000	36,000
055	LUNENBURG	4	104,000	50,000	154,000	30,800
056	MADISON	5	130,000	50,000	180,000	36,000
057	MATHEWS	3	78,000	50,000	128,000	25,600
058	MECKLENBURG	11	286,000	50,000	336,000	67,200
059	MIDDLESEX	3	78,000	50,000	128,000	25,600
060	MONTGOMERY	21	546,000	50,000	596,000	119,200
062	NELSON	4	104,000	50,000	154,000	30,800
063	NEW KENT	4	104,000	50,000	154,000	30,800
065	NORTHAMPTON	5	130,000	50,000	180,000	36,000
066	NORTHUMBERLAND	3	78,000	50,000	128,000	25,600
067	NOTTOWAY	6	156,000	50,000	206,000	41,200
068	ORANGE	7	182,000	50,000	232,000	46,400
069	PAGE	8	208,000	50,000	258,000	51,600
070	PATRICK	7	182,000	50,000	232,000	46,400
071	PITTSYLVANIA	19	494,000	50,000	544,000	108,800
072	POWHATAN	5	130,000	50,000	180,000	36,000
073	PRINCE EDWARD	3	78,000	50,000	128,000	25,600
074	PRINCE GEORGE	10	260,000	50,000	310,000	62,000
075	PRINCE WILLIAM	74	1,924,000	50,000	1,974,000	394,800
077	PULASKI	11	286,000	50,000	336,000	67,200
078	RAPPAHANNOCK	2	52,000	50,000	102,000	20,400
079	RICHMOND	3	78,000	50,000	128,000	25,600
080	ROANOKE	29	754,000	50,000	804,000	160,800
081	ROCKBRIDGE	8	208,000	50,000	258,000	51,600
082	ROCKINGHAM	21	546,000	50,000	596,000	119,200
083	RUSSELL	13	338,000	50,000	388,000	77,600
084	SCOTT	14	364,000	50,000	414,000	82,800
085	SHENANDOAH	10	260,000	50,000	310,000	62,000
086	SMYTH	14	364,000	50,000	414,000	82,800
087	SOUTHAMPTON	6	156,000	50,000	206,000	41,200
088	SPOTSYLVANIA	29	754,000	50,000	804,000	160,800
089	STAFFORD	24	624,000	50,000	674,000	134,800
090	SURRY	3	78,000	50,000	128,000	25,600
091	SUSSEX	5	130,000	50,000	180,000	36,000
092	TAZEWELL	17	442,000	50,000	492,000	98,400
093	WARREN	8	208,000	50,000	258,000	51,600

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094	WASHINGTON	17	442,000	50,000	492,000	98,400
095	WESTMORELAND	4	104,000	50,000	154,000	30,800
096	WISE	16	416,000	50,000	466,000	93,200
097	WYTHE	13	338,000	50,000	388,000	77,600
098	YORK	19	494,000	50,000	544,000	108,800
101	ALEXANDRIA	16	416,000	50,000	466,000	93,200
102	BRISTOL	7	182,000	50,000	232,000	46,400
103	BUENA VISTA	4	104,000	50,000	154,000	30,800
104	CHARLOTTESVILLE	10	260,000	50,000	310,000	62,000
106	COLONIAL HEIGHTS	5	130,000	50,000	180,000	36,000
107	COVINGTON	3	78,000	50,000	128,000	25,600
108	DANVILLE	17	442,000	50,000	492,000	98,400
109	FALLS CHURCH	4	104,000	50,000	154,000	30,800
110	FREDERICKSBURG	4	104,000	50,000	154,000	30,800
111	GALAX	3	78,000	50,000	128,000	25,600
112	HAMPTON	36	936,000	50,000	986,000	197,200
113	HARRISONBURG	6	156,000	50,000	206,000	41,200
114	HOPEWELL	7	182,000	50,000	232,000	46,400
115	LYNCHBURG	17	442,000	50,000	492,000	98,400
116	MARTINSVILLE	6	156,000	50,000	206,000	41,200
117	NEWPORT NEWS	47	1,222,000	50,000	1,272,000	254,400
118	NORFOLK	58	1,508,000	50,000	1,558,000	311,600
119	NORTON	2	52,000	50,000	102,000	20,400
120	PETERSBURG	10	260,000	50,000	310,000	62,000
121	PORTSMOUTH	27	702,000	50,000	752,000	150,400
122	RADFORD	4	104,000	50,000	154,000	30,800
123	RICHMOND CITY	59	1,534,000	50,000	1,584,000	316,800
124	ROANOKE CITY	31	806,000	50,000	856,000	171,200
126	STAUNTON	6	156,000	50,000	206,000	41,200
127	SUFFOLK	20	520,000	50,000	570,000	114,000
128	VIRGINIA BEACH	85	2,210,000	50,000	2,260,000	452,000
130	WAYNESBORO	6	156,000	50,000	206,000	41,200
131	WILLIAMSBURG	12	312,000	50,000	362,000	72,400
132	WINCHESTER	6	156,000	50,000	206,000	41,200
134	FAIRFAX CITY		-	-	-	-
135	FRANKLIN CITY	3	78,000	50,000	128,000	25,600
136	CHESAPEAKE CITY	46	1,196,000	50,000	1,246,000	249,200
137	LEXINGTON	2	52,000	50,000	102,000	20,400
138	EMPORIA		-	-	-	-
139	SALEM	6	156,000	50,000	206,000	41,200
140	BEDFORD CITY		-	-	-	-
142	POQUOSON	4	104,000	50,000	154,000	30,800
143	MANASSAS CITY	8	208,000	50,000	258,000	51,600
144	MANASSAS PARK	4	104,000	50,000	154,000	30,800
202	COLONIAL BEACH	2	52,000	50,000	102,000	20,400
207	WEST POINT	3	78,000	50,000	128,000	25,600
218	VSDB - Staunton	1	26,000	N/A	26,000	N/A
219	VSDB - Hampton	1	26,000	N/A	26,000	N/A
260	CENTRAL VIRGINIA GOVERNOR'S SCHOOL-LYNCHBURG	1	26,000	N/A	26,000	N/A
261	SOUTHWEST VA. GOVERNOR'S SCHOOL-PULASKI	1	26,000	N/A	26,000	N/A
262	GOVERNOR'S SCHOOL FOR THE ARTS-NORFOLK	1	26,000	N/A	26,000	N/A
263	ROANOKE VALLEY GOVERNOR'S SCHOOL-ROANOKE CITY	1	26,000	N/A	26,000	N/A
264	NEW HORIZONS GOV'S SCHOOL FOR SCIENCE AND TECHNOLOGY	1	26,000	N/A	26,000	N/A
265	SHENANDOAH VALLEY GOV'S SCHOOL - Augusta	1	26,000	N/A	26,000	N/A
266	SOUTHSIDE VA. GOVERNOR'S SCHOOL-CHARLOTTE	1	26,000	N/A	26,000	N/A
267	APPOMATTOX BASIN GOVERNOR'S SCHOOL - Petersburg	1	26,000	N/A	26,000	N/A
268	LINWOOD HOLTON GOVERNOR'S SCHOOL-CLINCH VALLEY COLLEGE	1	26,000	N/A	26,000	N/A
269	CHESAPEAKE GOVERNOR'S SCHOOL-ESSEX	1	26,000	N/A	26,000	N/A
270	COMMONWEALTH GOVERNOR'S SCHOOL-SPOTSYLVANIA	1	26,000	N/A	26,000	N/A
271	MAGGIE WALKER GOVERNOR'S SCHOOL-RICHMOND CITY	1	26,000	N/A	26,000	N/A
272	THOMAS JEFFERSON HIGH SCHOOL-FAIRFAX COUNTY	1	26,000	N/A	26,000	N/A
273	BLUE RIDGE VIRTUAL GOVERNOR'S SCHOOL - FLUVANA	1	26,000	N/A	26,000	N/A
274	JACKSON RIVER GOVERNOR SCHOOL - ALLEGHANY	1	26,000	N/A	26,000	N/A
275	MASSANUTTEN GOVERNOR'S SCHOOL - SHENANDOAH		-	N/A	-	N/A
276	PIEDMONT GOVERNOR'S SCHOOL - HENRY	1	26,000	N/A	26,000	N/A
280	COOP CTRS FOR EXCEP CHILD	1	26,000	N/A	26,000	N/A
281	MIDDLE PENIN REG SP ED PR	1	26,000	N/A	26,000	N/A
282	LAUREL REGIONAL	1	26,000	N/A	26,000	N/A
283	NORTHERN NECK REGIONAL	1	26,000	N/A	26,000	N/A
284	NORTHWESTERN REGIONAL EDUCATION PRGM	1	26,000	N/A	26,000	N/A
285	NEW HORIZONS SPECIAL EDUCATION CENTER	1	26,000	N/A	26,000	N/A
286	PIEDMONT REGIONAL ED.	1	26,000	N/A	26,000	N/A
287	SHENANDOAH VALLEY REG.	1	26,000	N/A	26,000	N/A
288	SOUTHEAST. COOP. ED. PRG.	1	26,000	N/A	26,000	N/A
290	NORTHERN VA REGIONAL SPEC EDUC PRGM	1	26,000	N/A	26,000	N/A
291	CENTRAL VA REGIONAL PROGRAM	1	26,000	N/A	26,000	N/A
292	HENRY/MARTINSVILLE SPECIAL ED PROGRAM - HENRY COUNTY	1	26,000	N/A	26,000	N/A
299	ROANOKE VALLEY REGIONAL BOARD	1	26,000	N/A	26,000	N/A
301	CHARLOTTESVILLE-ALBEMARLE TEC	1	26,000	N/A	26,000	N/A
302	JACKSON RIVER TECH. CTR.	1	26,000	N/A	26,000	N/A
304	MASSANUTTEN TECH. CTR.	1	26,000	N/A	26,000	N/A
306	VALLEY VOCATIONAL TECH.	1	26,000	N/A	26,000	N/A
307	NEW HORIZONS REGIONAL VOCATIONAL EDUCATION CENTER	1	26,000	N/A	26,000	N/A
308	PRUDEN CENTER FOR INDUS./TECH.	1	26,000	N/A	26,000	N/A
309	ROWANTY VOC. TECH. CTR.	1	26,000	N/A	26,000	N/A
310	NORTHERN NECK TECHNICAL CENTER	1	26,000	N/A	26,000	N/A
311	AMELIA-NOTTOWAY VOC.CTR.	1	26,000	N/A	26,000	N/A
401	LYNCHBURG CITY SECONDARY ALT. PROGRAM	1	26,000	N/A	26,000	N/A

Virginia Public School Authority
Educational Technology Notes Series III (Spring 2003)
Based on 2003 Fall Membership - Updated November, 2002
To Provide Funding for the SOL Web-based Technology Initiative

		# Schools in	Grant @		Total	Total Local
Div		2003 Fall Memb &	\$26,000	\$50,000	VPSA Technology	Match Requirement @
Num	Division	District Centers ¹	Per School**	Per Division	Grant FY 2003	20%
402	ENTERPRISE ACADEMY-NEWPORT NEWS CITY	1	26,000	N/A	26,000	N/A
403	TIDEWATER REGIONAL ALT. EDUCATION PROJECT	1	26,000	N/A	26,000	N/A
404	REGIONAL ALT. PLUS SELF PROJECT-ROANOKE CITY	1	26,000	N/A	26,000	N/A
405	TRANS. SUPPORT RESOURCE CENTER-FAIRFAX	1	26,000	N/A	26,000	N/A
406	PROJECT RETURN-FLUVANNA COUNTY	1	26,000	N/A	26,000	N/A
407	ALT ED PROG - BEHAV DISORDERED YOUTH-MONTGOMERY	1	26,000	N/A	26,000	N/A
408	PETERSBURG REGIONAL ALT. PROGRAM	1	26,000	N/A	26,000	N/A
409	REGIONAL ALT. SCHOOL-PITTSYLVANIA COUNTY	1	26,000	N/A	26,000	N/A
410	PROJECT RETURN-POWHATAN COUNTY	1	26,000	N/A	26,000	N/A
411	CROSSROADS ALT. PROGRAM-BRISTOL CITY	1	26,000	N/A	26,000	N/A
412	METRO-RICHMOND ALT. EDUCATION PROGRAM	1	26,000	N/A	26,000	N/A
413	RETIONAL ALT. EDUCATION PROGRAM-STAFFORD COUNTY	1	26,000	N/A	26,000	N/A
414	SOUTHSIDE L.I.N.K. PROJECT-BRUNSWICK COUNTY	1	26,000	N/A	26,000	N/A
415	REGIONAL ALT. EDUCATION PROGRAM-KING WILLIAM COUNTY	1	26,000	N/A	26,000	N/A
416	NEW DOMINION SCHOOL-PRINCE WILLIAM COUNTY	1	26,000	N/A	26,000	N/A
417	PROJECT BRIDGE-RUSSELL COUNTY	1	26,000	N/A	26,000	N/A
418	REGIONAL ALT. PROGRAM-WYTHE COUNTY	1	26,000	N/A	26,000	N/A
419	THREE RIVERS PILOT PROJECT-YORK COUNTY	1	26,000	N/A	26,000	N/A
420	ON THE RIGHT TRACK REG ALT. ED PROG-NOTTOWAY	1	26,000	N/A	26,000	N/A
421	NORTHERN NECK REGIONAL ALT. EDUCATION PROGRAM	1	26,000	N/A	26,000	N/A
422	SHENH VALLEY REG PROG ALT. ED PROJECT-GENESIS	1	26,000	N/A	26,000	N/A
423	BREAKING BARRIERS-A REG ALT. ED. SCH-HENRY	1	26,000	N/A	26,000	N/A
424	CARROLL-GALAX-JOY RANCH REG ALT. ED. PROGRAM	1	26,000	N/A	26,000	N/A
425	RENEWING EDU THROUGH USE OF REG NETWORK II - ALBEMARLE	1	26,000	N/A	26,000	N/A
426	REGIONAL LEARNING ACADEMY-WISE COUNTY	1	26,000	N/A	26,000	N/A
427	THE REG COMMUNITY ALT. EDUCATION CONTINUUM	1	26,000	N/A	26,000	N/A
428	PROJECT RENEW - NORTHAMPTON COUNTY	1	26,000	N/A	26,000	N/A
429	RENAISSANCE-SCOTT COUNTY	1	26,000	N/A	26,000	N/A
430	R.E. COOK ALTERNATIVE EDUCATION PROGRAM - ROANOKE CO	1	26,000	N/A	26,000	N/A
Undistributed						
Totals		1,990	51,740,000	6,650,000	58,390,000	11,314,000
Total reimbursements to date		#REF!				
Reimbursement percents		#REF!				

Virginia Public School Authority
Educational Technology Notes Series IV (Spring 2004)
Based on 2003-04 Fall Membership - Updated November, 2004
To Provide Funding for the SOL Web-based Technology Initiative

Div		# Schools in	Grant @		Total	Total Local
Num	Division	2003 Fall Memb & District Centers ¹	Per School**	\$50,000 Per Division	VPSA Technology Grant FY 2003	Match Requirement @ 20%
001	ACCOMACK	15	390,000	50,000	440,000	88,000
002	ALBEMARLE	25	650,000	50,000	700,000	140,000
003	ALLEGHANY	7	182,000	100,000	282,000	56,400
004	AMELIA	3	78,000	50,000	128,000	25,600
005	AMHERST	10	260,000	50,000	310,000	62,000
006	APPOMATTOX	4	104,000	50,000	154,000	30,800
007	ARLINGTON	32	832,000	50,000	882,000	176,400
008	AUGUSTA	20	520,000	50,000	570,000	114,000
009	BATH	3	78,000	50,000	128,000	25,600
010	BEDFORD	22	572,000	50,000	622,000	124,400
011	BLAND	4	104,000	50,000	154,000	30,800
012	BOTETOURT	12	312,000	50,000	362,000	72,400
013	BRUNSWICK	6	156,000	50,000	206,000	41,200
014	BUCHANAN	11	286,000	50,000	336,000	67,200
015	BUCKINGHAM	6	156,000	50,000	206,000	41,200
016	CAMPBELL	16	416,000	50,000	466,000	93,200
017	CAROLINE	6	156,000	50,000	206,000	41,200
018	CARROLL	10	260,000	50,000	310,000	62,000
019	CHARLES CITY	3	78,000	50,000	128,000	25,600
020	CHARLOTTE	7	182,000	50,000	232,000	46,400
021	CHESTERFIELD	60	1,560,000	50,000	1,610,000	322,000
022	CLARKE	5	130,000	50,000	180,000	36,000
023	CRAIG	2	52,000	50,000	102,000	20,400
024	CULPEPER	9	234,000	50,000	284,000	56,800
025	CUMBERLAND	3	78,000	50,000	128,000	25,600
026	DICKENSON	9	234,000	50,000	284,000	56,800
027	DINWIDDIE	7	182,000	50,000	232,000	46,400
028	ESSEX	3	78,000	50,000	128,000	25,600
029	FAIRFAX	203	5,278,000	50,000	5,328,000	1,065,600
030	FAUQUIER	17	442,000	50,000	492,000	98,400
031	FLOYD	5	130,000	50,000	180,000	36,000
032	FLUVANNA	5	130,000	50,000	180,000	36,000
033	FRANKLIN	15	390,000	50,000	440,000	88,000
034	FREDERICK	16	416,000	50,000	466,000	93,200
035	GILES	6	156,000	50,000	206,000	41,200
036	GLOUCESTER	10	260,000	50,000	310,000	62,000
037	GOOCHLAND	5	130,000	50,000	180,000	36,000
038	GRAYSON	11	286,000	50,000	336,000	67,200
039	GREENE	7	182,000	50,000	232,000	46,400
040	GREENSVILLE	5	130,000	50,000	180,000	36,000
041	HALIFAX	15	390,000	50,000	440,000	88,000
042	HANOVER	21	546,000	50,000	596,000	119,200
043	HENRICO	66	1,716,000	50,000	1,766,000	353,200
044	HENRY	20	520,000	50,000	570,000	114,000
045	HIGHLAND	2	52,000	50,000	102,000	20,400
046	ISLE OF WIGHT	8	208,000	50,000	258,000	51,600
047	JAMES CITY					
048	KING GEORGE	4	104,000	50,000	154,000	30,800
049	KING QUEEN	3	78,000	50,000	128,000	25,600
050	KING WILLIAM	4	104,000	50,000	154,000	30,800
051	LANCASTER	3	78,000	50,000	128,000	25,600
052	LEE	14	364,000	50,000	414,000	82,800
053	LOUDOUN	61	1,586,000	50,000	1,636,000	327,200
054	LOUISA	5	130,000	50,000	180,000	36,000
055	LUNENBURG	4	104,000	50,000	154,000	30,800
056	MADISON	4	104,000	50,000	154,000	30,800
057	MATHEWS	3	78,000	50,000	128,000	25,600
058	MECKLENBURG	11	286,000	50,000	336,000	67,200
059	MIDDLESEX	3	78,000	50,000	128,000	25,600
060	MONTGOMERY	21	546,000	50,000	596,000	119,200
062	NELSON	4	104,000	50,000	154,000	30,800
063	NEW KENT	4	104,000	50,000	154,000	30,800
065	NORTHAMPTON	5	130,000	50,000	180,000	36,000
066	NORTHUMBERLAND	3	78,000	50,000	128,000	25,600
067	NOTTOWAY	7	182,000	50,000	232,000	46,400
068	ORANGE	8	208,000	50,000	258,000	51,600
069	PAGE	8	208,000	50,000	258,000	51,600
070	PATRICK	7	182,000	50,000	232,000	46,400
071	PITTSYLVANIA	18	468,000	50,000	518,000	103,600
072	POWHATAN	6	156,000	50,000	206,000	41,200
073	PRINCE EDWARD	3	78,000	50,000	128,000	25,600
074	PRINCE GEORGE	8	208,000	50,000	258,000	51,600
075	PRINCE WILLIAM	74	1,924,000	50,000	1,974,000	394,800
077	PULASKI	11	286,000	50,000	336,000	67,200
078	RAPPAHANNOCK	2	52,000	50,000	102,000	20,400
079	RICHMOND	3	78,000	50,000	128,000	25,600
080	ROANOKE	28	728,000	50,000	778,000	155,600
081	ROCKBRIDGE	8	208,000	50,000	258,000	51,600
082	ROCKINGHAM	20	520,000	50,000	570,000	114,000
083	RUSSELL	13	338,000	50,000	388,000	77,600
084	SCOTT	14	364,000	50,000	414,000	82,800
085	SHENANDOAH	10	260,000	50,000	310,000	62,000
086	SMYTH	14	364,000	50,000	414,000	82,800
087	SOUTHAMPTON	6	156,000	50,000	206,000	41,200
088	SPOTSYLVANIA	30	780,000	50,000	830,000	166,000
089	STAFFORD	24	624,000	50,000	674,000	134,800
090	SURRY	3	78,000	50,000	128,000	25,600
091	SUSSEX	5	130,000	50,000	180,000	36,000
092	TAZEWELL	17	442,000	50,000	492,000	98,400
093	WARREN	8	208,000	50,000	258,000	51,600

Virginia Public School Authority
Educational Technology Notes Series IV (Spring 2004)
Based on 2003-04 Fall Membership - Updated November, 2004
To Provide Funding for the SOL Web-based Technology Initiative

Div		# Schools in	Grant @		Total	Total Local
Num	Division	2003 Fall Memb & District Centers ¹	\$26,000 Per School**	\$50,000 Per Division	VPSA Technology Grant FY 2003	Match Requirement @ 20%
094	WASHINGTON	17	442,000	50,000	492,000	98,400
095	WESTMORELAND	4	104,000	50,000	154,000	30,800
096	WISE	17	442,000	50,000	492,000	98,400
097	WYTHE	13	338,000	50,000	388,000	77,600
098	YORK	19	494,000	50,000	544,000	108,800
101	ALEXANDRIA	16	416,000	50,000	466,000	93,200
102	BRISTOL	7	182,000	50,000	232,000	46,400
103	BUENA VISTA	4	104,000	50,000	154,000	30,800
104	CHARLOTTESVILLE	10	260,000	50,000	310,000	62,000
106	COLONIAL HEIGHTS	5	130,000	50,000	180,000	36,000
107	COVINGTON	3	78,000	50,000	128,000	25,600
108	DANVILLE	16	416,000	50,000	466,000	93,200
109	FALLS CHURCH	4	104,000	50,000	154,000	30,800
110	FREDERICKSBURG	4	104,000	50,000	154,000	30,800
111	GALAX	3	78,000	50,000	128,000	25,600
112	HAMPTON	36	936,000	50,000	986,000	197,200
113	HARRISONBURG	6	156,000	50,000	206,000	41,200
114	HOPEWELL	8	208,000	50,000	258,000	51,600
115	LYNCHBURG	17	442,000	50,000	492,000	98,400
116	MARTINSVILLE	6	156,000	50,000	206,000	41,200
117	NEWPORT NEWS	47	1,222,000	50,000	1,272,000	254,400
118	NORFOLK	58	1,508,000	50,000	1,558,000	311,600
119	NORTON	2	52,000	50,000	102,000	20,400
120	PETERSBURG	10	260,000	50,000	310,000	62,000
121	PORTSMOUTH	27	702,000	50,000	752,000	150,400
122	RADFORD	4	104,000	50,000	154,000	30,800
123	RICHMOND CITY	59	1,534,000	50,000	1,584,000	316,800
124	ROANOKE CITY	31	806,000	50,000	856,000	171,200
126	STAUNTON	6	156,000	50,000	206,000	41,200
127	SUFFOLK	20	520,000	50,000	570,000	114,000
128	VIRGINIA BEACH	86	2,236,000	50,000	2,286,000	457,200
130	WAYNESBORO	6	156,000	50,000	206,000	41,200
131	WILLIAMSBURG	12	312,000	50,000	362,000	72,400
132	WINCHESTER	6	156,000	50,000	206,000	41,200
134	FAIRFAX CITY		-	-	-	-
135	FRANKLIN CITY	3	78,000	50,000	128,000	25,600
136	CHESAPEAKE CITY	46	1,196,000	50,000	1,246,000	249,200
137	LEXINGTON	2	52,000	50,000	102,000	20,400
138	EMPORIA		-	-	-	-
139	SALEM	6	156,000	50,000	206,000	41,200
140	BEDFORD CITY		-	-	-	-
142	POQUOSON	4	104,000	50,000	154,000	30,800
143	MANASSAS CITY	8	208,000	50,000	258,000	51,600
144	MANASSAS PARK	4	104,000	50,000	154,000	30,800
202	COLONIAL BEACH	2	52,000	50,000	102,000	20,400
207	WEST POINT	3	78,000	50,000	128,000	25,600
218	VSDB - Staunton	1	26,000	N/A	26,000	N/A
219	VSDB - Hampton	1	26,000	N/A	26,000	N/A
260	CENTRAL VIRGINIA GOVERNOR'S SCHOOL-LYNCHBURG	1	26,000	N/A	26,000	N/A
261	SOUTHWEST VA. GOVERNOR'S SCHOOL-PULASKI	1	26,000	N/A	26,000	N/A
262	GOVERNOR'S SCHOOL FOR THE ARTS-NORFOLK	1	26,000	N/A	26,000	N/A
263	ROANOKE VALLEY GOVERNOR'S SCHOOL-ROANOKE CITY	1	26,000	N/A	26,000	N/A
264	NEW HORIZONS GOV'S SCHOOL FOR SCIENCE AND TECHNOLOGY	1	26,000	N/A	26,000	N/A
265	SHENANDOAH VALLEY GOV'S SCHOOL - Augusta	1	26,000	N/A	26,000	N/A
266	SOUTHSIDE VA. GOVERNOR'S SCHOOL-CHARLOTTE	1	26,000	N/A	26,000	N/A
267	APPOMATTOX BASIN GOVERNOR'S SCHOOL - Petersburg	1	26,000	N/A	26,000	N/A
268	LINWOOD HOLTON GOVERNOR'S SCHOOL-CLINCH VALLEY COLLEGE	1	26,000	N/A	26,000	N/A
269	CHESAPEAKE GOVERNOR'S SCHOOL-ESSEX	1	26,000	N/A	26,000	N/A
270	COMMONWEALTH GOVERNOR'S SCHOOL-SPOTSYLVANIA	1	26,000	N/A	26,000	N/A
271	MAGGIE WALKER GOVERNOR'S SCHOOL-RICHMOND CITY	1	26,000	N/A	26,000	N/A
272	THOMAS JEFFERSON HIGH SCHOOL-FAIRFAX COUNTY	1	26,000	N/A	26,000	N/A
273	BLUE RIDGE VIRTUAL GOVERNOR'S SCHOOL - FLUVANA	1	26,000	N/A	26,000	N/A
274	JACKSON RIVER GOVERNOR SCHOOL - ALLEGHANY	1	26,000	N/A	26,000	N/A
275	MASSANUTTEN GOVERNOR'S SCHOOL - SHENANDOAH	0	-	N/A	-	N/A
276	PIEDMONT GOVERNOR'S SCHOOL - HENRY	1	26,000	N/A	26,000	N/A
280	COOP CTRS FOR EXCEP CHILD	1	26,000	N/A	26,000	N/A
281	MIDDLE PENIN REG SP ED PR	1	26,000	N/A	26,000	N/A
282	LAUREL REGIONAL	1	26,000	N/A	26,000	N/A
283	NORTHERN NECK REGIONAL	1	26,000	N/A	26,000	N/A
284	NORTHWESTERN REGIONAL EDUCATION PRGM	1	26,000	N/A	26,000	N/A
285	NEW HORIZONS SPECIAL EDUCATION CENTER	1	26,000	N/A	26,000	N/A
286	PIEDMONT REGIONAL ED.	1	26,000	N/A	26,000	N/A
287	SHENANDOAH VALLEY REG.	1	26,000	N/A	26,000	N/A
288	SOUTHEAST. COOP. ED. PRG.	1	26,000	N/A	26,000	N/A
290	NORTHERN VA REGIONAL SPEC EDUC PRGM	1	26,000	N/A	26,000	N/A
291	CENTRAL VA REGIONAL PROGRAM	0	-	N/A	-	N/A
292	HENRY/MARTINSVILLE SPECIAL ED PROGRAM - HENRY COUNTY	1	26,000	N/A	26,000	N/A
299	ROANOKE VALLEY REGIONAL BOARD	1	26,000	N/A	26,000	N/A
301	CHARLOTTSVLL-ALBEMRLE TEC	1	26,000	N/A	26,000	N/A
302	JACKSON RIVER TECH. CTR.	1	26,000	N/A	26,000	N/A
304	MASSANUTTEN TECH. CTR.	1	26,000	N/A	26,000	N/A
306	VALLEY VOCATIONAL TECH.	1	26,000	N/A	26,000	N/A
307	NEW HORIZONS REGIONAL VOCATIONAL EDUCATION CENTER	1	26,000	N/A	26,000	N/A
308	PRUDEN CENTER FOR INDUS./TECH.	1	26,000	N/A	26,000	N/A
309	ROWANTY VOC. TECH. CTR.	1	26,000	N/A	26,000	N/A
310	NORTHERN NECK TECHNICAL CENTER	1	26,000	N/A	26,000	N/A
311	AMELIA-NOTTOWAY VOC.CTR.	1	26,000	N/A	26,000	N/A
401	LYNCHBURG CITY SECONDARY ALT. PROGRAM	1	26,000	N/A	26,000	N/A



Attachment 2: Request for Reimbursement Forms (Series I, II, III, IV)

**REQUEST FOR REIMBURSEMENT:
Virginia Public School Authority - School Educational Technology Notes Series I (Spring 2001)**

Request #: Date: Phone #:
 Div. #: School Division:

A. This request is to reimburse the local school board for payment of the following permissible uses of grant funds. *Please note: School divisions are expected to use this funding to meet the following goals at the high school level first.* After all high schools in the division are certified by the Department of Education as having the capacity to participate in the Standards of Learning Technology Initiative, the remaining funds may be used to develop similar capacity in first the middle schools and then the elementary schools. Expenditures submitted on this form for elementary or middle schools will not be reimbursed until all high schools within the school division have been certified. (See Attachment A for further assistance)

	High School Expenditures* State Funds Only	Middle School Expenditures* State Funds Only	Elementary Expenditures* State Funds Only
1. Expenditures related to reaching the goal of a 5-to-1 student to computer ratio in each high school.	<input type="text"/>	<input type="text"/>	<input type="text"/>
2. Internet-ready local area network (LAN) capability.	<input type="text"/>	<input type="text"/>	<input type="text"/>
3. High speed Internet access scaleable to meet anticipated needs of the Standard of Learning Technology Initiative.	<input type="text"/>	<input type="text"/>	<input type="text"/>
4. Instructional Software (not to exceed established guidelines of 1/13th of hardware expenditures in Item 1.)	<input type="text"/>	<input type="text"/>	<input type="text"/>
Subtotals:	\$ <input type="text"/> -	\$ <input type="text"/> -	\$ <input type="text"/> -
	(To be reimbursed after all high schools are certified)		
Total Reimbursement Request:	\$ <input type="text"/> -		

***It is not necessary to submit copies of supporting documentation to the Department of Education but copies of all supporting documents (invoices, work orders, statements) for which reimbursement or payment is to be made shall be maintained by the school division for at least five years in the event an audit is required.**

REQUEST FOR REIMBURSEMENT
School Educational Technology Notes Series I (Spring 2001)

B. The program requires each local school board to contribute from local funds an amount equal to 20% of its total state grant (25% of this must be used for teacher training). There is no requirement that these local matching funds be spent prior to receipt of state grant proceeds.

Has the school board budgeted the 20% local match requirement? YES NO

If YES, list amount:

Has the school board budgeted 25% of the 20% local match for teacher training? YES NO

Have the local matching funds been spent? YES NO

* **Note:** Local match for this issue must be spent no later than June 30, 2003.

C. Reimbursement Method:

Please make payment by (check one): Check Wire Transfer

Check Payable to:

Wiring Instructions:

REQUEST FOR REIMBURSEMENT
School Educational Technology Notes Series I (Spring 2001)

D. Certification: I understand and hereby certify that:

1. The aforementioned disbursements were expended in accordance with the school division's Plan for the Use of Funds submitted to the Department of Education.
2. The aforementioned disbursements for which reimbursement is requested have been paid in full as of the date of this requisition;
3. When applicable, the school board or local governing body has adopted a reimbursement resolution, and I hereby certify that none of the disbursements for which this reimbursement is requested were paid more than 60 days prior to the date the reimbursement resolution was adopted;
4. Other than previously paid capital expenditures being reimbursed in accordance with an adopted reimbursement resolution, the aforementioned disbursements are all current capital expenditures (i.e., costs were incurred on or after the May 30, 2001, note issuance date);
5. The aforementioned disbursements have not been the subject of a previous withdrawal from the Educational Grant Technology Fund. In addition, no required local match funds for Lottery, School Construction, or other qualifying accounts have been counted as the local match for this technology program;
6. To the best of my knowledge, none of the aforementioned disbursements are non-qualifying reimbursements including, but not limited to, lease-purchase payments, training, management/consulting fees, shipping and handling charges, or monies held for retainage.

Date:

By: _____
 Authorized School Board Representative Signature

Title:

* **Please Note:** In order for the Department of Education to process your request for reimbursement, you must mail a signed hardcopy of this form **and** e-mail an electronic copy to Richard Schley at the following addresses:

Richard Schley
Instructional Media and Training
James Monroe Building, 18th Floor
101 North 14th Street
Richmond, VA 23219
Fax # (804) 371-2455
E-mail: Edtech1@mail.vak12ed.edu

Approved by the Virginia Department of Education	
By: _____	
Title: _____	
Date: _____	SNAP Account Number: _____

VIRGINIA PUBLIC SCHOOL AUTHORITY School Educational Technology Notes Series I (Spring 2001) Request for Reimbursement Guidelines

Request for reimbursement may be in any one or all of the following categories (see page 1 of Reimbursement Form):

A1. Classroom Multimedia Network Computers - requests in this category include only the cost of the new computer system itself (e.g., monitor, CPU, keyboard, mouse, operating system software).

A2. Internet-Ready Local Area Network (LAN) Capability – requests in this category include costs related to networking, retrofitting, upgrading of school buildings, and operating software related to Internet-ready local area network capability (e.g., wiring, servers, power upgrade, etc.).

A3. Network Virginia or Web-Equivalent Access to the Internet – requests in this category include costs related to networking, retrofitting, upgrading of school buildings, and operating software related to accessing the Internet via Network Virginia or other web-equivalent access (e.g., wiring, servers, power upgrade, etc.).

A4. Instructional Software - requests in this category shall not exceed 1/13th of the amount spent on Classroom Multimedia Network Computers (see A1). Software purchased must have a useful life of at least one year and be included in the division's approved technology plan.

Items not eligible for reimbursement: Training, leasing, management/consultant fees, salaries, supplies, telephone fees, on-line charges or any recurring charges, maintenance, shipping and handling charges, monies held for retainage, furniture, and software that exceeds the limit indicated in Section A4 above.

Required Local Match: There is a required 20 percent local match of the total state grant amount of which at least 25 percent (5 percent of the total state grant) must be spent to train staff to use the equipment purchased with grant funds. Expenses included in the local match may be expenses that are not eligible in the four categories above (A1-A4) as long as they are consistent with the intent of the grant. However, **salaries and benefits** of school division employees assisting with a technology project are, in most instances, **not permissible**. If you feel you have a situation where the work performed by a school division employee(s) should count toward the required local match, please contact budget staff at (804) 225-2025 for approval.

If there are any questions concerning eligible purchases under this grant, please contact Richard Schley, instructional technology program specialist, at (rschley@pen.k12.va.us) or (804) 371-6882. If you have any questions regarding the reimbursement request form, please contact the Department of Education's budget staff at (804) 225-2025.

**REQUEST FOR REIMBURSEMENT:
Virginia Public School Authority - School Educational Technology Notes Series II (Spring 2002)**

Request #: Date: Phone #:

Div. #: School Division:

Contact Name:

A. This request is to reimburse the local school board for payment of the stated permissible uses of grant funds. Please note: School divisions are expected to use this funding to meet the stated goals at the high school level first. After all high schools in the division are Stage 2 certified by the Department of Education as having the capacity to participate in the Standards of Learning Technology Initiative, the remaining funds may be used to develop similar capacity in the middle schools. Middle school expenditures submitted on this form will not be reimbursed until all high schools within the school division have been Stage 2 certified. After all middle schools in the division are Stage 2 certified by the Department of Education as having the capacity to participate in the Standards of Learning Technology Initiative, the remaining funds may be used to develop similar capacity in the elementary schools. Elementary school expenditures submitted on this form will not be reimbursed until all middle schools within the school division have been Stage 2 certified. (See Attachment A for permissible expenditures)

	High School Expenditures* State Funds Only	Middle School Expenditures* State Funds Only	Elementary Expenditures* State Funds Only
1. Expenditures related to reaching the goal of a 5-to-1 student to computer ratio in each high school.	<input type="text"/>	<input type="text"/>	<input type="text"/>
2. Internet-ready local area network (LAN) capability.	<input type="text"/>	<input type="text"/>	<input type="text"/>
3. High speed Internet access scaleable to meet anticipated needs of the Standard of Learning Technology Initiative.	<input type="text"/>	<input type="text"/>	<input type="text"/>
4. Instructional Software (not to exceed established guidelines of 1/13th of hardware expenditures in Items 1-3.)	<input type="text"/>	<input type="text"/>	<input type="text"/>
Subtotals:	\$ <input type="text"/> -	\$ <input type="text"/> - <small>(To be reimbursed after all high schools are stage 2 certified)</small>	\$ <input type="text"/> - <small>(To be reimbursed after all middle schools are stage 2 certified)</small>
Total Reimbursement Request:		\$ <input type="text"/> -	

***It is not necessary to submit copies of supporting documentation to the Department of Education, but copies of all supporting documents (invoices, work orders, statements) for which reimbursement or payment is to be made shall be maintained by the school division for at least five years in the event an audit is required.**

REQUEST FOR REIMBURSEMENT
School Educational Technology Notes Series II (Spring 2002)

Div. #: School Division: Contact Name:

B. The program requires each local school board to contribute from local funds an amount equal to 20% of its total state grant (25% of this must be used for teacher training). There is no requirement that these local matching funds be spent prior to receipt of state grant proceeds.

Has the school board budgeted the 20% local match requirement? YES NO

If YES, list amount:

Has the school board budgeted 25% of the 20% local match for teacher training? YES NO

Have the local matching funds been spent? YES NO

* **Note:** Local match for this issue must be spent no later than June 30, 2004.

C. Reimbursement Method:

Please make payment by (check one): Check Wire Transfer

Check Payable to:	
Name:	<input type="text"/>
Address:	<input type="text"/>
	<input type="text"/>
	<input type="text"/>

Wiring Instructions:	
Routing#:	<input type="text"/>
Account #	<input type="text"/>
	<input type="text"/>
	<input type="text"/>

REQUEST FOR REIMBURSEMENT
School Educational Technology Notes Series II (Spring 2002)

Div. #: School Division: Contact Name:

D. Certification: I understand and hereby certify that: (Please initial each certification statement)

1. The aforementioned disbursements were expended in accordance with the stated goals of the Virginia Web-based Standards of Learning Technology Initiative. _____
2. The aforementioned disbursements for which reimbursement is requested have been paid in full as of the date of this request;_____
3. When applicable, the school board or local governing body has adopted a reimbursement resolution, and I hereby certify that none of the disbursements for which this reimbursement is requested were paid more than 60 days prior to the date the reimbursement resolution was adopted; _____
4. Other than previously paid capital expenditures being reimbursed in accordance with an adopted reimbursement resolution, the aforementioned disbursements are all current capital expenditures (i.e., costs were incurred on or after the May 29, 2002, note issuance date); _____
5. The aforementioned disbursements have not been the subject of a previous withdrawal from the Educational Grant Technology Fund. In addition, no required local match funds for Lottery, School Construction, or other qualifying accounts have been counted as the local match for this technology program; _____
6. To the best of my knowledge, none of the aforementioned disbursements are non-qualifying reimbursements including, but not limited to, lease-purchase payments, training, management/consulting fees, shipping and handling charges, or monies held for retainage._____

Date:

By: _____

Authorized School Board Representative Signature

Title:

* **Please Note:** In order for the Department of Education to process your request for reimbursement, you must mail a signed hardcopy of this form **and** e-mail an electronic copy to Richard Schley at the following addresses:

Richard Schley
Instructional Media and Training
James Monroe Building, 18th Floor
101 North 14th Street
Richmond, VA 23219
Fax # (804) 371-2455
E-mail: ISSUE2@mail.vak12ed.edu

Approved by the Virginia Department of Education	
By: _____	
Title: _____	
Date: _____	SNAP Account Number: _____

VIRGINIA PUBLIC SCHOOL AUTHORITY School Educational Technology Notes Series II (Spring 2002) Request for Reimbursement Guidelines
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Request for reimbursement may be in any one or all of the following categories (see page 1 of Reimbursement Form):

A1. Classroom Multimedia Network Computers - requests in this category include only the cost of the new computer system itself (e.g., monitor, CPU, keyboard, mouse, operating system software).

A2. Internet-Ready Local Area Network (LAN) Capability - requests in this category include costs related to networking, retrofitting, upgrading of school buildings, and operating software related to Internet-ready local area network capability (e.g., wiring, servers, power upgrade, etc.). Internet content filtering devices are included; however, expenditures for Internet content filtering software shall not exceed 1/13th of the amount spent on hardware in categories 1 - 3.

A3. High Speed Access to the Internet – requests in this category include costs related to networking, retrofitting, upgrading of school buildings, and operating software related to providing high speed access to the Internet (e.g., wiring, servers, power upgrade, etc.).

A4. Instructional Software - requests in this category shall not exceed 1/13th of the amount spent on hardware in categories 1-3. Software purchased must have a useful life of at least one year and be included in the division's approved technology plan (Software such as student information systems, network operating systems, and desktop operating system upgrades are not included.)

Items not eligible for reimbursement: Training, leasing, management/consultant fees, salaries, supplies, telephone fees, subscription fees, online charges or any recurring charges, maintenance, shipping and handling charges, monies held for retainage, furniture, and any software that exceeds the limit indicated in Section A4 above

Required Local Match: There is a required 20 percent local match of the total state grant amount of which at least 25 percent (5 percent of the total state grant) must be spent to train staff to use the equipment purchased with grant funds. Expenses included in the local match may be expenses that are not eligible in the four categories above (A1-A4) as long as they are consistent with the intent of the grant. However, salaries and benefits of school division employees assisting with a technology project are, in most instances, not permissible. If you feel you have a situation where the work performed by a school division employee(s) should count toward the required local match, please contact budget staff at (804) 225-2025 for approval.

If you have any questions concerning eligible purchases under this grant, please contact Richard Schley, instructional technology program specialist, at (rschley@pen.k12.va.us) or (804) 371-6882. If you have other questions regarding reimbursement requests, please contact the Sarah Susbury, manager of technology services, at (ssusbury@mail.vak12ed.edu) or (804) 786-5823.

**REQUEST FOR REIMBURSEMENT:
Virginia Public School Authority - School Educational Technology Notes Series III (Spring 2003)**

Request #: Date: Phone #:

Div. #: School Division:

Contact Name:

A. This request is to reimburse the local school board for payment of the stated permissible uses of grant funds. Please note: School divisions are expected to use this funding to meet the stated goals at the high school level first. After all high schools in the division are Stage 2 certified by the Department of Education as having the capacity to participate in the Standards of Learning Technology Initiative, the remaining funds may be used to develop similar capacity in the middle schools. Middle school expenditures submitted on this form will not be reimbursed until all high schools within the school division have been Stage 2 certified. After all middle schools in the division are Stage 2 certified by the Department of Education as having the capacity to participate in the Standards of Learning Technology Initiative, the remaining funds may be used to develop similar capacity in the elementary schools. Elementary school expenditures submitted on this form will not be reimbursed until all middle schools within the school division have been Stage 2 certified. (See Attachment A for permissible expenditures)

	High School Expenditures* State Funds Only	Middle School Expenditures* State Funds Only	Elementary Expenditures* State Funds Only
1. Expenditures related to reaching the goal of a 5-to-1 student to computer ratio in each high school.	<input type="text"/>	<input type="text"/>	<input type="text"/>
2. Internet-ready local area network (LAN) capability.	<input type="text"/>	<input type="text"/>	<input type="text"/>
3. High speed Internet access scaleable to meet anticipated needs of the Standard of Learning Technology Initiative.	<input type="text"/>	<input type="text"/>	<input type="text"/>
4. Instructional Software (not to exceed established guidelines of 1/13th of hardware expenditures in Items 1-3.)	<input type="text"/>	<input type="text"/>	<input type="text"/>
Subtotals:	\$ <input type="text"/> -	\$ <input type="text"/> - <small>(To be reimbursed after all high schools are stage 2 certified)</small>	\$ <input type="text"/> - <small>(To be reimbursed after all middle schools are stage 2 certified)</small>
Total Reimbursement Request:		\$ <input type="text"/> -	

***It is not necessary to submit copies of supporting documentation to the Department of Education, but copies of all supporting documents (invoices, work orders, statements) for which reimbursement or payment is to be made shall be maintained by the school division for at least five years in the event an audit is required.**

REQUEST FOR REIMBURSEMENT
School Educational Technology Notes Series III(Spring 2003)

Div. #: School Division: Contact Name:

B. The program requires each local school board to contribute from local funds an amount equal to 20% of its total state grant (25% of this must be used for teacher training). There is no requirement that these local matching funds be spent prior to receipt of state grant proceeds.

Has the school board budgeted the 20% local match requirement? YES NO

If YES, list amount:

Has the school board budgeted 25% of the 20% local match for teacher training? YES NO

Have the local matching funds been spent? YES NO

* **Note:** Local match for this issue must be spent no later than June 30, 2004.

C. Reimbursement:

Please make payment by (check one): Check Wire Transfer

Div. #: School Division:

Total Reimbursement Request: \$

Check Payable to:	
Name:	<input type="text"/>
Address:	<input type="text"/>
	<input type="text"/>
	<input type="text"/>

Wiring Instructions:	
Routing#:	<input type="text"/>
Account #	<input type="text"/>
	<input type="text"/>
	<input type="text"/>

REQUEST FOR REIMBURSEMENT
School Educational Technology Notes Series III (Spring 2003)

Div. #: School Division: Contact Name:

D. Certification: I understand and hereby certify that: (Please initial each certification statement)

1. The aforementioned disbursements were expended in accordance with the stated goals of the Virginia Web-based Standards of Learning Technology Initiative. _____
2. The aforementioned disbursements for which reimbursement is requested have been paid in full as of the date of this request;_____
3. When applicable, the school board or local governing body has adopted a reimbursement resolution, and I hereby certify that none of the disbursements for which this reimbursement is requested were paid more than 60 days prior to the date the reimbursement resolution was adopted; _____
4. Other than previously paid capital expenditures being reimbursed in accordance with an adopted reimbursement resolution, the aforementioned disbursements are all current capital expenditures (i.e., costs were incurred on or after the May 28, 2003, note issuance date); _____
5. The aforementioned disbursements have not been the subject of a previous withdrawal from the Educational Grant Technology Fund. In addition, no required local match funds for Lottery, School Construction, or other qualifying accounts have been counted as the local match for this technology program; _____
6. To the best of my knowledge, none of the aforementioned disbursements are non-qualifying reimbursements including, but not limited to, lease-purchase payments, training, management/consulting fees, shipping and handling charges, or monies held for retainage._____

Date:

By: _____

Title:

* **Please Note:** In order for the Department of Education to process your request for reimbursement, you must mail a signed hardcopy of this form **and** e-mail an electronic copy to Richard Schley at the following addresses:

Richard Schley
Instructional Media and Training
James Monroe Building, 18th Floor
101 North 14th Street
Richmond, VA 23219
Fax # (804) 371-2455
E-mail: VPSA3@mail.vak12ed.edu

Approved by the Virginia Department of Education	
By: _____	
Title: _____	
Date: _____	SNAP Account Number: _____

VIRGINIA PUBLIC SCHOOL AUTHORITY
 School Educational Technology Notes Series III (Spring 2003)
 Request for Reimbursement Guidelines

Request for reimbursement may be in any one or all of the following categories (see page 1 of Reimbursement Form):

A1. Classroom Multimedia Network Computers - requests in this category include only the cost of the new computer system itself (e.g., monitor, CPU, keyboard, mouse, operating system software).

A2. Internet-Ready Local Area Network (LAN) Capability - requests in this category include costs related to networking, retrofitting, upgrading of school buildings, and operating software related to Internet-ready local area network capability (e.g., wiring, servers, power upgrade, etc.). Internet content filtering devices are included; however, expenditures for Internet content filtering software shall not exceed 1/13th of the amount spent on hardware in categories 1 - 3.

A3. High Speed Access to the Internet – requests in this category include costs related to networking, retrofitting, upgrading of school buildings, and operating software related to providing high speed access to the Internet (e.g., wiring, servers, power upgrade, etc.).

A4. Instructional Software - requests in this category shall not exceed 1/13th of the amount spent on hardware in categories 1-3. Software purchased must have a useful life of at least one year and be included in the division's approved technology plan (Software such as student information systems, network operating systems, and desktop operating system upgrades are not included.)

Items not eligible for reimbursement: Training, leasing, management/consultant fees, salaries, supplies, telephone fees, subscription fees, online charges or any recurring charges, maintenance, shipping and handling charges, monies held for retainage, furniture, and any software that exceeds the limit indicated in Section A4 above

Required Local Match: There is a required 20 percent local match of the total state grant amount of which at least 25 percent (5 percent of the total state grant) must be spent to train staff to use the equipment purchased with grant funds. Expenses included in the local match may be expenses that are not eligible in the four categories above (A1-A4) as long as they are consistent with the intent of the grant. However, salaries and benefits of school division employees assisting with a technology project are, in most instances, not permissible. If you feel you have a situation where the work performed by a school division employee(s) should count toward the required local match, please contact budget staff at (804) 225-2025 for approval.

If you have any questions concerning eligible purchases under this grant, please contact Richard Schley, instructional technology program specialist, at (rschley@pen.k12.va.us) or (804) 371-6882. If you have other questions regarding reimbursement requests, please contact the Sarah Susbury, manager of technology services, at (ssusbury@mail.vak12ed.edu) or (804) 786-5823.

REQUEST FOR REIMBURSEMENT
School Educational Technology Notes Series IV(Spring 2004)

Div. #: School Division:

Contact Name: Telephone:

B. The program requires each local school board to contribute from local funds an amount equal to 20% of its total state grant (25% of this must be used for teacher training). There is no requirement that these local matching funds be spent prior to receipt of state grant proceeds.

Has the school board budgeted the 20% local match requirement? YES NO
If YES, list amount:
Has the school board budgeted 25% of the 20% local match for teacher training? YES NO
Have the local matching funds been spent? YES NO

*** Note: Local match for this issue must be spent no later than June 30, 2005.**

C. Certification: I understand and hereby certify that: (Please initial each certification statement)

- 1. The aforementioned disbursements were expended in accordance with the stated goals of the Virginia Web-based Standards of Learning Technology Initiative. _____
- 2. The aforementioned disbursements for which reimbursement is requested have been paid in full as of the date of this request; _____
- 3. When applicable, the school board or local governing body has adopted a reimbursement resolution, and I hereby certify that none of the disbursements for which this reimbursement is requested were paid more than 60 days prior to the date the reimbursement resolution was adopted; _____
- 4. Other than previously paid capital expenditures being reimbursed in accordance with an adopted reimbursement resolution, the aforementioned disbursements are all current capital expenditures (i.e., costs were incurred on or after the May 26, 2004, note issuance date); _____
- 5. The aforementioned disbursements have not been the subject of a previous withdrawal from the Educational Grant Technology Fund. In addition, no required local match funds for Lottery, School Construction, or other qualifying accounts have been counted as the local match for this technology program; _____
- 6. To the best of my knowledge, none of the aforementioned disbursements are non-qualifying reimbursements including, but not limited to, lease-purchase payments, training, management/consulting fees, shipping and handling charges, or monies held for retainage. _____

Date:

By: _____

Title:

*** Please Note:** In order for the Department of Education to process your request for reimbursement, you must mail a signed hardcopy of this form and e-mail an electronic copy to Richard Schley at the following addresses:

Richard Schley
Office of Educational Technology
James Monroe Building, 18th Floor
101 North 14th Street
P.O. Box 2120
Richmond, VA 23219-2120
E-mail: ISSUE4@mail.vak12ed.edu

Approved by the Virginia Department of Education	
By: _____	
Title: <u>Educational Technology Specialist</u>	
Date: _____	SNAP Account Number: <u>125-20</u>

C. Reimbursement: Total Amount of this Reimbursement:

Please make payment by (check one): Check Wire Transfer

	Check Payable to:
Name:	_____
Address:	_____

	Wiring Instructions:
Bank :	_____
Routing#:	_____
Account #	_____



Attachment 3: Superintendent's Memo # ADM16 (May 21, 2004)

COMMONWEALTH OF VIRGINIA
DEPARTMENT OF EDUCATION
P.O. BOX 2120
RICHMOND, VIRGINIA 23218-2120

SUPTS. MEMO NO. 16
May 21, 2004

ADMINISTRATIVE

TO: Division Superintendents

FROM: Jo Lynne DeMary
Superintendent of Public Instruction

SUBJECT: Virginia Public School Authority Educational
Technology Notes Series IV, Spring 2004

The Virginia Public School Authority (VPSA) is conducting the fourth sale of equipment notes, Series IV, in the educational technology grant program providing funding to school divisions to develop and implement the Standards of Learning (SOL) Web-based Technology Initiative. Funding for this program is targeted to achieve the following four goals:

1. Provide student access to computers at a ratio of one computer for every five students;
2. Create Internet-ready local area network capability in every school;
3. Assure adequate high-speed, high-bandwidth capability for instructional, remedial, and testing needs, and;
4. Establish a statewide Standards of Learning test delivery system.

The VPSA is planning to sell the spring 2004 Educational Technology Notes, Series IV, on June 17, 2004, and to close on the notes deal on June 24, 2004. Proceeds of the Series IV notes will be made available for reimbursement of qualifying expenditures to localities following the scheduled closing on June 24, 2004.

Attachment A to this memorandum lists the local grant allocations for the Series IV, VPSA note issue. Grants to school divisions for the Series IV notes are based on \$26,000 per school and \$50,000 per school division. Eligible schools

include those reporting fall membership as of September 30, 2003, as well as division and regional vocational, special education, and alternative education centers, regular school year Governor's schools, and the two Virginia Schools for the Deaf and the Blind in the cities of Staunton and Hampton. Localities are required to match funds equal to 20 percent of the total grant amounts provided to the school division. At least 25 percent of the local match shall be used for teacher training in the use of this technology. Regional centers and the two schools for the deaf and blind are not required to provide a 20 percent match to their grant amount.

Please note that reimbursements for the Series IV issue for regional vocational, regional special education, Governor's schools, and regional alternative education centers will be made directly to the regional centers. School divisions will not be required to deposit the regional centers' share of the note proceeds in their account and then pass those proceeds to the regional center. Please make sure the correct regional center bank account number is included on page 2 of the Series IV request for reimbursement form.

Consistent with previous VPSA notes, payments to school divisions and regional centers will be on a reimbursement basis only. Localities and regional centers must first complete payments for the qualifying equipment purchased and then file a Series IV reimbursement request with the Department of Education. School divisions and regional centers that adopted a reimbursement resolution and made expenditures prior to the issuance of the Series IV notes are required to certify that all reimbursements are qualifying reimbursements. Please note that school divisions and regional centers may not be reimbursed for qualifying expenditures incurred more than 60 days prior to the adoption of a reimbursement resolution.

The Series IV reimbursement request form is a downloadable Excel template. This file is available on the Department of Education's Web site at:

<http://www.pen.k12.va.us/VDOE/Technology/soltech/docs/ReimburseSpr04Series4.xls>

The Series IV reimbursement form includes certification provisions that incorporate federal and state requirements regarding capital expenditures that qualify for reimbursement. School divisions are primarily responsible for determining whether requests for reimbursement are permissible under federal and state

requirements. Public school officials should carefully read and initial the certification provisions to ensure that none of their reimbursement requests violate any of the stated provisions.

Because the reimbursement request form incorporates the certification provisions, localities are not required to submit copies of supporting documentation to the Department of Education; however, copies of all supporting documents (invoices, work orders, statements, etc.) for which reimbursement is to be made must be retained by the school division for at least five years in the event an audit is required. All reimbursement requests for the VPSA Series IV notes issue must be made using the above-referenced Series IV form. The Department of Education will review the reimbursement request and, when approved, file the request on behalf of the school division with the Virginia State Non-Arbitrage Program, which serves as the investment and account manager for the note proceeds. Please note that no reimbursement requests for the Series IV notes will be approved until the division's Educational Technology Notes, Series III (spring 2003) note proceeds are spent.

Due to the limited number of business days between the notes issuance date and the end of fiscal year 2004, reimbursements that need to be received by localities prior to July 1, 2004, must be received by the Department electronically and the original signature page sent to the department, as indicated below, by June 18, 2004, to insure ample time to process the requests. Please note that no requests for reimbursements may be processed until the note proceeds have officially been issued on June 24, 2004.

Proceeds from the Series III and Series IV issues may not be used for middle schools until all high schools in your division have achieved Stage 2 High School Readiness Certification. See Administrative Supts. Memo No. 27, dated May 17, 2002 for additional information on High School Readiness Certification procedures. Also, the proceeds of the Series IV notes may not be used for elementary schools until all middle schools in your division have achieved Stage 2 Middle School Readiness Certification. Procedures for achieving all levels of school readiness certification are explained in the following document: http://www.pen.k12.va.us/VDOE/Technology/soltech/docs/School_Readiness_Doc.pdf

The School Readiness Certification workbook is a downloadable Excel template. This file is available on the Department of Education's Web site at:

http://www.pen.k12.va.us/VDOE/Technology/soltech/docs/School_Readiness_Cert.xls

If reimbursement requests for middle or elementary school expenditures are submitted prior to achieving the appropriate certifications, those expenditures cannot be reimbursed until after the appropriate certifications have been completed.

Please submit all Series IV requests for reimbursement using the Series IV reimbursement request form referenced above. E-mail your completed request to Richard Schley at ISSUE4@mail.vak12ed.edu. In addition, please mail a signed copy of the reimbursement form to the following address:

Richard Schley
Office of Instructional Technology
Virginia Department of Education
James Monroe Building 18th Floor
101 North 14th Street
P.O. Box 2120
Richmond, VA 23218 - 2120

No requests for reimbursement will be processed until the Department of Education has received both the electronic Series IV form and your signed hardcopy Series IV form with each certification initialed.

Educational Technology Notes, Series III (Spring 2003):

As initially announced in [Administrative Supts. Memo No. 12](#), dated March 14, 2003, the Series III notes were sold by the VPSA in May 2003. Proceeds of the Series III notes were available for reimbursement of qualifying expenditures to school divisions on and after the closing date of May 28, 2003. For grant allocations of Series III VPSA notes, see [Attachment A](#) to [Administrative Supts. Memo No. 12](#), dated March 14, 2003 (also included with Attachment B to this memorandum). These proceeds continue to be available to localities for reimbursement of qualifying expenditures for 18 months from the Series III closing date, or November 30, 2004. All reimbursement forms for the Series III issue must be submitted to the department no later than September 30, 2004. As noted above, no reimbursement requests for the Series IV notes will be approved until the division's Educational Technology Notes, Series III note proceeds are spent. Attachment B to this memorandum provides a status of the Series III allocation balance.

For divisions that have not completed reimbursement of expenditures from the Series III VPSA notes, the procedures outlined in [Administrative Supts. Memo No. 12](#), dated March 14,

2003, should be followed, and the Series III reimbursement request form should be used. The Series III reimbursement request form is a downloadable Excel template available on the Department of Education's Web site located at:

<http://www.pen.k12.va.us/VDOE/Technology/soltech/docs/ReimburseSpr03Series3.xls>

Educational Technology Notes, Series V, (Spring 2005):

The General Assembly's adopted 2004-2006 biennial budget as of May 7, 2004, provided funding to continue the educational technology notes program in 2004-2006 with debt service paid through the Literary Fund. Virginia Public School Authority (VPSA) equipment notes totaling approximately \$59 million are expected to be issued in the spring of 2005 and 2006. Continuation of this initiative is intended to increase school divisions' capability for web-based instruction, remediation, and testing of the Standards of Learning.

Grant amounts are maintained at \$26,000 per school (for schools reporting fall membership and for various division and regional programs) and \$50,000 per school division. The 2004 General Assembly session also added language to the adopted budget that now excludes facilities that serve only pre-kindergarten students. A required local match is maintained at 20 percent of the state grant amount, and 25 percent of the required local match must be used for teacher training. The goals of the program continue to focus on lowering student-to-computer ratios and increasing high speed Internet access in high schools and to establish computer-based instructional, remedial, and testing systems for the Standards of Learning.

The proposed budget also updates the number of schools eligible for funding under the VPSA technology grants. Funding to school divisions for the VPSA technology grant program has been increased by \$468,000 in fiscal year 2005 and by \$780,000 in fiscal year 2006 based on an increase in the number of reported schools.

School divisions that have spent all of their Series III and Series IV note proceeds and that have adopted a reimbursement resolution for the Series V (spring 2005) notes issue may make purchases in support of the Web-based SOL Technology Initiative; however, please be aware that the note proceeds will not be available for reimbursement until after the Series V notes are approved by the 2004 General Assembly and after the closing of the notes sale, which will likely be in late spring 2005.

Please be aware that, prior to incurring any costs, the local school board must state its intention to use the proceeds of the

equipment notes to reimburse that payment. This must be done through a reimbursement resolution adopted by the local school board. A sample resolution is provided as Attachment C to this memorandum. Please note that localities may not reimburse themselves for project-related expenditures incurred more than 60 days prior to the adoption of the resolution.

If you have questions relating to the financing or determination of qualifying reimbursements, please call the budget staff at (804) 225-2025. If you have questions relating to qualifying equipment that may be purchased from the VPSA note proceeds (i.e., hardware, software) or revised reimbursement form, please call Richard Schley in the Office of Instructional Technology at (804) 371-6882.

JLD/rls

Attachments

<http://www.pen.k12.va.us/VDOE/suptsmemos/2004/adm016a.pdf>

<http://www.pen.k12.va.us/VDOE/suptsmemos/2004/adm016b.pdf>

<http://www.pen.k12.va.us/VDOE/suptsmemos/2004/adm016c.pdf>



The Virginia legislation founding the Web-based SOL Technology Initiative stated that all public schools in Virginia must become technologically capable of utilizing Web-based systems for instruction, remediation, and assessment. As the state agency responsible for implementing this legislation, the DOE developed a process by which school divisions could certify their schools as having met the minimum technological requirements.

Initially called High School Readiness Certification, the process implemented by the DOE consisted of three levels of certification that school divisions completed. Stage 1 High School Readiness Certification consisted of a checklist that school divisions used to self-certify that their high schools met the required specifications in the areas of (a) awareness and planning, (b) infrastructure, (c) computers and printers, and (d) wide area networks, local area networks, and network equipment and servers. Stage 2 High School Readiness Certification required school divisions to estimate the maximum volume of online SOL tests they would need to administer. The school division then verified the technical capability of their infrastructure to support that volume of concurrent online tests. To achieve the needed level of technical capability, school divisions utilized the financial resources previously presented in Chapter 1 of this report.

Finally, Stage 3 High School Readiness Certification consisted of a checklist with technology and assessment tasks to be completed prior to all online SOL test administrations. The Stage 3 High School Readiness Certification is more commonly known to school divisions as the 96-Hour Checklist. The DOE strongly encourages school divisions to reference the checklist as a final readiness check at 96 hours (4 days) prior to starting each online SOL test administration. As a result, Stage 3 is the only level of certification not required to be submitted with signatures to the DOE.

All Virginia school divisions have responded by completing one or more levels of High School Readiness Certification. One hundred percent of the 132 school divisions have achieved High School Stage 1 Readiness Certification. As of August 6, 2004, 130 of 132 school divisions (98 percent) have achieved Stage 2 High School Readiness Certification. Only Charlottesville City and Petersburg City have not completed Stage 2 High School Readiness Certification. This is an increase from the 111 school divisions (84 percent) in August 2003 that had attained Stage 2 High School Readiness Certification.

As required by the legislation, school divisions first were to certify their high schools, followed by their middle schools, followed again by their elementary schools. With the majority of school divisions having completed their High School Readiness Certification, the focus of the certification process during the last year shifted to the middle and elementary schools. The DOE revised the High School Readiness Certification process to account for the need to certify middle and elementary schools.

The revised certification process is currently in use by school divisions and is named the School Readiness Certification⁴ process. This revised process allows school divisions the opportunity to complete the certification of their high schools, their middle schools, their elementary schools, or an appropriate combination of elementary, middle, and high schools simultaneously. The one restriction is that divisions must follow the priority order of high schools certified before middle schools and middle schools certified before or at the same time as elementary schools.

⁴ Attachment 4: School Readiness Certification

The School Readiness Certification included most elements of the previously required High School Readiness Certification process; however, the new certification process did include a few significant changes. First, the Stage 1 Readiness Checklist was upgraded to include a higher minimum specification for newly purchased technology equipment. Changes in the minimum required processor speed and workstation memory are two examples of specifications that were increased to reflect a higher, more current level of specification for all new technology purchases.

Another change was the process by which school divisions would verify the technical capacity of their technology infrastructure as required in Stage 2 certification. In previous years to complete Stage 2 certification, school divisions utilized the Load Test™ software application developed by Pearson Educational Measurement to test the capacity of their infrastructure. This application was used to simulate a network load equal to that produced by certain volumes of online testing at their high schools. While this was an effective tool for use in completing Stage 2 certification with a small number of schools, it proved to be unmanageable for testing infrastructure capacity when needing to simulate online testing at multiple school locations simultaneously in a division.

To address this problem in the new School Readiness Certification, the DOE partnered with Pearson Educational Measurement to provide the Stage 2 Bandwidth Estimator Worksheet as a replacement for the Load Test software. The worksheet requires data to be entered about the participating schools in the division such as available bandwidth, bandwidth utilization, and number of computers used simultaneously for testing. This data is combined with the requirements of the TestNav™ online test delivery software and calculations are made that indicate whether the technical resources exist for conducting the specified level of simultaneous online testing in that environment. Beyond the certification process, the Stage 2 Bandwidth Estimator Worksheet is used by divisions as a tool to predict how network changes may impact the performance of online SOL testing.

Finally, two procedural changes were implemented in the School Readiness Certification process. First, school divisions now complete their Stage 1 and Stage 2 levels of certification within the same document. This was implemented to streamline the certification process and reduce the amount of required paperwork. Secondly, school divisions now have the flexibility of to certify multiple levels of schools simultaneously. For example, a division with High School Readiness Certification completed now has the option to certify its middle schools and elementary schools simultaneously with the School Readiness Certification process if those schools are prepared. The same division may opt instead to certify only its middle schools and wait until a later time to certify its elementary schools. This flexibility was incorporated into the certification process in an attempt to better meet the varying needs of school divisions.

Regardless of what levels of schools are being certified, the process still requires collaboration from various school division personnel. The division's director of testing, director of technology, and Web-based SOL Technology Initiative project manager all have roles in providing the information necessary to complete the School Readiness Certification process. The final documentation is approved and signed by the division superintendent before being submitted to the DOE.

Since the publication of the new School Readiness Certification process during the past year, 41 school divisions (31%) have achieved Middle School Readiness

Certification. Twelve of those school divisions (9%) have achieved Elementary School Readiness Certification. The timeframe for all middle schools to be certified is Spring 2006, and similarly, all elementary schools are to be certified by Spring 2009. Table 6 and Table 7 below list the divisions having completed the certifications of their middle schools and elementary schools as of August 9, 2004.

Table 6

School Divisions with Middle School Readiness Certification (41)		
Amherst	Lancaster	Prince George
Bland	Louisa	Radford
Brunswick	Manassas Park	Richmond County
Buckingham	Martinsville	Rockingham
Caroline	Mathews	Salem
Charlotte	Mecklenburg	Shenandoah
Essex	Middlesex	Southampton
Fauquier	Montgomery	Suffolk
Franklin County	New Kent	Surry
Frederick	Newport News	Tazewell
Fredericksburg	Poquoson	Westmoreland
Gloucester	Norfolk	Winchester
Harrisonburg	Powhatan	Wythe
King George	Prince Edward	

Table 7

School Divisions with Elementary School Readiness Certification (12)		
Bland	Harrisonburg	Prince Edward
Charlotte	Louisa	Richmond County
Frederick	Martinsville	Shenandoah
Fredericksburg	Poquoson	Suffolk



Attachment 4: School Readiness Certification

Introduction:

Since the start of Virginia's Web-based Standards of Learning Technology Initiative in July, 2000 and the introduction of the Architectural Guidelines for High School Readiness, all Virginia school divisions have responded by completing one or more levels of School Readiness Certification. To date, 100% of school divisions have achieved High School Stage 1 High School Readiness Certification and approximately 90% of school divisions have completed Stage 2 High School Readiness Certification. The efforts of school divisions are in line with the Virginia General Assembly's legislative mandate that all Virginia high schools be capable of conducting online Standards of Learning testing by spring 2004.

As the Web-based Standards of Learning Technology Initiative is expanded into Virginia's middle schools, the High School Readiness Certification process has changed to reflect the addition of middle schools and eventually, Virginia's elementary schools. This new process of certification is applicable to all levels of schools and is suitably named *School Readiness Certification*. With this revised certification process, Virginia school divisions have the opportunity to complete the certification of their high schools (if still needed), complete their middle school certification, or complete their middle *and* elementary school certification simultaneously. This revised process is intended to provide school divisions with added flexibility in certifying the readiness of all of their schools.

Purpose of this Document:

This document serves as a guide to the new *School Readiness Certification* process. Specific directions are provided on completing the process and the required documentation to be submitted to the Virginia Department of Education.

School Readiness Certification Overview:

While the revised School Readiness Certification process includes certain elements of the previously required High School Readiness Certification process, significant differences in the new version include the following:

- a) Combining Stage 1 and Stage 2 certifications into one document.
- b) Allowing any one of the three levels of *School Readiness Certification* to be achieved by a school division in a single document.
 - 1) High School Certification (All high schools* are included.)
 - 2) Middle School Certification (All high schools* and middle schools are included.)
 - 3) Elementary School Certification (All high schools*, middle schools, and elementary schools are included.)
- c) No longer relying on the eMeasurement Load Test software for evaluating a network's ability to sustain specific levels of concurrently administered online Standards of Learning (SOL) tests.
- d) Requiring school divisions to determine and consider levels of bandwidth utilization on their existing Internet connection and WAN connections.

The School Readiness Certification document is a Microsoft Excel workbook with six individual worksheets that must be

* High schools previously certified under the "Stage 1 High School Readiness Certification Checklist" are not required at this time to re-certify under the new School Readiness Checklist. It is, however, strongly recommended that technology in previously Stage 1 Certified High Schools be updated/replaced as needed to maintain adequate technical resources for online testing and instructional purposes. All high schools (regardless of when they previously may have been certified) must be included in the new Stage 2 Test Window Calculations and Stage 2 Bandwidth Estimator worksheets to achieve current School Readiness Certification at the high school, middle school, or elementary school level.

completed for submission. The six worksheets are labeled as follows and are shown in the graphic below as they appear as separate tabs in the Excel workbook.

- a) Certification Cover Page
- b) Verification Page
- c) Stage 1 Readiness Checklist
- d) Stage 2 Test Window Calculation
- e) Stage 2 Bandwidth Estimator
- f) Signature Page



The information needed to complete the School Readiness Certification includes both technical and assessment details, and therefore, requires a collaborative effort from various school division personnel, likely the division's Director of testing, Director of technology, and the identified SOL Technology Initiative Project Manager.

Three conventions are used throughout the certification workbook that should assist in completing the information.

- a) Cells requiring user-input are detailed in **RED** in the workbook and in this document.
- b) Only cells requiring user-input are active. Using the **TAB** key in the workbook will move the cursor from cell to cell that is available for user-input.
- c) Comments are available in the workbook for a number of cells. Cells with comments are identified by a small red mark in the upper right hand corner of the cell. Placing the cursor over any cell with the red mark will reveal the associated comment.

The types of information needed to complete the School Readiness Certification are detailed in the table that follows.

Information or Data Needed	Description	Location in the School Readiness Certification Document
Level of School Readiness Certification desired.	Schools are to be certified in complete groups of a) all high schools, b) all high schools and middle schools, or c) all high schools, middle schools, and elementary schools.	Certification Cover Page
Knowledge of the technology available within the group of schools being certified.	A checklist of information must be completed that addresses the minimum required technology for School Readiness Certification.	Stage 1 Readiness Checklist
School codes and school names for the group of schools being certified.	This information will need to be entered into the document for the group of schools being certified	Stage 2 Test Window Calculations Worksheet
Maximum number of computers to be used in each school to administer online testing.	The maximum number of computers in each school that are capable of AND will be used concurrently to administer online tests.	Stage 2 Test Window Calculations Worksheet Stage 2 Bandwidth Estimator

Information or Data Needed	Description	Location in the School Readiness Certification Document
Maximum number of tests to be administered online in each school.	This number represents a maximum TOTAL number of tests to be administered online at each school during the largest single test administration window (usually the spring administration). It is recommended that numbers from previous test administrations be used when possible to estimate this number. This data is used to calculate the proposed length of the online testing window.	Stage 2 Test Window Calculations Worksheet Stage 2 Bandwidth Estimator
Number of online test administrations to be scheduled per day.	This number represents the average number of times the computers will be used per day for an online test. Many divisions conduct 2 test administrations per day (morning and afternoon). Others have maximized their testing schedule to allow for 3 administrations per day. This data is used to calculate the proposed length of the online testing window.	Stage 2 Test Window Calculations Worksheet
Knowledge of the school division's network layout, leased bandwidth, and utilization of bandwidth.	A representation of the division's WAN and LAN connections will be needed that includes the amount of leased bandwidth provided to each school and the percent utilization of that bandwidth. This data will be used in the Bandwidth Estimator to calculate whether sufficient network resources are available for the proposed amount of division-wide, concurrent online testing to be completed.	Stage 2 Bandwidth Estimator
Signatures	The signatures of these individuals indicate agreement with the information represented in the School Readiness Certification document.	Signature Page

Certification Cover Page:

Information to be completed on this page includes the **school division number** (state assigned 3-digit code), **school division name**, and the **date of completion**. The level of School Readiness Certification is to be indicated by checking **one of three available boxes**.

Verification Page:

This page is used to indicate that the various steps of School Readiness Certification have been completed. These steps include Stage 1 School Readiness Checklist, Stage 2 Bandwidth Estimator Tool, and the collaboration and signed approval of specific individuals. **Three check boxes are available for completion.**

Stage 1 Readiness Checklist:

This checklist was previously a stand alone document that included the required elements of Stage 1 Readiness Certification and industry-standard best practices recommended by the Virginia Department of Education to be followed by all school divisions. This current checklist includes only the required elements for school divisions to achieve in order to be in compliance with the minimum requirements of the Web-based Standards of Learning Technology Initiative. School divisions **select Yes or No** for each of the 13 elements of the checklist. To be successfully certified, however, the school division must be able to answer **Yes** to all elements on the checklist. School Readiness Certification should not be submitted until all items

may be checked **Yes** for the group of schools included in the certification.

Additionally, a new version of the existing Architectural Guidelines for High School Readiness will be made available to divisions and will be titled, Architectural Guidelines for School Readiness. This revised document will reflect the minimum requirements as shown in the new Stage 1 Readiness Checklist, but it will also include updated information on industry-standard best practices for technology and recommended standards exceeding the required minimum standards.

Stage 2 Test Window Calculations:

This page of the School Readiness Certification functions as a tool for calculating the length of each school's testing window based on

- a) the **maximum number of computers** to be used at the same time in each school for administering online tests,
- b) the **total number of tests to be administered online** in each school during the largest test administration of the school year (usually the spring test window), and
- c) the **number of test administrations** scheduled per day in each school (usually 2 or 3 per day).

The **state assigned school code** and the **school name** for each of the schools in the group being certified must be entered into the light blue section of the worksheet and then followed by the three numbers described above. The worksheet is designed to automatically calculate the length of the test window for each school based on the numbers provided. Sample data is included to demonstrate how the worksheet functions (this data should be replaced with actual entries). The formula used to calculate the length of the test window is

$$\text{Days in the Test Window} = \frac{\text{Total number of tests to be administered online}}{(\text{Maximum number of computers available}) \times (\text{Number of test administrations per day})}$$

This worksheet may be used as a tool for determining different scenarios related to the number of computers, number of tests administered, and the number of days needed to complete the testing. Only the entry submitted to the Virginia Department of Education is recorded in the worksheet.

The final data that is entered into this worksheet should match the final data that is entered into the next step of the School Readiness Certification process, or the Stage 2 Bandwidth Estimator. The two worksheets are intended to be used in conjunction with one another for determining feasible testing scenarios in each school and across the division based on available technology, available network resources, and the volume of testing to be completed.

Stage 2 Bandwidth Estimator:

Completing this worksheet requires an understanding of the school division's **WAN and LAN connections**, the **amount of leased bandwidth on these connections**, and the **percent utilization of the leased bandwidth** on the connections. Information regarding specific **schools** and **maximum numbers of concurrent online tests administered** are needed but may be obtained from (or should match) the data entered on the previous page, the Stage 2 Test Window Calculations worksheet.

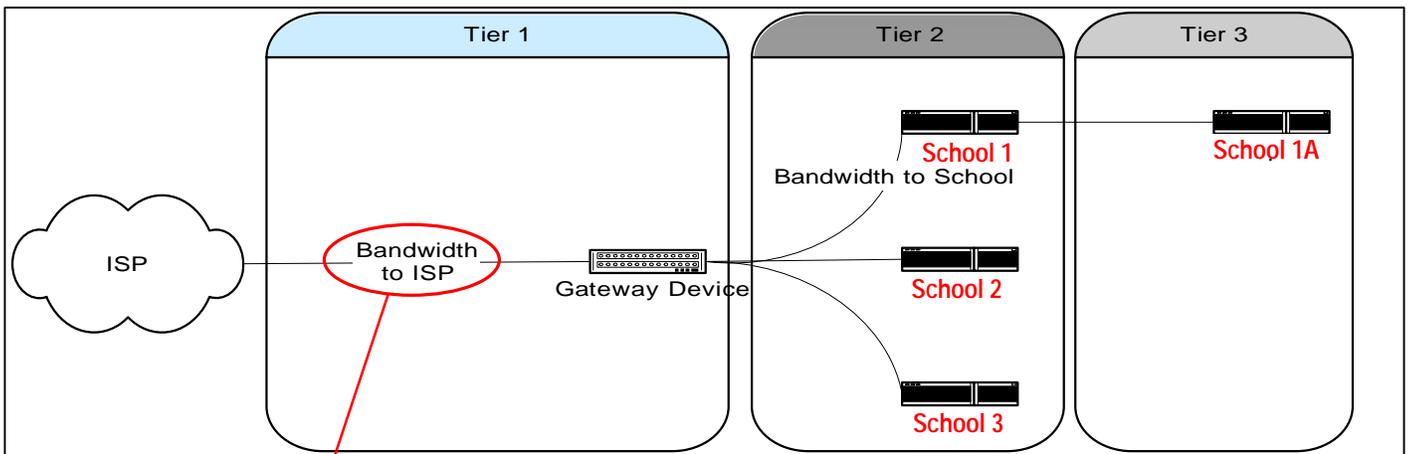
The Stage 2 Bandwidth Estimator is intended to provide insight on a given network environment and its ability to deliver a specific number of Virginia SOL tests concurrently via Pearson Educational Measurement's eMeasurement application called TestNav. The worksheet is developed to analyze three potential different types of network environments. These environments are as follows:

- a) A single-node environment such as an individual school connected directly to an Internet Service Provider.
- b) A multi-node environment where multiple schools are connected to a single location (such as a school board office building) via leased lines where a gateway to an Internet Service Provider exists.

- c) A tiered environment where multiple schools that are connected to an Internet gateway located at a single location (as in option b above) provide Internet connectivity to one or more child nodes, or other schools to which it is connected. An example of this would be a middle school (the child node) connected to a high school via a leased line when the high school is in turn connected to the school board office via another leased line to connect to the Internet gateway.

A graphical representation of these options is presented on the worksheet as a reference. Data must be entered into the worksheet to provide a numerical representation of the school division's network. The data needed to complete the numerical representation are **network bandwidth**, **peak utilization of the bandwidth**, and **numbers of students concurrently testing at each location**. For easier data entry, only the cells requiring input are editable on the worksheet. By using the Tab key, the cursor will toggle only throughout these cells.

The network diagram below is from the Bandwidth Estimator worksheet. The worksheet comes pre-populated with sample data that represents **School 1** and **School 1A** as shown in this diagram. The first cell of the worksheet needing to be completed is in Section A as also shown below in the screen shot from the Bandwidth Estimator worksheet. The **amount of bandwidth to the Internet Service Provider (ISP)** is entered here. In this sample data, a T-1 line (1.543 Mbps or 1543 kbps) is the value of the leased line to the ISP.



Section A - Gateway to ISP

Leased Bandwidth to ISP	Peak Utilization of Connection to ISP (%)	Peak Utilization of Connection to ISP (kbps)	Effective Available Bandwidth (kbps)	Bandwidth Required for Testing from Child Nodes (kbps)
1543	65.00%	1002.95	540.05	200

The next cell to be completed is the only other editable cell in Section A, the **Peak Utilization of the Connection to the ISP**. In this example, the value is 65%. The other cells in Section A are calculated based on the data provided in Section B of the worksheet. Peak utilization data is obtainable through varying resources. One consideration is whether the school division owns the gateway router or if it is owned and maintained by the ISP. It may be necessary to contact the ISP for peak utilization data on the division's leased lines. In addition to obtaining the data from the ISP or by connecting directly to the interface in the router, network utilities exist that may be installed and configured on network devices that will regularly track bandwidth utilization. Such a utility currently in use by various school divisions is called "Multi Router Traffic Grapher" or MRTG. This software is freely available for use under the terms of the GNU General Public License. For additional information on MRTG, go to <http://mrtg.hdl.com/mrtg.html>.

The graphic below is a partial screen shot from the Bandwidth Estimator worksheet. Section A is shown with the data discussed on the previous page. Section B has also been completed based on the sample data that is provided in the worksheet. In the first column of Section B, **School 1** is entered as being connected directly to the gateway as it is depicted in the network diagram. The data for School 1 has been entered accordingly across that row. It shows that proctor caching is being implemented at the school, that a maximum of 50 computers will be used simultaneously for online testing. Additionally, the bandwidth and peak utilization are entered again for School 1. The status message indicates that sufficient bandwidth exists in this environment to support 50 concurrent online tests being administered. By reviewing the two columns prior to the status message, it is clear that more than enough bandwidth is available (540.4 kbps) to cover the required amount (200 kbps) when proctor caching is in place with 50 computers used for testing simultaneously at School 1 and School 1A.

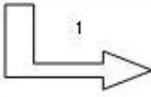
Section A - Gateway to ISP

Leased Bandwidth to ISP (kbps)	Peak Utilization of Connection to ISP (%)	Peak Utilization of Connection to ISP (kbps)	Effective Available Bandwidth (kbps)	Bandwidth Required for Testing from Child Nodes (kbps)
1543	65.00%	1002.95	540.05	200

Proctor Caching is implemented at the gateway level:

Combined Number of Students Contributing to Load For All Schools	100
Maximum # Students Concurrently Testing	270
Bandwidth limitations will accommodate total demand from testing.	

Section B - Schools Connected at Gateway

School	Downstream School	Proctor Caching Implemented at Node	Number of Students Testing Simultaneously for this School	Total Number of Actual Students Testing Simultaneously Through this Node	Bandwidth to Gateway (kbps)	Peak Utilization of Connection to Gateway (%)	Peak Utilization of Connection to Gateway (kbps)	Effective Available Bandwidth (kbps)	Bandwidth Required at Node	Status Message
School 1	-	<input checked="" type="checkbox"/>	50	100	1544	65.00%	1003.6	540.4	200	This school is within bandwidth limitations.
	School 1A	<input checked="" type="checkbox"/>	50	-	512	50.00%	256	256	100	This school is within bandwidth limitations.

School 1A is then entered into the worksheet as a "downstream" school because it is connected directly to School 1. In this case, the data shows that proctor caching is also being used at this school and that an additional 50 computers will be used simultaneously for testing resulting in a total of 100 computers testing simultaneously through the node (School 1). This data also shows that School 1A has only a 512kbps line that is connecting it to School 1 and that it operates at 50% peak utilization. Given the use of proctor caching at this school as well, the available bandwidth (256 kbps) is adequate to cover the amount needed for the 50 computers testing simultaneously. All schools listed on the Test Windows Calculations worksheet must be entered into Section B of the Bandwidth Estimator along with the maximum numbers of tests to be administered online simultaneously. To successfully achieve School Readiness Certification, no status indicators should show red.

Signature Page:

The final step in completing the School Readiness Certification document is to print a hard copy of the document and obtain the required signatures on for the Signature Page worksheet. The signed original copy should be mailed to the address provided on the page and an electronic copy of the file should be emailed to the included email address. School divisions are strongly encouraged to keep a copy of the signed, completed document on file along with a file copy of the electronic version. The Virginia Department of Education will respond to the division superintendent to confirm receipt of a successful School Readiness Certification document.

Financial Implications of School Readiness Certification:

Successful completion of the various levels of School Readiness Certification allows for added flexibility in the use of the Web-based SOL Technology Initiative funding originating from the sale of Virginia Public School Authority (VPSA) equipment notes. After School Readiness Certification is successfully completed for a school division's high schools, that division may use its VPSA funds for eligible technology expenditures at its middle schools. After School Readiness Certification is successfully completed for a school division's middle schools, that division may use its VPSA funds for eligible technology expenditures at its elementary schools.

For questions or additional information regarding the School Readiness Certification process, please contact one of the following individuals at the Virginia Department of Education:

Sarah Susbury
Manager of Technology Services
ssusbury@mail.vak12ed.edu
(804) 786 - 5823

or

Ellen Kozlowski
Educational Technology Applications Specialist
ekozlows@mail.vak12ed.edu
(804) 225 - 4386

**The Virginia SOL Web-Based
Technology Initiative**
**SCHOOL READINESS CERTIFICATION
Documentation**



Please complete the information below for your school division. (Throughout the document, **RED** indicates where user entry is required.)

Division Number: _____

Division Name: _____

Date of Certification Completion: _____

Please indicate (with an "X") the level of School Readiness Certification being completed in this submission (**select one**).

High School Certification (All high schools¹ are included)

Indicates all high schools meet or exceed the minimum required technology needed to administer *accepted* volumes of online testing concurrently at all high schools. Successful completion of High School Certification allows SOL Technology Initiative Funds to be used to provide middle schools with technology needed for online testing.

Middle School Certification (All high schools¹ and middle schools are included.)

Indicates all high schools and middle schools meet or exceed the minimum required technology needed to administer accepted volumes of online testing concurrently at all high schools and middle schools. Successful completion of Middle School Certification allows SOL Technology Initiative Funds to be used to provide elementary schools with technology needed for online testing.

Elementary School Certification (All high schools¹, middle schools, and elementary schools are included.)

Indicates all high schools, middle schools, and elementary schools meet or exceed the minimum required technology needed to administer accepted volumes of online testing concurrently at all high schools, middle schools, and elementary schools. Successful completion of Elementary School Certification allows SOL Technology Initiative Funds to be used to provide replacement or additional technology needed by any schools to remain capable of conducting online testing.

¹High schools previously certified under the "Stage 1 High School Readiness Certification Checklist" are not required at this time to re-certify under the new School Readiness Checklist. It is, however, strongly recommended that technology in previously Stage 1 Certified High Schools be updated/replaced as needed to maintain adequate technical resources for online testing and instructional purposes. All high schools (regardless of when they previously may have been certified) must be included in the new Stage 2 Test Window Calculations and Stage 2 Bandwidth Estimator worksheets to achieve current School Readiness Certification at the high school, middle school, or elementary school level.)

To achieve the School Readiness Certification for Online Testing, the following steps must be completed:

Please **check** or "**X**" the boxes below to indicate completion of the each of the steps.

- 1) The *Stage 1 School Readiness Checklist* (included as tab in this document) is completed.

- 2) The *Stage 2 Bandwidth Estimator Tool* (included as tab in this document) is completed such that the school division's wide area network(s) and local area networks are accurately represented. The *Bandwidth Estimator Tool* was used by the school division to represent the likely testing scenarios and to determine the maximum allowable number of concurrently administered online tests across the division given those testing scenarios.

- 3) The school division's Director of Testing, Director of Technology, and SOL Technology Initiative Project Manager (or school division personnel representing those positions) have...
 - a) collaborated to propose division and school testing scenarios (the planned number of concurrent online tests to be administered at each school within the school division);
 - b) considered the results of the *Stage 2 Bandwidth Estimator Tool* after the proposed division and school testing scenarios were entered and any needed adjustments were made to the scenarios;
 - c) completed the *Stage 2 Test Window Calculations* worksheet with the division and school testing scenarios;
 - d) and all individuals agree on the feasibility of the identified testing scenarios in terms of the total number of tests administered, the maximum number of online tests administered concurrently, the availability of needed technology, and the total number of days needed to complete online testing.

Note:

Prior to the start of each online SOL testing window (Summer, Fall, and Spring), participating school divisions are expected to complete a "96-hour Checklist" in an effort to ensure preparation for online testing and network stability for that testing window. The checklist consists of technology AND assessment items to be verified by the school division not more than 96 hours prior to administering online tests. The "96-hour Checklist" is included in the Division Director of Testing's online testing supplement and should be referred to before every online testing administration. School divisions are NOT required to return documentation of a completed "96-hour Checklist" to the Department of Education.

SCHOOL READINESS CERTIFICATION: Stage 1 Readiness Checklist

Please review the following checklist and verify compliance at the schools currently being certified (all high schools, all high schools and middle schools, or all high schools, middle schools, and elementary schools).

(Note: High Schools previously certified under the "Stage 1 High School Readiness Certification Checklist" are not required at this time to re-certify under this School Readiness Checklist. It is, however, strongly recommended that technology in previously Stage 1 Certified High Schools be updated/replaced as needed to maintain useability for online testing and instructional purposes.)

As stated on the Certification Cover Page, this Certification pertains to (select one):

- High School Certification** (All high schools¹ are included.)
- Middle School Certification** (All high schools¹ and all middle schools are included.)
- Elementary School Certification** (All high schools¹, all middle schools, and all elementary schools are included.)

Building level principals and any building level technology coordinators and testing coordinators at the schools being certified have been briefed on the concept of the Web-based SOL Technology Initiative.	Yes <input type="checkbox"/>	No <input type="checkbox"/>
The testing locations in the schools being certified have been evaluated to ensure availability of sufficient electrical outlets and network jacks.	Yes <input type="checkbox"/>	No <input type="checkbox"/>
All wireless technology is Wired Equivalent Protocol (WEP) compliant.	Yes <input type="checkbox"/>	No <input type="checkbox"/>
A maximum ratio of five students to one computer has been achieved in each school being certified.	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Each computer counted for the above ratio meets or exceeds either: a) a Pentium 750 Mhz or better, 64MB RAM, and Internet ready or b) Apple 500 Mhz or better with 64MB RAM and Internet ready.	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Each computer counted for the above ratio uses a client operating system either a) a Windows operating system of Win95 SR3(C), Win98, WinNT, WinMe, Win2000, WinXP or b) a Macintosh operating system of MAC OS 8.1 or higher with any MAC OS X workstations supporting Mac Classic mode (MAC OS 9.x).	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Any screen savers, automated virus scan software, remote access applications, and the Macintosh control strip will be disabled during the period of online testing.	Yes <input type="checkbox"/>	No <input type="checkbox"/>

¹ High schools previously certified under the "Stage 1 High School Readiness Certification Checklist" are not required at this time to re-certify under the new School Readiness Checklist. It is, however, strongly recommended that technology in previously Stage 1 Certified high schools be updated/replaced as needed to maintain adequate technical resources for online testing and instructional purposes. All high schools (regardless of when they previously may have been certified) must be included in the new Stage 2 Test Window Calculations and Stage 2 Bandwidth Estimator worksheets to achieve current School Readiness Certification at the high school, middle school, or elementary school level.)

CONTINUED: Stage 1 Readiness Checklist

Computers used for online testing administration in the eMeasurement Administrative Component will have the appropriate required version of a standard Internet browser (Internet Explorer or Netscape Navigator) based on the operating system in use on the computer. See *eMeasurement Infrastructure Guidelines* available at <http://etest.ncs.com/Customers/Virginia/vasol/resources.htm>

Yes

No

Networked laser printers are accessible by computers in the computer labs that will be used for online testing.

Yes

No

All schools have a high-speed connection to the Internet AND the connection is not over-allocated (based on the Stage 2 Bandwidth Estimator).

Yes

No

A functional firewall is installed and maintained between the school or division network and the Internet.

Yes

No

Workstations used to access the administrative component of eMeasurement Services are able to send and receive data on the division network using Secure Sockets Layer (SSL) protocol.

Yes

No

Internet content filters are configured to allow the specific IP addresses required for administering online testing. See *eMeasurement Infrastructure Guidelines* available at <http://etest.ncs.com/Customers/Virginia/vasol/resources.htm>

Yes

No

SCHOOL READINESS CERTIFICATION: Stage 2 Test Window Calculations

School Division: 0
School Division Number: 000

The list of schools below **MUST** include one of the following groups:

- (a) All high schools (as required for high school level certification).
- (b) All high schools and middle schools (as required for middle school level certification).
- (c) All high schools, middle schools, and elementary schools (as required for elementary school level certification).

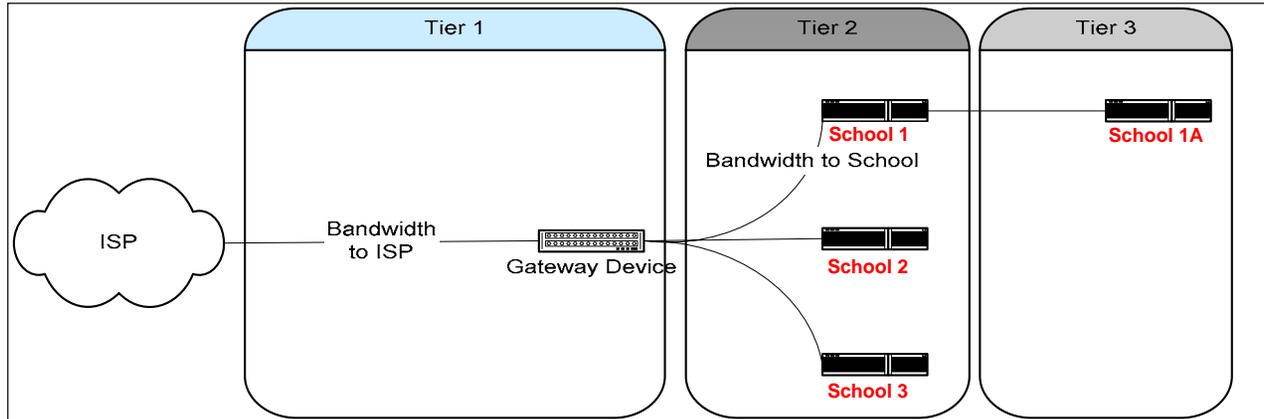
	School Number	School Name	Maximum Number of Computers to be used for Online Testing	TOTAL Number of Tests to be Administered Online	Number of Test Administrations Scheduled per Day	Number of Days Needed for Online Testing
1	567-0012	Sample School 1	50	500	1	10
2	567-0014	Sample School 1A	50	500	2	5
3						
4						
5						
6						
7						
8						
9						
10						
11						
12						
13						
14						
15						
16						
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23						
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28						
29						
30						
31						
32						
33						
34						
35						

Total number of tests to be administered online	1,000
---	-------

Maximum number of computers to be used concurrently for online testing	100
--	-----



This reference diagram depicts multiple nodes (schools) connected to a common gateway (e.g. a router or firewall at a Board of Education). Fill in the necessary information in the sections below to determine how many students may test at each point.



Section A - Gateway to ISP

Leased Bandwidth to ISP (kbps)	Peak Utilization of Connection to ISP (%)	Peak Utilization of Connection to ISP (kbps)	Effective Available Bandwidth (kbps)	Bandwidth Required for Testing from Child Nodes (kbps)
1543	65.00%	1002.95	540.05	200

Combined Number of Students Contributing to Load For All Schools	100
Maximum # Students Concurrently Testing	270
Bandwidth limitations will accommodate total demand from testing.	

Proctor Caching is implemented at the gateway level:

Section B - Schools Connected at Gateway

School	Downstream School	Proctor Caching Implemented at Node	Number of Students Testing Simultaneously for this School	Total Number of Actual Students Testing Simultaneously Through this Node	Bandwidth to Gateway (kbps)	Peak Utilization of Connection to Gateway (%)	Peak Utilization of Connection to Gateway (kbps)	Effective Available Bandwidth (kbps)	Bandwidth Required at Node	Status Message
School 1	-	<input checked="" type="checkbox"/>	50	100	1544	65.00%	1003.6	540.4	200	This school is within bandwidth limitations.
1	School 1A	<input checked="" type="checkbox"/>	50	-	512	50.00%	256	256	100	This school is within bandwidth limitations.
School 2	-	<input type="checkbox"/>		-						
2		<input type="checkbox"/>		-						
School 3	-	<input type="checkbox"/>		-						
3		<input type="checkbox"/>		-						
4		<input type="checkbox"/>		-						



The goal of the Web-based SOL Technology Initiative is to have school divisions use Web-based systems to improve the SOL instructional, remedial, and testing capabilities in their schools. Much of the technology required for this to occur centers on the infrastructure within the school divisions. The amount of bandwidth available to school networks and the consistency and reliability of those networks are critical to implementing any type of Web-based system.

The 2003-2004 academic year was the first full year in which school divisions had access to the proctor caching software for use with online SOL testing in the eMeasurement System. The DOE emphasized the performance benefits gained by implementing the proctor caching software and urged all school divisions to utilize the software as part of their standard online testing configuration. Training sessions were offered to school division personnel on how to efficiently deploy the proctor caching software and optimally configure the application on their network prior to online testing. Most school divisions have realized the network performance benefits available from using proctor caching and are using the software on a regular basis.

Even with full utilization of the proctor caching software, unpredictable network slow downs or complete network failures are possible when administering a statewide Web-based assessment program over the commodity Internet. While it is impossible to implement redundant services in the 132 individual school divisions to protect against data loss during online testing, the Early Warning System has proven to be critical to the success of online testing in the school divisions.

The Early Warning System (EWS) is a safeguard that is built into the TestNav application. If the Internet connection is interrupted on a workstation being used for testing, the EWS alerts the student at the computer of the problem and instructs the student to contact the test administrator. The test administrator is able to display an electronic copy of the student's test answers at the workstation via the EWS along with information about which answers were successfully transmitted and saved. The test administrator has the option to print the student responses and then attempt to re-establish connection to the Internet. If the problem is localized to one computer, the student may be logged into another computer where he or she can re-enter his answers from the printed page and continue taking the test. If the problem is more widespread such as a failure of an entire school's Internet connection, the Early Warning System will enable test administrators to print or record students' responses to save their work. In the interim, a decision will be made about how to proceed based on the predicted downtime for the Internet connection. During the spring 2004 test administration, students with a complete set of answers printed from the EWS were able to avoid having to retake an entire test. Instead, the school division was able to complete the entry of the students' answers after the Internet connection was regained.

Pearson Educational Measurement (PEM) is preparing to upgrade the EWS where students' answers would be electronically saved at the students' workstations in the event of a network failure. This would avoid having to print students' responses. Instead, the network failure would be acknowledged at the student's workstation, and the responses would be logged until the network connection was re-established and the responses could be successfully transmitted to the eMeasurement servers for scoring. Once this EWS

upgrade is completed and tested, the DOE will evaluate the upgrade for potential use in school divisions during the spring 2005 administration.

The delivery of test results in the form of score reports was an area closely examined by PEM over the past year. Often the greatest demands placed on the test delivery system were due to multiple requests for large reports rather than the volume of concurrent tests being administered. With hundreds of administrative users capable of requesting large, data-intensive reports throughout the day, the potential for system performance issues became evident.

A redesign of the eMeasurement reporting system was undertaken to address the potential performance issues. The reports were broken into two categories of availability. The first category included the synchronous reports. These reports would be generated in real-time when a request was received. Only two reports were identified as synchronous reports due to the large demand this type of report placed on the system. The reports were selected carefully so that administrative users could access the types of information needed immediately (usually total scores) without putting undue performance burdens on the database.

The second category of reports consisted of asynchronous reports. To obtain this type of report, authorized users logged into the system and submitted an online request for the report. The request would then be placed in one of two report queues. The continuous queue meant that the report would be processed in the order it was received. When the report was prepared, an email was sent to the requestor notifying the user that the report was available. The other report queue, the off-hours queue, was used for large, data-intensive reports that placed a high demand on system resources when being produced. Reports in this queue would be processed only after 3 pm on weekdays. This limited the performance burden to times when limited amounts of testing and system activity were taking place. During peak testing days, reports in the off-hours queue often would not be available to users until the following day. Emails were generated automatically by the system to notify the requestors when their reports were available.

The new reporting system required training for school division personnel. The DOE produced a guide for divisions, *Online Reporting: Getting your Online Test Scores*⁵, to explain when each of the reports would be available and how they would be produced. School division personnel adjusted slowly to the changed format, but they eventually began to appreciate not having to wait at the computer for a report to be produced. They could request the report and continue with other work knowing they would receive an email notifying them when their report was available. Also, the reduced demand on the database during peak testing times was critical.

With the number of EOC SOL online tests continuing to increase with each administration, the DOE expressed concerns to PEM regarding the ability of the eMeasurement System to sustain high volumes of concurrently administered tests. During the fall 2003, PEM responded to that concern by having an independent contractor conduct network load testing and performance benchmarking in the eMeasurement System. While the results of the third-party testing were positive, a number of recommendations were made for improving system performance. As a result, PEM implemented various hardware upgrades and committed resources to optimizing potentially inefficient system queries and system programming. The addition of

⁵ Attachment 5 : *Online Reporting: Getting your Online Test Scores*

synchronous and asynchronous reporting capabilities is one example of the type of programming implemented to improve system performance.

The spring 2004 online test administration presented the highest volume of concurrent tests administered by any testing program to date within the eMeasurement System. No degradation of system performance was observed during the peak testing times. At the highest volume of online testing, the eMeasurement System delivered more than 24,000 tests in a four hour period on a single morning. At least 8,000 simultaneous tests was administered on multiple occasions with no observable impact on the system monitoring utilities. The statistics were encouraging and reflected positively on the ability of the eMeasurement System to handle the increased volume of online testing expected during the spring 2005 online test administration.



Attachment 5: Online Reporting: Getting your Online Test Scores

The information below is a summary of the online reports available through the eMeasurement System. Results will not be available until after the equating process has been completed with the exception of the test administrations that are using previously-equated forms (Term Graduates, Expedited Retakes) or select divisions considered "early testers". Those using previously-equated forms will be able to view results after a student has submitted his/her test.

Title	Type	Availability	Sort Order	Information
Online Student Data Alerts	asynchronous ¹	Request placed in the continuous queue, processed in the order received	School/Last Name	Identifies online alerts to be addressed before printing reports and submitting ATP
Expedited Retake Eligibility Report	synchronous	Report generated in real-time and displayed in a separate browser window	Group Name/Last Name	Identifies all students who failed an SOL test; asterisk designates score of 375-399
Online Group List Report <i>View on Web</i>	synchronous	Report generated in real-time and displayed in a separate browser window	Last Name	Lists students' total scores and Reporting Category scores at the group level Single-subject Student Performance Report available from this report
Online Group List Report <i>Request printable PDF</i>	asynchronous ¹	Request placed in continuous queue, processed in the order received	Last Name	Lists students' total scores and Reporting Category scores at the group level
Online School List Report	asynchronous ¹	Request placed in off-hours queue, usually available the following day	Last Name	For selected subject(s), lists students' total scores and Reporting Category scores at the school level
Online Division List Report	asynchronous ¹	Request placed in off-hours queue, usually available the following day	School/Last Name	For selected subject(s), lists students' total scores and Reporting Category scores at the division level
Group-level Student Performance Report	asynchronous ¹	Request placed in off-hours queue, usually available the following day	Last Name	Provides basic student demographic information and total and Reporting Category scores for one subject; report may be placed in students' cumulative folders

¹All asynchronous reports are current as of the date and time they were generated. If any changes are made in Student Data Management or Test Session Management, a new report will need to be requested.

Title	Type	Availability	Sort Order	Information
School-level Student Performance Report	asynchronous ¹	Request placed in off-hours queue, usually available the following day	Last Name/Subject	Provides basic student demographic information and total and Reporting Category scores for all subjects taken; recommended report to be placed in students' cumulative folders
Group-level Report to Parents	asynchronous ¹	Request placed in off-hours queue, usually available the following day	Last Name	Provides basic student demographic information and total and Reporting Category scores for one subject; report may be mailed to parents
School-level Report to Parents	asynchronous ¹	Request placed in off-hours queue, usually available the following day	Last Name/Subject	Provides basic student demographic information and total and Reporting Category scores for all subjects taken; recommended report to be mailed to parents
Electronic Online Student Data File	asynchronous ¹	Request placed in off-hours queue, usually available the following day	No specific sort order	Provides text file of student-level data; import into spreadsheet, database, or other application for analysis
School Summary Report	asynchronous ¹	Request placed in off-hours queue, usually available the following day	No specific sort order	Provides a one-page summary at the school level
Division Summary Report	asynchronous ¹	Request placed in off-hours queue, usually available the following day	No specific sort order	Provides a one-page summary at the division level

¹All asynchronous reports are current as of the date and time they were generated. If any changes are made in Student Data Management or Test Session Management, a new report will need to be requested.

Online Reporting Checklist

Please follow the procedures listed below when accessing your online reports. For more information about each report, refer to the descriptions above.

(When you generate a synchronous report, the system may ask you to enter your Login ID and Password a second time.)

- View your Online Student Data Alerts. This report will identify any alerts that need to be addressed BEFORE your reports are printed.
- Resolve any alerts.
- Generate your Student Data Alerts Report again and verify that all alerts have been resolved. The alert report will state, "There are no alerts at this time" when all alerts have been resolved.
- View/request the Online Group/School List Report and/or the Electronic Online Student Data File
- Examine all student and test data (using either the list report or data file) making any corrections directly in the online administrative system.
- View/print the Student Performance Reports to be filed in the cumulative folders.
- View/print the Report to Parents to be mailed to students' parents.
- Print/copy the Report to Parents Information statement on the back of the Report to Parents.
- Save your Student Performance Reports and Report to Parents (on a diskette or CD ROM) and store them in a secure location in the event that a report is misplaced.
- Submit your division's ATP and request a final Electronic Online Student Data File of your online test results.
- View the Electronic Online Student Data File Record Layout Report before importing your online data into your student information system.
- View and print the School Summary and Division Summary Reports as needed.



Annual Report, September 2004

Chapter 4: Web-based Assessments

Throughout the 2003-2004 academic year, the DOE continued its phased implementation of online SOL testing as part of the Web-based SOL Technology Initiative. Having gradually increased the number of End-of-Course (EOC) tests available in the online format since fall 2001, the DOE completed the online implementation of the eleven multiple choice EOC SOL tests in the spring 2004 test administration. The Geometry SOL test was the last EOC test to be made available in the online environment. The history of the online EOC SOL test implementation is shown in Table 8.

Table 8

End-of-Course Standards of Learning Test	Online Implementation Date
Algebra I	Fall 2001
Earth Science	Fall 2001
English: Reading	Fall 2001
Algebra II	Spring 2002
Biology	Spring 2002
Virginia & U.S. History	Fall 2002
World History I	Fall 2002
World History II	Fall 2002
Chemistry	Spring 2003
World Geography	Spring 2003
Geometry	Spring 2004

Comparability Studies

As part of the online implementation process, the DOE conducted comparability studies for each newly introduced EOC SOL test. The purpose of the comparability studies was to investigate potential differences in student performance between the online format and the paper/pencil format of the SOL tests. During the spring 2004 test administration, a comparability study was conducted for the Geometry SOL test.

Interested school divisions volunteered to participate in the various comparability studies and were selected as participants in the order in which they volunteered. To achieve a sample of approximately 3,500 student test takers for the recent Geometry comparability study, ten school divisions were identified as participants. Each of the ten divisions agreed first to administer a traditional paper/pencil Geometry SOL test to their students and, within three to ten days after, administer an online Geometry SOL test to the same students.

In preparation for each of the comparability studies, participating school divisions were encouraged to provide their students with training in the online testing environment prior to taking their online SOL test. Students needed to be familiar with how to

complete a test using the TestNav™ software, and depending on the subject of the test being administered, students needed training with tools such as the online ruler, the online straightedge, or the online compass.

Three standalone applications (eTools™, ePAT™, and TestNav™ Tutorial) were available for this purpose and were accessible via free public download on the Internet at <http://etest.ncs.com/customers/Virginia/vasol/resources.htm> and http://etest.ncs.com/customers/Virginia/pat_home.htm. The eMeasurement™ Training Test was a fourth option available to school divisions; however, the Training Test required additional planning and preparation compared to the standalone applications. The Training Test simulated all aspects of a live test administration, except the test items administered to students were released SOL items rather than live operational test items. It required administrative setup prior to testing and, during the test, each student needed a computer workstation with high-speed Internet connectivity. School personnel were needed to monitor the Training Test in the eMeasurement System just as they would during a live SOL test administration. School divisions used the Training Test to train their students, but they also considered it a check of their preparation and ability to administer online SOL tests.

After the school divisions participating in a comparability study ensured their students were trained in how to complete an online test in the eMeasurement System, the paper/pencil SOL test was administered, and within three to ten days, the online SOL test was administered to the same students. In an effort to motivate students to put forth equal effort on the two tests, the students received only the higher of the two test scores. This was explained to students in advance, and they were not given any test results until after both versions of the test were completed. The DOE will publish a formal report presenting the results of the 11 comparability studies no later than October 1, 2004.

Participation in Online Testing

While the DOE was implementing additional online SOL tests, the number of school divisions opting to administer online SOL tests continued to increase. The bar graph in Figure 4 on the following page shows the number of school divisions opting to administer online EOC SOL tests since the first online test administration in fall 2001.

The number of divisions participating in online testing increased to 124 of 132 school divisions in the spring 2004 test administration. Also in spring 2004, many divisions significantly increased the volume of online SOL tests they administered. Figure 5 shows the approximate number of individual online SOL tests administered by school divisions beginning with the fall 2001 test administration. School divisions continued to have the option of administering their EOC online SOL tests as paper/pencil tests or as online tests, but the DOE encouraged divisions to attempt administering even a small number of tests online. Historically, divisions that attempted online SOL testing in an administration would request to administer additional online tests at the next opportunity. No school division has attempted online SOL testing and later decided to return to the traditional paper/pencil format.

Figure 4

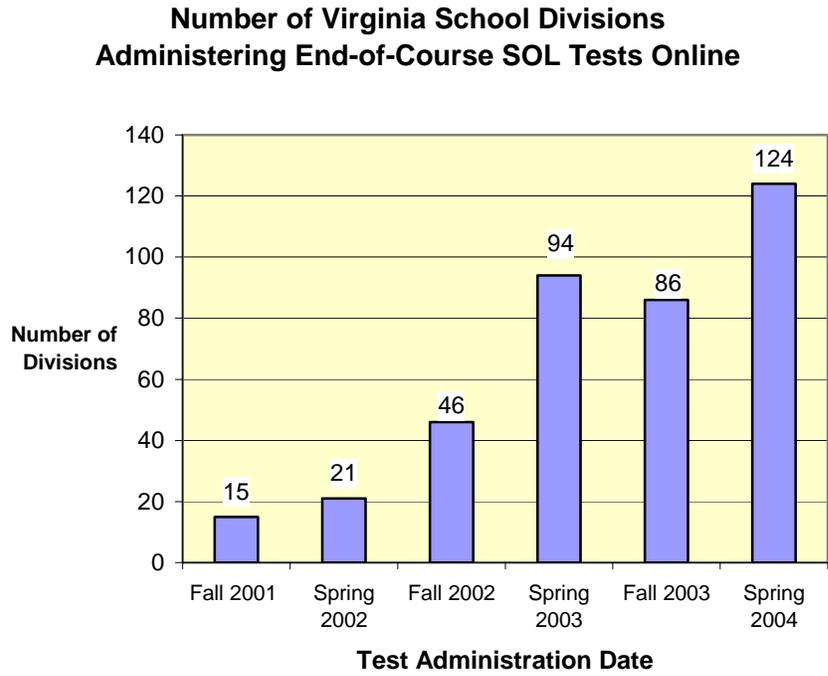
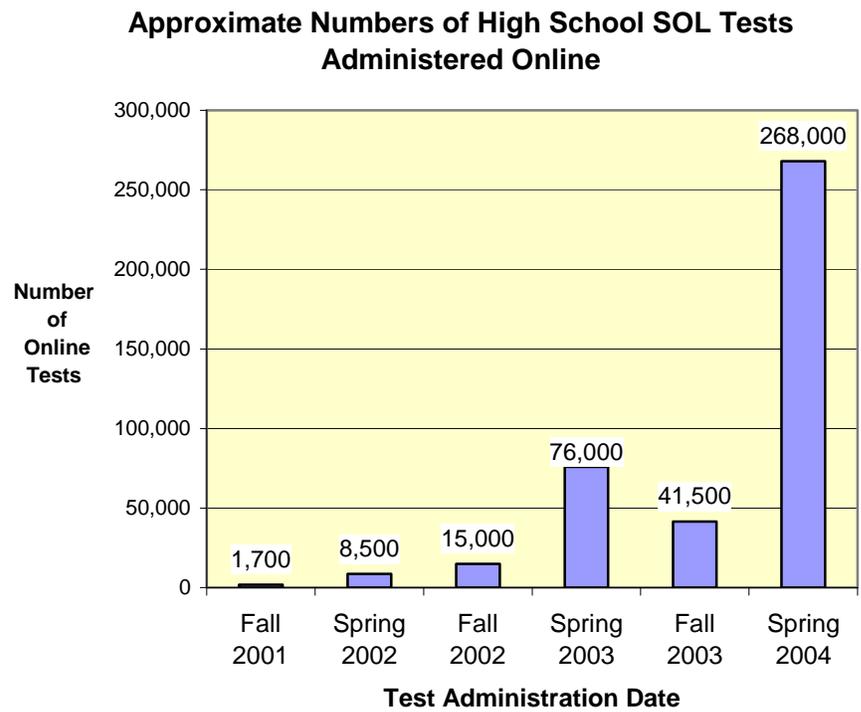


Figure 5



A policy change by the DOE for the spring 2004 test administration resulted in school divisions offering additional testing opportunities to certain students. As communicated in Superintendent's Memo # INF63⁶, students scheduled to graduate by August 31, 2004, who were still in need of verified credits could take previously equated SOL tests online and receive immediate test results. For those graduating seniors who did not pass the previously equated tests, the newly developed tests for the spring 2004 test administration were made available. Many divisions offered these additional tests to their graduating seniors in the online format. To assist school divisions with which test forms to administer to graduating seniors, a Forms Road Map⁷ was created and distributed by the DOE.

Supporting Online Testing Participants

As the number of divisions participating increased and the volume of online SOL tests being administered increased, the DOE and Pearson Educational Measurement re-evaluated the type of support needed by school divisions. Training in the use of the eMeasurement System and training about online assessment policies and procedures continued to be a high priority. Even the school divisions that previously administered online SOL tests requested to participate in hands-on training sessions offered by the DOE. Over the four years of the Web-based SOL Technology Initiative, additional training for school division personnel has been requested and provided prior to each of the scheduled SOL test administrations (fall, spring, and summer).

Prior to establishing a training schedule, the DOE requests information from each division about the number of online SOL tests expected to be given during that administration. The information is collected via a Web-based survey tool supplied by a local company, Logic Depot, Inc. The survey tool enables the DOE to develop a Web-based survey with the relevant questions, and email a unique Web address to the division directors of testing (DDOTs) which they can use to complete the survey. Once the DDOT completes that survey, the school division's data is immediately available to the DOE for planning purposes. A survey worksheet⁸ is provided along with the Web address so the DDOT knows in advance what information must be gathered to complete the Web-based survey.

The directors of testing respond to questions in the survey about their divisions' training needs. This information is collected via the Web-based survey along with the testing enrollment data, and it is compiled and used by the DOE to develop a training schedule. Training sessions are conducted by DOE staff regionally throughout the state at school divisions that volunteered to host one or more sessions. Each session lasts approximately 3.5 hours and includes of a slide presentation⁹ followed by an extensive hands-on session where participants use computers and are guided by the trainer and the training workbook¹⁰. Handouts of the slide presentation and the training workbook are

⁶ Attachment 6: Superintendent's Memo # INF63 (March 19, 2004)

⁷ Attachment 7: Spring 2004 Forms Road Map

⁸ Attachment 8: Spring 2004 Survey Worksheet

⁹ Attachment 9: Spring 2004 Online Assessment Training slide presentation

¹⁰ Attachment 10: Spring 2004 Training Workbook

provided to all participants along with an *eMeasurement User's Guide*¹¹, an *End-of-Course Web-based Testing Supplement*¹², and a comprehensive checklist of tasks¹³ to be accomplished for that administration. Other training materials provided by the DOE address various assessment policies and procedures, including documents such as the *Mark Test Complete Guidelines*¹⁴, *Online Reporting: Getting your Online Test Scores*¹⁵, and *Online Resources*¹⁶.

In addition to training sessions for school division assessment staff, the DOE developed a training session specifically for the school division staff responsible for the technical aspects of administering online tests. Training topics in these sessions include hardware and software configurations, bandwidth management, and network configurations. The sessions consist of a slide presentation¹⁷ followed by a brief hands-on session where technology staff members configure workstations for various types of online testing scenarios. The eMeasurement Infrastructure Guidelines¹⁸ and the Proctor Caching Guidelines¹⁹ are provided to participants along with the handouts provided during the assessment training (Training Workbook, *eMeasurement User's Guide*, etc.).

In an attempt to reduce the number of phone calls from school divisions requesting information, the DOE updates all documents for each administration and makes them available to divisions electronically via the Internet. School division personnel, specifically the division director of testing and the director of technology or project manager, are notified of updated information and postings via email sent from a specific DOE email address (esol@mail.vak12ed.edu).

New Options in Online Testing

In fall 2003, two SOL test accommodations were made available in the online testing environment for the first time. Both accommodations already were available to eligible students in the traditional paper/pencil testing environment. The first accommodation, the read-aloud accommodation, consisted of a test examiner reading each test item and possible answers aloud to the eligible students as they followed along on a paper test and marked their own answers on their answer documents. When the student or students were ready to begin the next question, the examiner read the next test item and possible answers.

For a read-aloud accommodation in the online testing environment, the test delivery system had to allow students to view their tests on their computer workstations, while an examiner was reading the same test from another workstation. Having a separate examiner workstation was a requirement of this online accommodation so that no students would be in the position of having an examiner read the test by looking over their shoulder while testing. A challenge of this requirement was to configure the test

¹¹ Attachment 11: eMeasurement User's Guide

¹² Attachment 12: End-of-Course Web-based Testing Supplement

¹³ Attachment 13: Spring 2004 Checklist

¹⁴ Attachment 14: Mark Test Complete Guidelines

¹⁵ Attachment 15: Online Reporting: Getting your Online Test Scores

¹⁶ Attachment 16: Online Resources

¹⁷ Attachment 17: Spring 2004 Technology Training for Online Testing slide presentation

¹⁸ Attachment 18: eMeasurement Infrastructure Guidelines

¹⁹ Attachment 19: eMeasurement Proctor Caching Guidelines

delivery system to insure the examiner received the same form of the test as the students. Usually, the assignment of test forms is completed randomly when students log in, so it was necessary to force the test delivery system to administer the same form to the examiner and to the students in the room with that examiner. After this was accomplished, another consideration was to ensure the examiner's test was secure and accounted for, but that the test record of the examiner was not included in the test data for each division. The DOE developed read-aloud procedures²⁰ by which school divisions requested and secured the test tickets to be used only by the examiner during the test.

The second accommodation to be introduced to the online environment in fall 2003 was the audio accommodation. This accommodation provided eligible students with a pre-recorded version of the SOL test they were taking. In the paper/pencil test environment, this was provided on an audiocassette tape and students used an audio cassette player when taking the test. If a number of students were taking an audio test in the same room, they each used headphones with the audio cassette player.

The first audio tests finalized for student use in the online environment were the EOC SOL Earth Science test and the EOC SOL English: Reading test. Professional recordings of the individual Earth Science and English: Reading test items were produced at the Recording for the Blind & Dyslexic[®] Regional Unit of the Virginias and Carolinas located in Charlottesville, Virginia. These digital recordings were loaded into the eMeasurement System and assigned a code that matched the recording to its original test item already loaded into the system as an image. An online audio controller, similar to a standard online media player, was developed with control buttons as part of TestNav for students to play, rewind, or fast-forward the recording of the item. The digital audio files played through the sound card of the computer and could be heard through either the speakers or the headphones of the computer. To assist school divisions with understanding the minimum hardware specifications and the local area network configurations needed to administer online audio tests, Pearson Educational Measurement developed the *Audio Test Configuration Guidelines*²¹. The DOE provided documentation that offered step-by-step instructions²² to school personnel responsible for administering online audio tests.

After the audio test was made available online to divisions in fall 2003, it became popular quickly, and for the spring 2004 test administration, the DOE added two other audio tests by digitizing the EOC SOL Biology test and the EOC SOL Virginia & United States History test. Students found the online audio controller easier to use than an audio cassette player. When taking the test, the students heard only the single test item being presented on the computer monitor. This made skipping and returning to items much simpler in the online test than it was in the paper/pencil test with the audio cassette player. School division personnel were pleased with not having to order, maintain, and secure multiple audiocassette tapes throughout the school division. The DOE has plans to make all EOC SOL tests available as audio tests in fall 2004 for use by students needing the audio accommodation.

Another new online testing option for school divisions in spring 2004 was the opportunity to implement online testing at their middle schools. The DOE is in the

²⁰ Attachment 20: Spring 2004 Read-aloud Procedures

²¹ Attachment 21: Audio Test Configuration Guidelines

²² Attachment 22: Steps for Administering the Audio Training Test

process of developing new tests to meet the requirement of the federal No Child Left Behind Act (NCLB) that requires students in grades 3 through 8 to be assessed annually in Reading and Mathematics. To collect the statistical information needed for the newly developed Reading and Mathematics test items, the DOE administered them as field tests to students in grades 4, 6, and 7 in spring 2004. The field tests were available as paper/pencil tests in grades 4, 6, and 7 and were offered as online tests in grades 6 and 7. School divisions could volunteer to administer the field tests online at their middle schools in a no-risk environment while also providing the DOE with valuable field test data from the online test environment.

A new eMeasurement site was developed for the administration of the middle school field tests (<http://etest.ncs.com/customers/Virginia/vams/index.htm>)²³. Table 9 shows the school divisions participating in the field test.

Table 9

School Divisions Participating in the Spring 2004 Online Middle School Field Test (16)
Alleghany County
Caroline County
Fauquier County
Fredericksburg City
Highland County
Mathews County
Montgomery County
Nottoway County
Prince Edward County
Pulaski County
Radford City
Suffolk City
Surry County
Tazewell County
Washington County
West Point

The field test will be conducted again in Reading and Mathematics during the spring 2005 test administration. It will be offered in the traditional paper/pencil format in grades 4, 6, and 7 and in the online format in grades 6 and 7. The DOE is considering the possibility of expanding the online portion of the field test in spring 2005 to include grade 4.

²³ Attachment 23: eMeasurement Middle School Field Test site



Attachment 6: Superintendent's Memo # INF63 (March 19, 2004)

COMMONWEALTH OF VIRGINIA
DEPARTMENT OF EDUCATION
P.O. BOX 2120
RICHMOND, VIRGINIA 23218-2120

SUPTS. MEMO NO. 63
March 19, 2004

INFORMATIONAL

TO: Division Superintendents

FROM: Jo Lynne DeMary
Superintendent of Public Instruction

SUBJECT: Testing Opportunities for Graduating Seniors

For the spring 2004 administration of the non-writing Standards of Learning tests, students who are scheduled to graduate by August 31, 2004, and who still need to accrue verified credits will be provided with previously equated tests so that the return of their scores may be expedited. Previously equated forms are available online for all end-of-course tests except geometry and the new history tests that measure the 2001 standards. Testing for graduating seniors who are taking the end-of-course tests online may begin as early as April 12, 2004. Previously equated forms in all end-of-course subjects as well as the grade 8 reading and mathematics tests for students who are pursuing a modified standard diploma are available as paper-and-pencil tests. Divisions may begin administering paper-and-pencil tests to graduating seniors as early as April 21, 2004. School divisions may set their own testing windows for graduating seniors within these parameters.

Scores for students taking the previously equated end-of-course tests online will be available immediately except for earth science, which will be available within 24 hours. Scores for graduating seniors taking previously equated paper-and-pencil tests will be available within fourteen days of the receipt of the answer documents at the scoring company.

Previously equated forms will also be available for graduating seniors who do not pass the test in their initial attempt and who need to re-take the test under the expedited retest policy. Additionally, graduating seniors who do not pass the previously

equated tests may also attempt the new tests developed for the spring 2004 administration depending on the availability of forms. However, school division staff should be aware that these tests have not yet been equated, and scores will not be available to students until equating occurs.

Division directors of testing will receive additional information for ordering test materials for graduating seniors and about the special packaging instructions that must be followed to ensure that the scores of these students are expedited. Information regarding online testing also will be made available to division directors of testing. Should you have questions please call the Division of Assessment and Reporting (804) 225-2102 or email darfax@mail.vak12ed.edu.

JLD/SLR/jc



Attachment 7: Spring 2004 Forms Road Maps

A Forms Road Map for Spring 2004 Term Graduate Testing

How To Read This Document

Use the Forms Road Map that matches the online forms assignment for your division.
(Early, Core 1, or Core 2)

Version: Online **CORE 2** Divisions

The columns are labeled (left to right) to indicate the availability and order of forms for a Term Graduate student's 1st test attempt, 2nd test attempt, etc.
Divisions are **strongly encouraged** to provide remediation to students prior to administering another test in the same subject.

1st

2nd

3rd

4th

Subject	1st Attempt		→	2nd Attempt		→	3rd Attempt		→	4th Attempt	
	Administration	Form #		Administration	Form #		Administration	Form #		Administration	Form #
Algebra I	Online Spring 2004 Term Graduate Admin	1J07M	Remediation	Online Spring 2004 Expedited Retake Admin	1F07R	Remediation	Online Contact eSOL for Online Setup	1K12M	Remediation	Online Contact eSOL for Online Setup	1K07R
Biology	Online Spring 2004 Term Graduate Admin	1F47S	Remediation	Online Spring 2004 Expedited Retake Admin	1E47N	Remediation	Online Spring 2004 Admin (Alternate Form)	1J47N	Remediation	Online Contact eSOL for Online Setup	1K52N
World History I (2001)	Paper Spring 2004 Term Graduate Admin	1J87M	Remediation	Paper Spring 2004 Expedited Retake Admin	1K87R	Remediation	Online Spring 2004 Admin (Alternate Form)	1K92M	Remediation	No Paper or Online form available	

Indicates whether the test is an **Online** or **Paper** test.

Indicates which form number will be administered.

For an **Online** test, the Administration in which the Session must be created is listed.

For certain **Online** tests, the Alternate Form must be assigned within the stated Administration to receive the correct form number.

For certain **Online** tests, the **DDOT** must contact the eSOL Team. The eMeasurement System must be setup to administer that form to the specific student.
The **DDOT** must call either Sarah Susbury (804.786.5823) or Ellen Kozlowski (804.225.4386).
A 48-hour period (max.) from the time the DDOT calls will be needed to complete the system setup.
The **DDOT** will be notified by the eSOL Team when the test is available for administration to the student.

Not all subjects have four different forms available to administer.

Note:
As a general rule, the online "K forms" (i.e. 1K12M, 1K52N) are NOT previously equated forms. This means no scores will be available for these forms until after equating is completed (late May/early June). Please consult the Forms Matrix (in the Online Supplement) for details on whether individual forms are previously equated.

**Term Graduate Testing
Spring 2004
Forms Road Map**

Version: Online EARLY Divisions

Subject	1 st Attempt		→	2 nd Attempt		→	3 rd Attempt		→	4 th Attempt	
	Administration	Form #		Administration	Form #		Administration	Form #		Administration	Form #
Grade 8 (Modified Standard Diploma students only)	Paper	8F64Q	Remediation	Paper	8K64Q	Remediation	Paper	8K64L		No Paper or Online form available	
Algebra I	Online Spring 2004 Term Graduate Admin	1J07M	Remediation	Online Spring 2004 Expedited Retake Admin	1F07R	Remediation	Online Contact eSOL for Online Setup	1K12M	Remediation	Online Contact eSOL for Online Setup	1K07R
Algebra II	Online Spring 2004 Term Graduate Admin	1J47M	Remediation	Online Spring 2004 Expedited Retake Admin	1F47R	Remediation	Online Contact eSOL for Online Setup	1K52M	Remediation	Online Contact eSOL for Online Setup	1K47R
Geometry	Paper	1F27R	Remediation	Paper	1J27M	Remediation	Paper	1KxxM	Remediation	Paper	1KxxR
Biology	Online Spring 2004 Term Graduate Admin	1F47S	Remediation	Online Spring 2004 Expedited Retake Admin	1E47N	Remediation	Online Spring 2004 Admin (Alternate Form)	1J47N	Remediation	Online Contact eSOL for Online Setup	1K52N
Earth Science	Online Spring 2004 Term Graduate Admin	1F67S	Remediation	Online Spring 2004 Expedited Retake Admin	1E67N	Remediation	Online Spring 2004 Admin (Alternate Form)	1J67N	Remediation	Online Contact eSOL for Online Setup	1K72N
Chemistry	Online Spring 2004 Term Graduate Admin	1F87S	Remediation	Online Spring 2004 Expedited Retake Admin	1J87N	Remediation	Online Contact eSOL for Online Setup	1K92N	Remediation	Online Contact eSOL for Online Setup	1K87S
English: Reading	Online Spring 2004 Term Graduate Admin	1F08T	Remediation	Online Spring 2004 Expedited Retake Admin	1E08P	Remediation	Online Spring 2004 Admin (Alternate Form)	1J08P	Remediation	Online Contact eSOL for Online Setup	1K13P

**Term Graduate Testing
Spring 2004
Forms Road Map**

Version: Online EARLY Divisions

Subject	1 st Attempt		→	2 nd Attempt		→	3 rd Attempt		→	4 th Attempt	
	Administration	Form #		Administration	Form #		Administration	Form #		Administration	Form #
VA & US History (1995)	Online Spring 2004 Term Graduate Admin	1F67R	Remediation	Online Spring 2004 Expedited Retake Admin	1B67R		No Paper or Online form available		No Paper or Online form available		
World History I (1995)	Online Spring 2004 Term Graduate Admin	1F87R	Remediation	Online Spring 2004 Expedited Retake Admin	1B87R		No Paper or Online form available		No Paper or Online form available		
World History II (1995)	Online Spring 2004 Term Graduate Admin	1F07S	Remediation	Online Spring 2004 Expedited Retake Admin	1B07S		No Paper or Online form available		No Paper or Online form available		
World Geography (1995)	Online Spring 2004 Term Graduate Admin	1F27S	Remediation	Paper	1B27S		No Paper or Online form available		No Paper or Online form available		
VA & US History (2001)	Paper	1J67M	Remediation	Paper	1K67R	Remediation	Online Spring 2004 Admin (Alternate Form)	1K72M	Remediation	No Paper or Online form available	
World History I (2001)	Paper	1J87M	Remediation	Paper	1K87R	Remediation	Online Spring 2004 Admin (Alternate Form)	1K92M	Remediation	No Paper or Online form available	
World History II (2001)	Paper	1J07N	Remediation	Paper	1K07S	Remediation	Online Spring 2004 Admin (Alternate Form)	1K12N	Remediation	No Paper or Online form available	
World Geography (2001)	Paper	1J27N	Remediation	Paper	1K27S	Remediation	Online Spring 2004 Admin (Alternate Form)	1K32N	Remediation	No Paper or Online form available	

**Term Graduate Testing
Spring 2004
Forms Road Map**

Version: Online CORE 1 Divisions

Subject	1 st Attempt		→	2 nd Attempt		→	3 rd Attempt		→	4 th Attempt	
	Administration	Form #		Administration	Form #		Administration	Form #		Administration	Form #
Grade 8 (Modified Standard Diploma students only)	Paper	8F64Q	Remediation	Paper	8K64L	Remediation	Paper	8K64Q		No Paper or Online form available	
Algebra I	Online Spring 2004 Term Graduate Admin	1J07M	Remediation	Online Spring 2004 Expedited Retake Admin	1F07R	Remediation	Online Spring 2004 Admin	1K12M	Remediation	Online Contact eSOL for Online Setup	1K07R
Algebra II	Online Spring 2004 Term Graduate Admin	1J47M	Remediation	Online Spring 2004 Expedited Retake Admin	1F47R	Remediation	Online Spring 2004 Admin	1K52M	Remediation	Online Contact eSOL for Online Setup	1K47R
Geometry	Paper	1F27R	Remediation	Paper	1J27M	Remediation	Paper	1KxxM	Remediation	Paper	1KxxR
Biology	Online Spring 2004 Term Graduate Admin	1F47S	Remediation	Online Spring 2004 Expedited Retake Admin	1E47N	Remediation	Online Contact eSOL for Online Setup	1J47N	Remediation	Online Spring 2004 Admin	1K52N
Earth Science	Online Spring 2004 Term Graduate Admin	1F67S	Remediation	Online Spring 2004 Expedited Retake Admin	1E67N	Remediation	Online Contact eSOL for Online Setup	1J67N	Remediation	Online Spring 2004 Admin	1K72N
Chemistry	Online Spring 2004 Term Graduate Admin	1F87S	Remediation	Online Spring 2004 Expedited Retake Admin	1J87N	Remediation	Online Spring 2004 Admin	1K92N	Remediation	Online Contact eSOL for Online Setup	1K87S
English: Reading	Online Spring 2004 Term Graduate Admin	1F08T	Remediation	Online Spring 2004 Expedited Retake Admin	1E08P	Remediation	Online Contact eSOL for Online Setup	1J08P	Remediation	Online Spring 2004 Admin	1K13P

**Term Graduate Testing
Spring 2004
Forms Road Map**

Version: Online CORE 1 Divisions

Subject	1 st Attempt		→	2 nd Attempt		→	3 rd Attempt		→	4 th Attempt	
	Administration	Form #		Administration	Form #		Administration	Form #		Administration	Form #
VA & US History (1995)	Online Spring 2004 Term Graduate Admin	1F67R	Remediation	Online Spring 2004 Expedited Retake Admin	1B67R		No Paper or Online form available		No Paper or Online form available		
World History I (1995)	Online Spring 2004 Term Graduate Admin	1F87R	Remediation	Online Spring 2004 Expedited Retake Admin	1B87R		No Paper or Online form available		No Paper or Online form available		
World History II (1995)	Online Spring 2004 Term Graduate Admin	1F07S	Remediation	Online Spring 2004 Expedited Retake Admin	1B07S		No Paper or Online form available		No Paper or Online form available		
World Geography (1995)	Online Spring 2004 Term Graduate Admin	1F27S	Remediation	Paper	1B27S		No Paper or Online form available		No Paper or Online form available		
VA & US History (2001)	Paper	1J67M	Remediation	Paper	1K67R	Remediation	Online Spring 2004 Admin (Alternate Form)	1K72M	Remediation	No Paper or Online form available	
World History I (2001)	Paper	1J87M	Remediation	Paper	1K87R	Remediation	Online Spring 2004 Admin (Alternate Form)	1K92M	Remediation	No Paper or Online form available	
World History II (2001)	Paper	1J07N	Remediation	Paper	1K07S	Remediation	Online Spring 2004 Admin (Alternate Form)	1K12N	Remediation	No Paper or Online form available	
World Geography (2001)	Paper	1J27N	Remediation	Paper	1K27S	Remediation	Online Spring 2004 Admin (Alternate Form)	1K32N	Remediation	No Paper or Online form available	

**Term Graduate Testing
Spring 2004
Forms Road Map**

Version: Online CORE 2 Divisions

Subject	1 st		→	2 nd		→	3 rd		→	4 th	
	Administration	Form #		Administration	Form #		Administration	Form #		Administration	Form #
Grade 8 (Modified Standard Diploma students only)	Paper	8F64Q	Remediation	Paper	8K64Q	Remediation	Paper	8K64L		No Paper or Online form available	
Algebra I	Online Spring 2004 Term Graduate Admin	1J07M	Remediation	Online Spring 2004 Expedited Retake Admin	1F07R	Remediation	Online Spring 2004 Admin	1K07R	Remediation	Online Contact eSOL for Online Setup	1K12M
Algebra II	Online Spring 2004 Term Graduate Admin	1J47M	Remediation	Online Spring 2004 Expedited Retake Admin	1F47R	Remediation	Online Spring 2004 Admin	1K47R	Remediation	Online Contact eSOL for Online Setup	1K52M
Geometry	Paper	1F27R	Remediation	Paper	1J27M	Remediation	Paper	1KxxR	Remediation	Paper	1KxxM
Biology	Online Spring 2004 Term Graduate Admin	1F47S	Remediation	Online Spring 2004 Expedited Retake Admin	1E47N	Remediation	Online Contact eSOL for Online Setup	1J47N	Remediation	Online Spring 2004 Admin	1K47S
Earth Science	Online Spring 2004 Term Graduate Admin	1F67S	Remediation	Online Spring 2004 Expedited Retake Admin	1E67N	Remediation	Online Contact eSOL for Online Setup	1J67N	Remediation	Online Spring 2004 Admin	1K67S
Chemistry	Online Spring 2004 Term Graduate Admin	1F87S	Remediation	Online Spring 2004 Expedited Retake Admin	1J87N	Remediation	Online Spring 2004 Admin	1K87S	Remediation	Online Contact eSOL for Online Setup	1K92N
English: Reading	Online Spring 2004 Term Graduate Admin	1F08T	Remediation	Online Spring 2004 Expedited Retake Admin	1E08P	Remediation	Online Contact eSOL for Online Setup	1J08P	Remediation	Online Spring 2004 Admin	1K08T

**Term Graduate Testing
Spring 2004
Forms Road Map**

Version: Online CORE 2 Divisions

Subject	1 st		→	2 nd		→	3 rd		→	4 th	
	Administration	Form #		Administration	Form #		Administration	Form #		Administration	Form #
VA & US History (1995)	Online Spring 2004 Term Graduate Admin	1F67R	Remediation	Online Spring 2004 Expedited Retake Admin	1B67R		No Paper or Online form available			No Paper or Online form available	
World History I (1995)	Online Spring 2004 Term Graduate Admin	1F87R	Remediation	Online Spring 2004 Expedited Retake Admin	1B87R		No Paper or Online form available			No Paper or Online form available	
World History II (1995)	Online Spring 2004 Term Graduate Admin	1F07S	Remediation	Online Spring 2004 Expedited Retake Admin	1B07S		No Paper or Online form available			No Paper or Online form available	
World Geography (1995)	Online Spring 2004 Term Graduate Admin	1F27S	Remediation	Paper	1B27S		No Paper or Online form available			No Paper or Online form available	
VA & US History (2001)	Paper	1J67M	Remediation	Paper	1K67R	Remediation	Online Spring 2004 Admin (Alternate Form)	1K72M	Remediation	No Paper or Online form available	
World History I (2001)	Paper	1J87M	Remediation	Paper	1K87R	Remediation	Online Spring 2004 Admin (Alternate Form)	1K92M	Remediation	No Paper or Online form available	
World History II (2001)	Paper	1J07N	Remediation	Paper	1K07S	Remediation	Online Spring 2004 Admin (Alternate Form)	1K12N	Remediation	No Paper or Online form available	
World Geography (2001)	Paper	1J27N	Remediation	Paper	1K27S	Remediation	Online Spring 2004 Admin (Alternate Form)	1K32N	Remediation	No Paper or Online form available	



Attachment 8: Spring 2004 Survey Worksheet

1. Please update or complete the information below for your school division
 - a. Division number (include leading zeros)
 - b. Division name
2. The Division Director of Testing (DDOT) is considered the primary contact for online testing, and your division's master user account for the online testing program will be established in his/her name.
 - a. DDOT's name
 - b. DDOT's email address
 - c. DDOT's phone number with area code
3. The Secondary DDOT MAY be identified as an additional person who is directly involved with online testing at the division level. The Secondary DDOT would be included on most communications regarding online testing. Completing the following fields is optional.
 - a. Secondary DDOT's name (optional)
 - b. Secondary DDOT's email address
 - c. Secondary DDOT's phone number with area code
4. The Project Manager (PM) is considered the primary technology contact for the SOL Technology Initiative. Any technology-specific information regarding school certification or online testing will be directed to the Project Manager.
 - a. PM's name
 - b. PM's email address
 - c. PM's phone number with area code
5. The Secondary PM MAY be identified as an additional technology contact for the SOL Technology Initiative and online testing at the division level. The Secondary PM would be included on most communications regarding online testing. Completing the following fields is optional.
 - a. Secondary PM's name (optional)
 - b. Secondary PM's email address
 - c. Secondary PM's phone number with area code
6. Scheduled graduation date or date range
7. Last school day for students as of January, 9, 2004
8. Number of built-in make-up days remaining in your school calendar as of January 9, 2004
9. Does your division plan on participating in Spring 2004 online SOL testing?
10. Your test window should cover a two-week time period NOT including Term Graduates or Expedited Retakes. (If you need more than two weeks to complete online testing, please add days to the end of the test window.) The Testing Start Date should be the same for online and paper testing. The Online Testing End Date should reflect the last day online tests will be administered in your division.
 - a. Testing Start Date (mm/dd/yyyy)
 - b. Online Testing End Date (mm/dd/yyyy)

11. This spring any Examiner who will be reading an online SOL test aloud (for those students eligible for this accommodation) will be able to view a separate test when reading the test to the student(s). Does your division plan to administer any online tests using the ^read aloud^ accommodation? (Specific school-level information will be collected at a later time.)
12. This spring an online (regular) audio version of the EOC English: RLR, Biology, US & VA History, and Algebra I SOL tests will be available. Does your division plan to administer any online (regular) audio versions of these tests this spring? (Specific school-level information will be collected at a later time.)
13. Please complete the next several questions regarding training so that we may assess your division's training needs.
 - a. Have you (or anyone from your division) participated in a training session conducted by VDOE staff for online SOL testing?
 - b. Do you need additional formal training for the online testing system to feel comfortable administering online SOL tests this spring?
 - c. Would you be willing to host a formal training session this spring at your school division (for your personnel and other neighboring school divisions)?
 - d. Training Sessions are hands-on sessions conducted in a computer lab. How many computer workstations would be available for training in your lab?
 - e. How many participants from your division would attend?
 - f. Please provide 2-3 possible training dates for the spring.
14. There are two methods used for entering student data into the online testing system. Divisions may submit a Mass Load* file to Pearson Educational Measurement and have their students automatically loaded into the system, or divisions may choose to hand-enter their students after receiving access to the online testing system. Which method of entering student data will your division use?
 - a. Mass Load*
 - b. Hand-enter
 - c. Unsure at this time

*More information about the Mass Load process will be sent to divisions soon.
15. Please enter the estimated number of online SOL tests that will be administered in each subject in your division this spring. These numbers will be used for sampling and equating purposes. Please do NOT include Term Graduates, Retesters, or Expedited Retakes. The next three screens will address those groups.

Enter zero for any subject that will NOT be tested online.

NOTE: Paper tests should NOT be ordered for students who are taking online SOL tests.

- a. Algebra I
- b. Algebra II
- c. Earth Science
- d. Biology

- e. Chemistry
- f. English: RLR
- g. US History (1995)*
- h. US History (2001)
- i. World History I (1995)*
- j. World History I (2001)
- k. World History II (1995)*
- l. World History II (2001)
- m. World Geography (1995)*
- n. World Geography (2001)

*Students must take the 1995 version of the history tests if they were enrolled in the EOC history course prior to Fall 2003. Only retesters should be administered this version of test.

16. The Term Graduate administration is available for students who will have received enough standard and verified credits to graduate at the conclusion of the spring term. If your division has students who qualify as Term Graduates and need to quickly receive results from EOC tests, they may be administered online tests under the Term Graduate administration. Results for these tests are available in Reporting after a student has completed the test

Please enter the estimated number of online SOL tests that will be administered in each subject to Term Graduates this spring. Please do NOT include the students entered on the previous screen, Retesters, or Expedited Retakes.

Enter zero for any subject that will NOT be administered to Term Graduates online.

NOTE: Paper tests should NOT be ordered for students who are taking online SOL tests.

- a. Algebra I
- b. Algebra II
- c. Earth Science
- d. Biology
- e. Chemistry
- f. English: RLR
- g. US History (1995)*
- h. World History I (1995)*
- i. World History II (1995)*
- j. World Geography (1995)*

*Students must take the 1995 version of the history tests if they were enrolled in the EOC history course prior to Fall 2003. Only retesters should be administered this version of test.

17. Please enter the estimated number of online SOL tests that will be administered in each subject to Retesters this spring. Any student who has passed the class, has previously failed the SOL test, and is retaking the test for verified credit is considered a retester.

Enter zero for any subject that will NOT be administered to retesters online.

NOTE: Paper tests should NOT be ordered for students who are taking online SOL tests.

- a. Algebra I
- b. Algebra II
- c. Earth Science
- d. Biology
- e. Chemistry
- f. English: RLR
- g. US History (1995)*
- h. World History I (1995)*
- i. World History II (1995)*
- j. World Geography (1995)*

*Students must take the 1995 version of the history tests if they were enrolled in the EOC history course prior to Fall 2003. Only retesters should be administered this version of test.

18. Please check any subjects that may be administered online as Expedited Retakes to students in your division.

- a. Alg I
- b. Alg II
- c. Earth Sci
- d. Biology
- e. Chemistry
- f. English: RLR
- g. US History (1995)*
- h. US History (2001) if available
- i. World History I (1995)*
- j. World History I (2001) if available
- k. World History II (1995)*
- l. World History II (2001) if available
- m. World Geography (2001) if available

*Students must take the 1995 version of the history tests if they were enrolled in the EOC history course prior to Fall 2003. Only retesters should be administered this version of test.

19. A comparability study is being conducted this spring involving Geometry. Students participating in the comparability study must first be given the paper/pencil version of the Geometry test. Within 3-10 days of completing the paper/pencil test, the students should take the alternate form of the test online. Only the better of the two scores is reported. Is your division interested in participating in the Geometry comparability study this spring?

Participation in the comparability study this spring is limited. Divisions will be chosen on a first come, first served basis. You will be notified if your division may participate.

20. If chosen, please enter the number of online Geometry tests that you will administer for the comparability study in your division this spring.
 - a. Geometry
21. Does your division plan to administer any EOC SOL online tests at the middle school level?
22. If yes, please list the school code and name for participating middle schools below.
23. Thank you for completing this information. You will receive a confirmation report of the information you have provided in this survey within 14 days. If you have questions or would like to comment on Virginia's online testing program, please feel free to use the space below.



Attachment 9: Spring 2004 Online Assessment Training slide presentation



Hands-on Training: Administering SOL Web-based Assessments

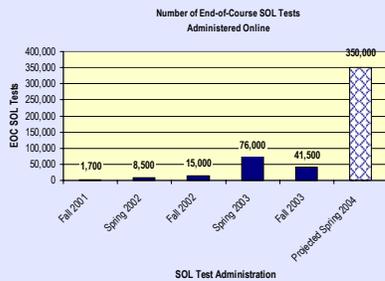
Spring 2004

Purpose of Presentation

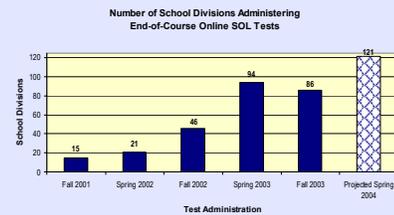
- Overview of online testing
- Accommodations for online testing
- Early Warning System
- Best practices
- Comparison to paper/pencil



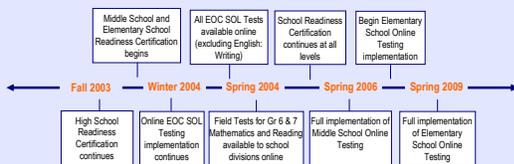
Online Tests Administered



Divisions Administering Online Tests



SOL Technology Initiative Timeline¹



¹Timeline is subject to change.



Online Testing System Overview

- Web-based
- Proprietary system with customized features
- All functions required to securely administer standardized tests
- Secure test delivery
- Cross-platform access
- Single item format
- Ability to review
- Background download



Virginia Home Page

<http://etest.ncs.com/customers/Virginia/index.htm>



The screenshot shows the Virginia Home Page with a navigation menu (MAIN, SERVICES, CUSTOMERS, FAQ, SPOTLIGHT, DEMO, NEWS, CONTACT US) and a central area with links to Training Center, Virginia SOL Web-based Assessments Program, Practice Assessment Tools (ePAT), and Grade 6 & 7 Field Testing for Reading and Mathematics.



New for 2003-2004

- TestNav Update
- Early Warning System
- Online Audio Tests
- Reporting Requests
- Multi-subject Reports
- ER Eligibility Report
- Term Graduate Admin
- Comparability Study
- User Profiles
- Mark Test Complete
- Alternate Forms
- Read-aloud Procedures
- System Downtime
- Session Naming



Spring 2004 Tests Available

- Algebra I
- Algebra II
- Geometry (Comp Study)
- Biology
- Chemistry
- Earth Science
- English: Reading
- VA & US History (1995/2001)
- World History I (1995/2001)
- World History II (1995/2001)
- World Geography (1995/2001)



Advantages of Online Testing

- Administrators:
 - Eliminates the need to order, distribute, and collect test materials
 - Student demographic information preloaded into online system
 - Specific security rights assigned to each user
 - Test scores immediate after equating
- Students:
 - Eliminates students transferring answers to an answer document
 - Provides item review screen to detect unanswered questions
 - Displays one item on the screen at a time



Resources for Online Testing

- Virginia Home Page
- Virginia Training Center
- Virginia SOL Web-based Assessment Program
- Virginia SOL Web-based Assessment Resources
- Virginia Practice Assessment Tools (ePat)
- User's Guide
- Training Workbook
- TestNav™ Tutorial
- eTools™ Live
- Online Supplements
- Spring 2004 Checklist
- Mass load Directions
- Mass Load Template
- Mark Test Complete Guidelines
- Online Reporting: Getting your Online Test Scores
- Best Practices for Online Testing
- Infrastructure Guidelines
- Proctor Caching User's Guide
- Audio Test Configuration Guidelines
- Steps for Administering the Training Test
- Steps for Administering the Audio Training Test



Viewing Online Test Results

- Available immediately after student submits test (after tests are equated)
- Access through Reporting from online system
- Download/print student-level reports
- Provide same information as paper/pencil reports
- Online data included in paper/pencil summary reports



Profile of User Security Rights

- Division Director of Testing
 - Division, school, and group-level reporting
 - Add/edit groups, add/edit students, remove students
 - Assign Testing Status, Alternate form, and Accommodation form
 - Add/edit administrative users
 - Create/edit test sessions, print test tickets, proctor caching



Profile of User Security Rights

- School Test Coordinator
 - School and group-level reporting –after test window
 - Add/edit groups, add/edit students, remove students
 - Assign Testing Status and Accommodation forms
 - Create/edit test sessions, print test tickets, proctor caching
- Examiner (if any)
 - Edit Students – prior to test window
 - Edit Sessions – during test window



Basic Steps for Online Testing

- Submit online enrollment information
- Participate in training with VDOE
- Determine online testing schedule
- Run Load Test software to test network
- Prepare and send mass load template
- Train staff new to online testing
- Assign appropriate rights to administrative users
- Schedule online school test sessions
- Train students to use TestNav



Basic Steps for Online Testing (cont)

- Complete 96-Hour Checklist
- Print test tickets
- Start and stop test sessions
- View test results
- Finalize student demographics and test specific data
- Address online alerts (before submitting ATP)
- Print necessary reports
- Remove rights from administrative users



Accommodations Overview

- Accommodations provided if specified in student's IEP, 504 management tools, or LEP SOL Participation Form
- Same procedures apply to paper and online
- Accommodations available for specific EOC test shown on Student Test Details screen
- Alert occurs if Disability Status or LEP is not designated
- Some accommodations not available for online testing



Accommodations Available

Flexible schedule (except Multiple sessions)	Audio version
Group size	Bilingual dictionary
Environmental modifications	Verbal response
Visual aids	Math aids
Amplification equipment	Special pencil
Assistance with directions	Spelling aids
Reading test items in English	Graphing or scientific calculator



Accommodations Not Available

Multiple sessions
Large-print test
Increased size of answer circles
Braille test
Communication board
Respond by word processor, Braille
Augmentative communication device
Tape recorder (Writing)
Dictation (Writing)

Early Warning System (EWS)

1. TestNav notifies the student that responses are not being transmitted back to Pearson by displaying Early Warning Screen #1
2. The student notifies the Examiner as instructed on the screen.
3. The Examiner clicks the Test Monitor button to display Early Warning Screen #2
4. The Examiner can:
 1. print a record student's responses
 2. view student's responses



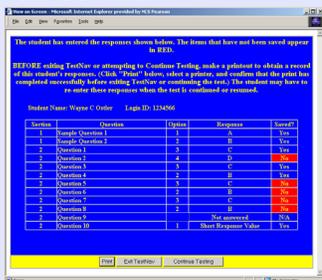
EWS-Screen #1



EWS-Screen #2



EWS-Screen #3



EWS Triggers

1. TestNav has tried 3 consecutive times to transmit a response and was not successful.
2. TestNav client fails to fetch an item file after three consecutive attempts.
3. TestNav client has not received a confirmation of a successful or unsuccessful transmission in 180 seconds while the student is testing.
4. TestNav client has not received a confirmation of a successful or unsuccessful transmission of responses within 30 seconds of the student submitting or exiting the test.



Best Practices

- Designate one person (STC) to control sessions, test tickets, and reports
- Limit the Examiner's responsibilities
- Provide technology support at each school
- Provide mass load file one month prior to testing
- Test network by scheduling training test sessions simultaneously
- Create make-up and irregularity test sessions prior to testing



Best Practices (cont)

- Notify parents of online testing opportunities
- Provide blinders or privacy screens for computer monitors
- Use test tickets to assign seats in lab
- Alternate content area on computers
- Turn off computer monitor if student leaves the room
- Plan for alternate location for testing for students needing additional time



Best Practices (cont)

- Provide extra batteries for laptops or use power supply when possible
- Use proctor caching for testing large numbers of students simultaneously
- Train Examiners and students using the Training Test
- Train STCs and Examiners on Early Warning System procedures
- Provide two adults to monitor each test session



Best Practices (cont)

- Have TestNav login screen on computer monitors before students enter room
- Provide all utility companies (power, cable, Internet Service Provider, etc.) and school division maintenance with testing dates and times
- Use names for groups that coincide with teacher/class names on paper answer documents for data merge
- Schedule labs with 2-3 workstations open in the event students need to be moved



Paper and Pencil	Online
Test booklets and answer documents are ordered.	Student demographic data is loaded into the system.
A testing schedule is created.	Test sessions are created and scheduled on the computer.
Test materials are received, counted, sorted, and secured.	Students are assigned to test sessions on the computer.
Student answer documents are "bubbled" or "labeled" and sorted by test session.	Student test tickets are printed by test session.
A location is prepared for signing out test booklets and answer documents to Examiners.	A location is prepared for signing out test tickets to Examiners.
Examiner picks up test booklets and answer documents.	Examiner picks up test tickets and session is started.



Paper and Pencil	Online
Examiner distributes test booklets and answer documents.	Examiner turns on computers, launches TestNav, and distributes test tickets.
Students open test booklet.	Students login.
Examiner reads directions and students answer sample item(s) and complete their test.	Examiner reads directions and students answer sample item(s) and complete their test.
Examiner collects test booklets.	Students submit test and close TestNav.
Examiner collects and checks answer documents.	Examiner collects test tickets.
Examiner returns test booklets and answer documents.	Examiner returns test tickets.



Contact Information

- Pearson Educational Measurement
 - Va_online@pearson.com
 - Help Desk
 - 1-888-597-1103, 7:00 AM – 6:00 PM Eastern, M-F
- Virginia Department of Education
 - ESOL@mail.vak12ed.edu
 - Assessment and Reporting
 - Ronald Sutton, 804-225-2913, rsutton@mail.vak12ed.edu
 - Technology Services
 - Sarah Susbury, 804-786-5823, ssusbury@mail.vak12ed.edu
 - Ellen Kozlowski, 804-225-4386, ekozlows@mail.vak12ed.edu



Login ID: *divisiontrain*
Password: training



Attachment 10: Spring 2004 Training Workbook



Training Workbook for Virginia Standards of Learning Web-based Assessments



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Exercise 1 – Student Data – Add Group

A. Log In To The eMeasurement™ Services System

1. Starting from the Virginia home page (<http://etest.ncs.com/customers/Virginia/index.htm>), you will see the *Training Center* link, the *Virginia SOL Web-based Assessments Program* link, *Practice Assessment Tools (ePAT)* link, and *Grade 6 & 7 Field Test for Reading and Mathematics* link. For purposes of training and practicing, click on the *Training Center Link*.
2. Click on the *Student Data* link.
3. Click on the *View or maintain the organizational group data* link.
4. Using the Login ID and Password that has been provided to you, log in to the Training Center (these fields are case sensitive). This Login ID and Password are only applicable to the Training Center site. You will be provided with a new authorization letter that pertains solely to the Virginia SOL Web-based Assessments Program site (the “live” side) at a later date.

Note: In the “live” side, the first time you log in to the system you must read the Test Security Guidelines, click on the check box indicating the guidelines have been read and click the *Accept* button (Figure 1). Once you have accepted the Test Security Guidelines, a printable page with an area for a signature will be presented. You may *Print* this page by clicking on the appropriate button at the bottom of the page (Figure 2).

Figure 1

I acknowledge that I will have access to the Virginia Standards of Learning (SOL) Web-based Assessments for the purpose of administering the SOL assessments. I also acknowledge that I have read, understand, and agree to adhere to the *Test Security Guidelines*.

I understand that these tests are highly secure, and it is my professional responsibility to protect their security as follows:

1. I will not divulge the contents of the test to anyone.
2. I will not copy/print or take notes about any part of the test.
3. I will not allow access to the tests to any student or other person not so authorized by the School Test Coordinator.
4. I understand my user name and password are secure and must remain confidential.

The *Test Security Guidelines* are available (after you accept the guidelines when they first appear on the screen) for you to print, sign, and return to your test administrator. In addition, a paper copy of the Test Security Agreement appears in Appendix A of the Virginia SOL Web-based Assessments *Division Director of Testing Supplement, School Test Coordinator's Supplement, and Examiner's Supplement*. Please be sure you print the *Test Security Guidelines* (from the computer) OR copy the *Test Security Agreement* (from one of the supplements) to sign and return to your test administrator before administering any Virginia Standards of Learning Web-based Assessments.

Place a check in the box to indicate you have read the text above.

Accept Decline

Figure 2

Signature:

Date:
3/5/04

Print Next

The next screen will ask you to change your password. You must first type in the password as it appears on the authorization letter (6 digits). Then type in the password you wish to use for the “live” side in the next two fields. You will use this changed password every time you are prompted to log in to the system (Figure 3).

Figure 3

First time users must change their password before proceeding. Enter your current password and the new password below. Click the OK button to continue.

Login ID: jriefin

Password:

New Password:

Confirm New Password:

B. Add A Group To Your School’s Organizational Hierarchy

1. In the Organizational Hierarchy section click on the “+” in front of your division to expand to the school level.
2. Click on the “+” in front of a school to expand to the subject level.

Note: The hierarchy level that appears will depend on the level of user authorization that has been given to you. For purposes of training you have access to the division level.

3. Click on the subject level (Training Subject). (Clicking on the name selects/highlights the level; clicking on the “+” expands the level.) Notice when the subject is selected, the Selected Group Information section is populated in the upper right side of the screen.
4. In the Add A New Group section:
 - Select New Group Type – Group
 - Enter New Group Name – Your last name and/or a section reference (i.e. Smith Block 1). **Note:** Group Name can be a maximum of 25 characters. Groups dictate how reports are generated.
 - Leave the New Group Code blank – this is an optional field.
5. Click the *Apply* button.
6. When the verification screen appears, click *OK*. You will notice your group has been added to the Organizational Hierarchy.
7. Click on *Students* on the black menu bar to return to the Student Data menu.

Exercise 2 – Student Data – Add Student

A. Add A Student To Your Group

1. From the Student Data menu, click on *View or maintain a student roster*.
2. In the Organizational Hierarchy section, click on the “+” in front of your school and subject to expand the lists. Click on the group name so it will be selected/highlighted.

-
3. Click the *View Roster* button.
 4. Click the *Add Student* button at the bottom of the roster.
 5. Enter the required information and demographics for a fictional student. Unique ID is a field that is required by the eMeasurement Services system. This field must be unique throughout the entire testing program. This field should be formatted as follows: DDD-NNNNNNNNNNNN (e.g., 311-123456789123). The DDD is your 3-digit division code followed by a “-” and the student number assigned to this particular student. The student number can be up to 12-digits.
 6. Click the *Add Student* button. Click *OK* on the verification screen.
 7. Repeat steps 5 and 6 two more times to add two more fictional students.
 8. Click the *View Roster* button. The three students that you just added will now appear on the Student Roster.
 9. Click on one of the students you just added. You can add or change demographic information as needed. Change the Grade for the student that you are viewing. Click the *Apply* button. When making revisions to a student in this manner always click the *Apply* button after making your changes.

B. Student Self-Registration

1. To quickly add generic students for training, click the *Setup Student Registration* button at the bottom of the Student Roster. This button only works in the Training Center.
2. Enter 10 in the Number Of Students To Register field.
3. Click the *Create Registrations and Download PDF Report* button.
4. If this is the first time you have generated a report during this session, you will be prompted to log in again. Remember to use the changed password you typed in Exercise 1A, not the password printed on your authorization letter.
5. Do not print the Student Registration letters. Close the Adobe Acrobat window by clicking the “X” in the upper right-hand corner of that screen.
6. Your Student Roster should include the student(s) you hand-entered plus the “New Students” created with the *Setup Student Registration* process.

Note: This is a quick, simple way to register up to 99 students at a time for the training test. See *Student Registration for Training Purposes Only* in the Appendix of this workbook.

7. Click the *Home* link on the black menu bar at the top of the page.

Exercise 3 – Session Management – Create Session

A. Create A Test Session

1. From the Training Center home page, click on the *Session Management* link.
2. Click on *Create a new session*.
3. Select the Test Administration (“Training Administration”).
4. Select the Test To Be Administered (“Training”).
5. In the Session Name field, enter your high school initials and the name of the session. (e.g., “VHS Smith Block 1”).

-
6. Enter information into each of the three scheduling fields. This information is for scheduling purposes only. You are not bound by the information entered into these fields.
 7. In the Location/Room field, enter your 3-digit Division code and the location where the test session will be held (e.g., “311-Library Lab”).
 8. Click the *Next* button.

B. Assign Students To The Test Session

1. Expand your division, school and subject by clicking on the “+” until you find the group you created in Exercise 1.
2. Click on your group name so that it is selected/highlighted.
3. Click the *Next* button.
4. You will see the students that you added in the Available Students section on the left.
5. Highlight each student you wish to include in the test session. To highlight more than one student at a time, hold down the <Ctrl> key on your keyboard while you click the students’ names.
6. Click the *Add* button after highlighting the students. The selected students will move to the Students Assigned section on the right. Assign at least 5 students to the session.
7. Click the *Next* button to view the Session Roster for the test session that you created.
8. Click on a student name to view the Student Test Details screen. This is where accommodations, testing status, and other test-specific information is entered.
9. Scroll down to the bottom of the page and click the *Back* button to return to the Session Roster.
10. Click the *Home* link on the black menu bar at the top of the page.

Exercise 4 – Session Management – View/Modify Session

A. View Session List

1. From the Training Center home page, click on the *Session Management* link.
2. Click the *View or maintain an existing session* link.
3. Select the appropriate Test Administration and Test To Be Administered.
4. Choose the selection **Not Started and Started** for the View Sessions With Status field. (This is the default option.)
5. Click on the school so that the school name is highlighted.
6. Click the *Next* button.
7. The Session List containing all the test sessions created for this school will be displayed.

B. Modify The Test Session

1. Click on your Session Name. This will bring you to your test session’s Session Roster.
2. Remove one of your students from the roster by clicking the check box to the left of the student’s name and clicking the *Apply* button.
3. When the verification screen appears, click OK. This will remove the student from your test session and make the student available to be added to another test session if applicable.

-
4. Click the *Move Students* button at the bottom of the roster.
 5. Click on the name of one of the students in the Select Students To Move section.
 6. Create a make-up test session on this screen by entering the information next to the *New* button. Be sure the session name begins with the high school's initials and includes the words "make-up".
 7. Click *New*. The selected student has now been placed in the make-up test session.
 8. Click the *Back* button at the bottom of the screen.
 9. Click the *Add Students* button at the bottom of the roster.
 10. The students that haven't been assigned to this test session are shown on the left side under the Available Students field. Find the student you previously **removed** and add the student back to your roster.
 11. Click the *Next* button.
 12. Click the *Sessions* link on the black menu bar at the top of the page.

C. Print Test Tickets

1. Click the *View or maintain an existing session* link.
2. Select the appropriate Test Administration and Test To Be Administered.
3. Choose the selection **Not Started and Started** for the View Sessions With Status field.
4. Click on the school so that the school name is highlighted.
5. Click the *Next* button.
6. Click on your Session Name.
7. Click the *Get Authorizations* button to view the Student Authorization tickets.
8. Scroll through the tickets and write the student authorization information down for one of the students:

Login ID

Password

Test Code

9. Close the Student Authorization tickets PDF window by clicking on the X in the upper right corner.

D. Start The Test Session

1. Click the *Start* button.
2. Click the *OK* button to confirm the request to start the test session.
3. Click the *OK* button to verify the session has been started.

Exercise 5 – Test Delivery & Session Monitoring

A. Take A Test

1. PC users minimize the Session Roster and Session Management screens. Mac users window-shade the Session Roster and Session Management screens by clicking on the box in the upper right-hand corner of the screen.
2. Double click on the TestNav icon found on your desktop.

-
3. When the emulated browser window appears, enter the following in the browser address field: <http://www5.etest.ncspearson.com/VASOLTRNG> and click *GO*.
 4. Enter the student's Login ID, Password, and Test Code (written on p. 7). These are not case sensitive.
 5. Click the *Login* button.
 6. At this time, the trainer will demonstrate the following:
 - Navigating through the test.
 - Using the tools associated with each test.
 - Selecting an answer to the question.
 - Choosing items for future review.
 - Displaying a summary of items answered and not answered.
 - Exiting and submitting the test.
 7. After becoming familiar with the navigation buttons and online tools, *Exit* the student's test.

B. Monitor The Test Session

1. PC users maximize the Session Roster and Session Management screens. Mac users click on the box in the upper right-hand corner of the window-shaded Session Roster and Session Management screens to maximize. (If you are running Mac OS_X, click on the green "+" button in the upper left corner of the window to maximize.)
2. Return to the Session Roster screen to view the test session you created.
3. Click the *Restore* button to refresh the Session Roster screen. (You may be returned to the Session Selection screen when clicking *Restore*. If this occurs, you will need to choose the Test Administration, Test To Be Administered, and group from the Organizational Hierarchy to return to the Session Roster screen.)
4. Locate the student with which you logged into TestNav. Note the student's Status is orange and reads "Exited".
5. Click the *Resume* button in the Resume column next to the student's status. Notice the student's status is yellow and reads "Resume". If you now repeated steps 2-5 from Exercise 5A, you would return to within 2 items of where you left off. In addition, the status for the student would change back to green and read "Started".

C. Mark Test Complete And Assign Testing Status

(On occasion, it will be necessary to mark a test complete to account for students who did not take a test.)

1. On the Session Roster screen, locate one of the students who has a status of "Not Started."
2. Click on the Student Name to view the Student Test Details screen.
3. At the bottom of the Student Test Details screen, click the *Mark Test Complete* button.
4. Enter "Student already passed test" in the pop-up window that is automatically displayed on the screen. This reason will be displayed on the Student Test Details screen in the Termination Reason field.
5. In the Testing Status field, select "09-Student has already passed this test".
6. Click *Apply*.
7. Click *Back*.

D. Assign Alternate Form

(Some students may be permitted to take the alternate form. Only a Division Director of Testing will have authority to assign the alternate form after approval from the VDOE.)

1. On the Session Roster screen, locate a student who shows a status of “Not Started.”
2. Click on the Student Name to view the Student Test Details screen.
3. Select “Alternate” in the Assigned Form Group drop-down menu. If you select an alternate form, you cannot select the main form or an accommodation form at a later time.
4. Click *Apply*.
5. Click *Back*. “Alternate” will appear in the Form or Form Group field on the Session Roster.

E. Assign Accommodation Form

(Some students require the audio accommodation as specified in their IEPs, 504 management tools, or *LEP SOL Participation Plans*.)

1. On the Session Roster screen, locate one of the students who shows a status of “Not Started.”
2. Click on the Student Name to view the Student Test Details screen.
3. Select “Accommodation” in the Assigned Form Group drop-down menu. If you select an accommodation form, you cannot select the main form or an alternate form at a later time.
4. Select the accommodation form “Audio Test” in the Assign Accommodation Form drop-down menu.
5. Click *Apply*.
6. Click *Back*. “Audio Test” will appear in the Form or Form Group field on the Session Roster.
7. Click *Home* on the black menu bar on the top of the screen.

Exercise 6 – Reporting – View Reports

A. View Reporting Menu

1. Click on the *Reporting* link.
2. Click on any of the links available to view a sample of the report. Because the training test is not scored, the actual reports cannot be generated. Please refer to Section 6.0 in the *User’s Guide* for instructions on requesting your reports in the “live” side.
3. Click the *Home* link on the black menu bar at the top of the screen.

Exercise 7– Security – Modify/Create Users

A. Create A New School Test Coordinator

1. From the Training Center home page, click on the *Security* link.
2. Click on the *Create a new user* link.

-
3. Enter in the information for a new School Test Coordinator. Notice that any field with an asterisk (*) is an optional field and does not have to be completed.
 4. Click the *Next* button and view the user Authorization letter. This is the information that the new School Test Coordinator will need to log in to the system.
 5. Click the *Print this Form and give to assigned User* button. At this time you would click the *OK* button to print the Authorization letter on your local printer.
 6. Click the *Next* button to go to the Edit User screen.
 7. Click the *Org. Access* link on the yellow menu bar at the top of the page.
 8. Click on a school listed under your division so that it is highlighted. Click the “+” or “-” to display or hide levels in the hierarchy.
 9. Click *Add* button to give the School Test Coordinator access to the school data.
 10. Click the *Apply* button.
 11. Click the *Authorizations* link in the yellow menu bar at the top of the page.
 12. Under Authorizations section select the checkbox in front of Add/Edit Users and Search Authorizations.
 13. Under Data Access section, for the Data Type drop-down menu, choose **Organization**.
 14. Under Organization(s) Selection, choose the school.
 15. Select all of the checkbox options shown on Figure 4 (p. 12). These are the only rights that may be assigned to School Test Coordinators in the “live” side.
 16. Click the *Apply* button.

Note: This exercise was designed to make you familiar with the user rights that may be assigned to School Test Coordinators in the “live” side. In the Training Center, all users may have division-level access and all available rights. At this time, you may modify the School Test Coordinator’s rights in the Training Center.

17. Click on *Security* in the black menu bar to return to the Security home page.

B. Create A New Examiner

1. Click on the *Create a new user* link.
2. Enter in the information for a new Examiner. Notice that any field with an asterisk (*) is an optional field and does not have to be completed.
3. Click the *Next* button and view the user Authorization letter. This is the information that the new Examiner will need to log in to the system.
4. Click the *Print this Form and give to assigned User* button. At this time you would click the *OK* button to print the Authorization letter on your local printer.
5. Click the *Next* button to go to the Edit User screen.
6. Click the *Org. Access* link on the yellow menu bar at the top of the page.
7. Click on a group listed under your division so that it is highlighted. Click the “+” or “-” to display or hide levels in the hierarchy.
8. Click *Add* button to give the Examiner access to the school data.
9. Click the *Apply* button.
10. Click the *Authorizations* link in the yellow menu bar at the top of the page.
11. Under Data Access section, for the Data Type drop-down menu, choose **Organization**.
12. Under Organization(s) Selection, choose the group.
13. Select all of the checkbox options shown on Figure 2 (p. 13) on the following page.
14. Click the *Apply* button.

Note: This exercise was designed to make you familiar with the user rights that may be assigned to Examiners in the “live” side. In the Training Center, all users may have division-level access and all available rights. At this time, you may modify the Examiner’s rights in the Training Center.

15. Click on *Security* in the black menu bar to return to the Security home page.

C. Search Authorizations

1. Click the *Search authorizations* link to display the Search Authorizations screen.
2. To search for authorizations (e.g., Get Authorizations), choose **Organization** from the Data Type drop-down menu.
3. In the Organizational Hierarchy, click on the level you want to search so it will be selected/highlighted.
 - If you want to search only for users at the highlighted organization’s level, select the *Selected level only* radio button.
 - If you want to search for users at the highlighted organization’s level and below, select the *Selected level and all levels below* radio button.
4. Select the check box **Get Authorizations** under Test Session Management. This will find every user at the level you selected who currently has access to the **Get Authorizations** feature.
5. Click the *Find Users* button to initiate the search. Search results will be displayed on the Search List screen. The Search List screen displays the data access, authorizations, and organizational access for all active users per the criteria specified on the Search Selection screen. Because column headers appear for all of the authorizations and data accesses available, you may need to scroll both horizontally and vertically to see all the data.
6. Authorizations and data accesses can be modified on this screen by clicking on the user’s name (which takes you to the Edit User screen). Click *Apply* after making any changes. Inactive users will not appear on this screen.
7. Click the *Logout* link on the black menu bar at the top of the screen.

Figure 4 –School Test Coordinator Authorizations (for the “live side”)

Authorizations

You are changing access for School Test Coordinator

Select	Item Banks	Select	Objective Structures
	Create Item Bank		Maintain Objective Structures
Select	Reporting	Select	Security Management
	System Monitoring	<input checked="" type="checkbox"/>	Add/Edit Users
	View Student Response Data	<input checked="" type="checkbox"/>	Search Authorizations
	View Counts of Students Currently Testing	<input type="checkbox"/>	Backup User/Share Authorizations

Data Access

You are changing access for School Test Coordinator

Data Type

Organization

Organization Selection(s)

Training School

Select	Reporting	Select	Student Data Management
<input type="checkbox"/>	Extract - PEM USE ONLY	<input type="checkbox"/>	Add/Edit Group
<input type="checkbox"/>	Online Student Data Alerts	<input type="checkbox"/>	Setup Student Registrations
<input type="checkbox"/>	School Summary Report	<input checked="" type="checkbox"/>	Add Students
<input type="checkbox"/>	Expedited Retake Eligibility Report	<input checked="" type="checkbox"/>	Edit Students
<input type="checkbox"/>	Online Group List Report	<input checked="" type="checkbox"/>	Add/Edit Group--Specified Level
<input type="checkbox"/>	User Statistics - PEM USE ONLY	<input checked="" type="checkbox"/>	Remove Students
<input type="checkbox"/>	Division Summary Report		
<input type="checkbox"/>	Online School List Report		
	Group-Level Student Performance Report		
	Electronic Online Student Data File		
	School-level Report to Parents		
	Group-level Report to Parents		
	School-level Student Performance Report		
	Online Division List Report		
Select	Test Administration Management	Select	Test Session Management
	Add/Edit Administration	<input checked="" type="checkbox"/>	Create Sessions
		<input type="checkbox"/>	Exclude Student from Reports
		<input checked="" type="checkbox"/>	Mark Test Complete
		<input checked="" type="checkbox"/>	Edit Sessions
		<input checked="" type="checkbox"/>	Assign Accommodation Form Group
		<input checked="" type="checkbox"/>	Proctor Caching
		<input checked="" type="checkbox"/>	Get Authorizations
		<input type="checkbox"/>	Assign Alternate Form Groups

Copy Authorizations

Copy the selected entities' authorizations to:

*cannot be removed

Authorizations for Reporting are assigned to the STC **after** the test window end date. Because reports cannot be generated in the Training Center, these checkboxes are not available.

Assigned no earlier than 4 days **prior** to testing

Figure 5 –Examiner Authorizations (for the “live” side)

Authorizations

You are changing access for Test Examiner

<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <th style="width: 50%;">Select</th> <th>Item Banks</th> <th style="width: 50%;">Select</th> <th>Objective Structures</th> </tr> <tr> <td></td> <td>Create Item Bank</td> <td></td> <td>Maintain Objective Structures</td> </tr> </table> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <th style="width: 50%;">Select</th> <th>Reporting</th> <th style="width: 50%;">Select</th> <th>Security Management</th> </tr> <tr> <td></td> <td>System Monitoring</td> <td><input type="checkbox"/></td> <td>Add/Edit Users</td> </tr> <tr> <td></td> <td>View Student Response Data</td> <td><input type="checkbox"/></td> <td>Search Authorizations</td> </tr> <tr> <td></td> <td>View Counts of Students Currently Testing</td> <td><input type="checkbox"/></td> <td>Backup User/Share Authorizations</td> </tr> </table>	Select	Item Banks	Select	Objective Structures		Create Item Bank		Maintain Objective Structures	Select	Reporting	Select	Security Management		System Monitoring	<input type="checkbox"/>	Add/Edit Users		View Student Response Data	<input type="checkbox"/>	Search Authorizations		View Counts of Students Currently Testing	<input type="checkbox"/>	Backup User/Share Authorizations	
Select	Item Banks	Select	Objective Structures																						
	Create Item Bank		Maintain Objective Structures																						
Select	Reporting	Select	Security Management																						
	System Monitoring	<input type="checkbox"/>	Add/Edit Users																						
	View Student Response Data	<input type="checkbox"/>	Search Authorizations																						
	View Counts of Students Currently Testing	<input type="checkbox"/>	Backup User/Share Authorizations																						

Data Access

You are changing access for Test Examiner

Data Type

Organization

Organization Selection(s)

Training Group

<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <th style="width: 50%;">Select</th> <th>Reporting</th> <th style="width: 50%;">Select</th> <th>Student Data Management</th> </tr> <tr> <td><input type="checkbox"/></td> <td>Extract - PEM USE ONLY</td> <td><input type="checkbox"/></td> <td>Add/Edit Group</td> </tr> <tr> <td><input type="checkbox"/></td> <td>Online Student Data Alerts</td> <td><input type="checkbox"/></td> <td>Setup Student Registrations</td> </tr> <tr> <td><input type="checkbox"/></td> <td>School Summary Report</td> <td><input type="checkbox"/></td> <td>Add Students</td> </tr> <tr> <td></td> <td>Expedited Retake Eligibility Report</td> <td><input checked="" type="checkbox"/></td> <td>Edit Students</td> </tr> <tr> <td></td> <td>Online Group List Report</td> <td><input type="checkbox"/></td> <td>Add/Edit Group--Specified Level</td> </tr> <tr> <td><input type="checkbox"/></td> <td>User Statistics - PEM USE ONLY</td> <td><input type="checkbox"/></td> <td>Remove Students</td> </tr> <tr> <td><input type="checkbox"/></td> <td>Division Summary Report</td> <td></td> <td></td> </tr> <tr> <td></td> <td>Online School List Report</td> <td></td> <td></td> </tr> <tr> <td></td> <td>Group-Level Student Performance Report</td> <td></td> <td></td> </tr> <tr> <td></td> <td>Electronic Online Student Data File</td> <td></td> <td></td> </tr> <tr> <td></td> <td>School-level Report to Parents</td> <td></td> <td></td> </tr> <tr> <td></td> <td>Group-level Report to Parents</td> <td></td> <td></td> </tr> <tr> <td></td> <td>School-level Student Performance Report</td> <td></td> <td></td> </tr> <tr> <td></td> <td>Online Division List Report</td> <td></td> <td></td> </tr> </table> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <th style="width: 50%;">Select</th> <th>Test Administration Management</th> <th style="width: 50%;">Select</th> <th>Test Session Management</th> </tr> <tr> <td></td> <td>Add/Edit Administration</td> <td><input type="checkbox"/></td> <td>Create Sessions</td> </tr> <tr> <td></td> <td></td> <td><input type="checkbox"/></td> <td>Exclude Student from Reports</td> </tr> <tr> <td></td> <td></td> <td><input type="checkbox"/></td> <td>Mark Test Complete</td> </tr> <tr> <td></td> <td></td> <td><input checked="" type="checkbox"/></td> <td>Edit Sessions</td> </tr> <tr> <td></td> <td></td> <td><input type="checkbox"/></td> <td>Assign Accommodation Form Group</td> </tr> <tr> <td></td> <td></td> <td><input type="checkbox"/></td> <td>Proctor Caching</td> </tr> <tr> <td></td> <td></td> <td><input type="checkbox"/></td> <td>Get Authorizations</td> </tr> <tr> <td></td> <td></td> <td><input type="checkbox"/></td> <td>Assign Alternate Form Groups</td> </tr> </table>	Select	Reporting	Select	Student Data Management	<input type="checkbox"/>	Extract - PEM USE ONLY	<input type="checkbox"/>	Add/Edit Group	<input type="checkbox"/>	Online Student Data Alerts	<input type="checkbox"/>	Setup Student Registrations	<input type="checkbox"/>	School Summary Report	<input type="checkbox"/>	Add Students		Expedited Retake Eligibility Report	<input checked="" type="checkbox"/>	Edit Students		Online Group List Report	<input type="checkbox"/>	Add/Edit Group--Specified Level	<input type="checkbox"/>	User Statistics - PEM USE ONLY	<input type="checkbox"/>	Remove Students	<input type="checkbox"/>	Division Summary Report				Online School List Report				Group-Level Student Performance Report				Electronic Online Student Data File				School-level Report to Parents				Group-level Report to Parents				School-level Student Performance Report				Online Division List Report			Select	Test Administration Management	Select	Test Session Management		Add/Edit Administration	<input type="checkbox"/>	Create Sessions			<input type="checkbox"/>	Exclude Student from Reports			<input type="checkbox"/>	Mark Test Complete			<input checked="" type="checkbox"/>	Edit Sessions			<input type="checkbox"/>	Assign Accommodation Form Group			<input type="checkbox"/>	Proctor Caching			<input type="checkbox"/>	Get Authorizations			<input type="checkbox"/>	Assign Alternate Form Groups	
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		<input type="checkbox"/>	Assign Alternate Form Groups																																																																																														

Copy Authorizations

Copy the selected entities' authorizations to:

*cannot be removed

Authorization given to Examiner before test window start date only

Authorization given to Examiner during test window only.

Contact Information:

<http://etest.ncspearson.com>

Help Desk
(Monday through Friday, 7:00 AM to 6:00 PM, Eastern Time)
1-888-597-1103

va_online@pearson.com



A Pearson Educational Measurement Company



Appendix

Steps for Administering the Training Test

In order to quickly get students registered to take the training test, you may follow these steps from the Virginia Training Center home page (<http://etest.ncs.com/customers/Virginia/vasoltrng.htm>).

Add Generic Students to Training Center

- 1) Open your Internet browser and type the following URL to access the Virginia home page (<http://etest.ncs.com/customers/Virginia/index.htm>).
- 2) Click on the *Training Center* link.
- 3) Click on the *Student Data* link.
- 4) Click on *View or maintain the organizational group data* on the menu that appears.
- 5) Enter your Login ID and Password when prompted.
- 6) In the Organizational Hierarchy section click on the "+" in front of your division.
- 7) Click on the "+" in front of a school.
- 8) Click on the name of the subject (Training Subject). Notice when the subject is selected, the Add A New Group section appears on the bottom right side of the screen.
- 9) In the Select New Group Type field, choose "Group".
- 10) In the Enter New Group Name field, type the teacher name and section reference if necessary (i.e. Smith Section 1). **Note:** Group Name can be a maximum of 25 characters.
- 11) Click the *Apply* button.
- 12) When the verification screen appears, click *OK*. You will notice your group has been added to the Organizational Hierarchy and is highlighted.
- 13) Click the *Setup Student Registration* button.
- 14) In the Create Registrations screen, enter the number of new students you want to train on TestNav in the Number Of Students To Register field. You may add up to 99 students at a time.
- 15) Click the *Create Registrations and Download PDF Report* button to print the student Registration Letters. (Adobe Acrobat Reader is needed to view the Registration Letters. Adobe Acrobat Reader can be downloaded and installed free of charge from <http://www.adobe.com/products/acrobat/readstep2.html>.)
- 16) When prompted, enter your Login ID and Password.
- 17) When the Adobe Acrobat Reader screen appears on your computer, close the screen by clicking on the "X" in the upper right-hand corner. **You do not need to print these registration letters.**
- 18) When you close this screen, your group roster will show generic students with the name "NEW STUDENT" and a computer-generated Unique ID number. You will **not** need to enter any additional information for the students.

Set Up Training Test Session

- 19) Click on the *Session* link on the black toolbar.
- 20) Click on the *Create a new session* link to display the Create Session screen.
- 21) Select the appropriate Test Administration (Training Administration).
- 22) Select the Test To Be Administered (Training).
- 23) Enter a descriptive Session Name so that you or someone else will recognize this session on the day of training. Begin the Session Name with your school's initials.
- 24) Enter the Scheduled Start Date (you can select the date by clicking on it in the calendar).
- 25) Enter the Scheduled Start Time.

-
- 26) Enter the Estimated Duration.
 - 27) Enter your 3-digit division code in the Location/Room field. You may also enter a room number or location after the division code.
 - 28) Click the *Next* button to display the Select Student Group screen.
 - 29) On the Select Student Group screen, select the group of students to be assigned to the test session. Click the "+" or "-" to display or hide groups in the hierarchy.
 - 30) After highlighting the appropriate group, click the *Next* button to continue to the Add/Remove Students to Session screen.
 - 31) Click on the *Add All* button so all of the students will be moved to the Students Assigned box.
 - 32) Click the *Next* button to add the selected students and view the Session Roster screen. All students added should appear in the session roster.
 - 33) Click the *Get Authorizations* button to print the Student Authorization tickets that contain students' generic user names and passwords for the training test. (Adobe Acrobat Reader is needed to view and print Student Authorization tickets. Adobe Acrobat Reader can be downloaded and installed free of charge from <http://www.adobe.com/products/acrobat/readstep2.html>.)
 - 34) After printing the test tickets, click the "X" in the upper right-hand corner of the Adobe Acrobat Reader screen.
 - 35) Click the *Start* button on the bottom right-hand side of the screen.
 - 36) Click *OK* on each of the two verification screens that appear.

Your training test session is now ready. The students may launch TestNav and log in to the training test using the test tickets printed in Step 33.

Steps for Administering the Audio Training Test

The purpose of these directions is to assist your division with training the students who will be taking an Audio Test online. In addition, they will help train the staff on the necessary steps when administering Audio Tests on the live side of the administration system. With the exception of adding generic students into the system using the *Setup Student Registrations* functionality, all of these steps should be followed when preparing to administer Audio Tests on the live side.

Add Generic Students to Training Center

- 1) Open your Internet browser and type the following URL to access the Virginia home page (<http://etest.ncs.com/customers/Virginia/index.htm>).
- 2) Click on the *Training Center* link.
- 3) Click on the *Student Data* link.
- 4) Click on *View or maintain the organizational group data* on the menu that appears.
- 5) Enter your Login ID and Password when prompted.
- 6) In the Organizational Hierarchy section click on the "+" in front of your division.
- 7) Click on the "+" in front of a school.
- 8) Click on the name of the subject (Training Subject). Notice when the subject is selected, the Add A New Group section appears on the bottom right side of the screen.
- 9) In the Add A New Group section:
 - Select New Group Type – Group
 - Enter New Group Name – The teacher name and section reference if necessary (i.e. VHS Smith Section 1). **Note:** Group Name can be a maximum of 25 characters.
 - Leave the New Group Code blank – this is an optional field.
- 10) Click the *Apply* button.
- 11) When the verification screen appears, click *OK*. You will notice your group has been added to the Organizational Hierarchy and is highlighted.
- 12) Click the *Setup Student Registration* button.
- 13) In the Create Registrations screen, enter the number of new students you want to train on Audio TestNav in the Number Of Students To Register field. You may add up to 99 students at a time.
- 14) Click the *Create Registrations and Download PDF Report* button to print the student Registration Letters. (Adobe Acrobat Reader is needed to view the Registration Letters. Adobe Acrobat Reader can be downloaded and installed free of charge from <http://www.adobe.com/products/acrobat/readstep2.html>.)
- 15) When prompted, enter your Login ID and Password.
- 16) When the Adobe Acrobat Reader screen appears on your computer, close the screen by clicking on the "X" in the upper right-hand corner. **You do not need to print these registration letters.**
- 17) When you close this screen, your group roster will show generic students with the name "NEW STUDENT" and a computer-generated Unique ID number. You will **not** need to enter any additional information for the students.

Set Up Audio Training Test Session

- 18) Click on the *Session* link on the black toolbar.
- 19) Click on the *Create a new session* link to display the Create Session screen.
- 20) Select the appropriate Test Administration (Training Administration).

-
- 21) Select the Test To Be Administered (Training).
 - 22) Enter a descriptive Session Name so that you or someone else will recognize this session on the day of training. Begin the Session Name with your school's initials and include "Audio".
 - 23) Enter the Scheduled Start Date (you can select the date by clicking on it in the calendar).
 - 24) Enter the Scheduled Start Time.
 - 25) Enter the Estimated Duration.
 - 26) Enter your 3-digit division code in the Location/Room field. You may also enter a room number or location after the division code.
 - 27) Click the *Next* button to display the Select Student Group screen.
 - 28) On the Select Student Group screen, select the group of students to be assigned to the test session. Click the "+" or "-" to display or hide groups in the hierarchy.
 - 29) After highlighting the appropriate group, click the *Next* button to continue to the Add/Remove Students to Session screen.
 - 30) Click on the *Add All* button so all of the students will be moved to the Students Assigned box.
 - 31) Click the *Next* button to add the selected students and view the Session Roster screen. All students added should appear in the session roster.
 - 32) Click on each Student Name to view the Student Test Details screen.
 - 33) Select "Accommodation" in the Assigned Form Group drop-down menu.
 - 34) Select "Audio Test" in the Assign Accommodation Form drop-down menu.
 - 35) Click *Apply*.
 - 36) Click *Back*. "Audio Test" will appear in the Form or Form Group field on the Session Roster.
 - 37) Repeat steps 32-36 for every student in the test session until all have been assigned the Audio Test.
 - 38) Click the *Get Authorizations* button to print the Student Authorization tickets that contain students' generic user names and passwords for the training test. (Adobe Acrobat Reader is needed to view and print Student Authorization tickets. Adobe Acrobat Reader can be downloaded and installed free of charge from <http://www.adobe.com/products/acrobat/readstep2.html>.)
 - 39) After printing the test tickets, click the "X" in the upper right-hand corner of the Adobe Acrobat Reader screen.

Install Proctor Caching on Workstation

- 40) On a workstation designated for Proctor Caching, open your Internet browser and type the following URL to access the Virginia home page (<http://etest.ncs.com/customers/Virginia/index.htm>).
- 41) Click on the *Training Center* link.
- 42) Click on the *Session Management* link.
- 43) Click on *Proctor Caching software* on the menu that appears.
- 44) Click on the *Download* button to begin the installation process.
- 45) When prompted to open or save the file, select Open.
- 46) Select *Install* when the Proctor Caching information screen is presented.
- 47) Click *Next* after reading the overview and minimum requirements.
- 48) Enter the path to the directory in which you would like the Proctor Caching Server to be installed and click *Next*.
- 49) If the Proctor Caching Server will need to use an upstream proxy server to access the Internet, enter that proxy's hostname and port information. Click *Next*.

-
- 50) Click *Install* to begin copying files.
 - 51) Click *Continue* once the installation has completed.
 - 52) Click *Finish* after reading the instructions for using the Proctor Caching Server.
 - 53) Start the Proctor Caching software by clicking *Start>Programs>Proctor Caching>Proctor_Caching*.

Determine IP Address for Proctor Caching Workstation

- 54) On Proctor Caching workstation, click *Start>Programs>Accessories>Command Prompt*.
- 55) At the C:\> prompt, type "ipconfig".
- 56) Write down the combination of numbers indicating the IP Address.
- 57) At the C:\> prompt, type "exit".
- 58) Leave the Proctor Caching workstation on with the Proctor Caching software running.

Pre-cache the Audio Test

- 59) Return to the workstation used for creating and managing test sessions.
- 60) Open your Internet browser and click *Tools* from the menu bar.
- 61) Choose *Internet Options*.
- 62) Select the *Connection* tab and click the *LAN Settings* button.
- 63) In the area labeled Proxy Server, check the box to enable the use of a proxy server and enter the IP Address written down in step 56.
- 64) Enter "4480" in the Port field.
- 65) Click *OK* to close all dialogue boxes.
- 66) In the Address field of your browser, type the following URL to access the Virginia home page (<http://etest.ncs.com/customers/Virginia/index.htm>).
- 67) Click on the *Training Center* link.
- 68) Click on the *Session Management* link.
- 69) Click the *View or maintain an existing session* link.
- 70) Select the appropriate Test Administration and Test to be Administered.
- 71) Choose the selection **Not Started and Started** for the View Sessions With Status field. (This is the default option.)
- 72) Click on the school so that the school name is highlighted.
- 73) Click the *Next* button.
- 74) Click on the name of a session created for the Audio training test.
- 75) Click the *Proctor Caching* button at the bottom of the screen to begin the pre-cache process.
- 76) Click *Next* after confirming the test information at the top of the screen and reading the directions.
- 77) Place a check mark next to the Audio form and click *Next*.
- 78) After all test items have been retrieved, the status page will present a confirmation message. At this point, the Proctor Caching Server should be ready for the students to begin testing. Click on the *View Roster* button to return to the Session Roster screen.
- 79) Click the *Start* button on the bottom right-hand side of the Session Roster to start the session.

Configuring the Student's Workstations

- 80) If a version of TestNav is installed on the workstations designated for Audio TestNav, uninstall TestNav.
- 81) Visit one of the following links to download the audio version of TestNav to each workstation.
 - PC-<http://www5.etest.ncspearson.com/TestNavWin40/Install47Audio.exe>
 - Mac-<http://www5.etest.ncspearson.com/installs/v40/InstData/MacOSX/Install47Audio.zip>
- 82) Open the Program Files folder on the workstation's hard drive.
- 83) Open the TestNav Audio folder.
- 84) Open the proxysettings.properties file using a text editor such as Notepad.
- 85) Enter the following information into the proxysettings.properties file:
 - Proxy_Host=Enter the IP Address written down in step 56.
 - Proxy_Port=Enter "4480"
 - TestingTimeout=180 (do not change this setting)
 - SubmitTimeout=30 (do not change this setting)
 - AudioTimeout=30 (do not change this setting)
- 86) Save the proxysettings.properties file and close the file.
- 87) Close the TestNav Audio and Program Files folders.

Purging the Audio Training Test Content

- 88) After the audio training test session is completed, return to the Proctor Caching Workstation.
- 89) Close the Proctor Caching software by clicking the "X" in the upper right-hand corner of the display screen.
- 90) Click *Start>Programs>Proctor Caching>Purge_Cache*.
- 91) Click *Delete* to confirm that you would like to purge the contents of the cache.

Electronic Test - Student Authorization Ticket
Virginia Training Center

Student Name: NEWHART, ALLISON M

Session Name: Kozlowski Block 1

Session Location:

Test: Training

You are authorized to take the electronic version of Training. When you are ready to access the test site, please type the following:

<http://www5.etest.ncspearson.com/VASOLTRNG>

You will be asked to provide the following information in order to access the test on the computer. Please wait for the instructions from the test monitor before proceeding.

Login ID: ANEWHART

Password: 613137

Test Code: BEENM4

KEYSTROKES:

CTRL/Control + Left Arrow	Back	(returns to the previous screen)
CTRL/Control + G	Go to	(navigates to review screen)
CTRL/Control + Delete/Del	Reset	(clears response from the current question)
CTRL/Control + R	Review	(marks the question for later review)
CTRL/Control + Right Arrow	Next	(moves to the next screen)
To answer a question	Type the letter of the answer you wish to select	
Page Up	Scroll Up	
Page Down	Scroll Down	

Testing Program: Virginia Training Center

Date: 3/25/2003

Time: 12:34 P.M.

Hello Jack B. Nimble:

Use this User Name and Password at the Login Screen to access the eMeasurement Services at <http://etest.ncs.com/customers/Virginia/VASOLtrng/index.htm> in a Web Browser. Access to system functionality is based upon your User Name and Password. You will be required to change the assigned password to a user designated password the first time you access the system.

Login ID: jnimble

Password: 551315

Please verify the following information:

Institution Name: Candlestick High School

Job Title: Candlestick-maker and Teacher

Name: Jack B. Nimble

Address: 123 Wick Way

City, State Zip: Waxen, VA 23139

eMail address: jnimble@waxen.k12.va.us

Phone number: 804 123 4567

Fax number:

Important Notice: Do not give your password to any other individual. If you need to make corrections, please provide changes to VDOE at esol@mail.vak12ed.edu (eMail address) 804 225 2102 (Phone number). For information about eMeasurement Services, refer to the User's Guide.

Print this Form and give to assigned User	Email to:	<input type="text" value="jnimble@waxen.k12.va.us"/>
---	-----------	--

Next



Attachment 11: eMeasurement User's Guide



User's Guide for Virginia Standards of Learning Web-based Assessments



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Published March 5, 2004

Final Checklist Before Administering a Live Test via eMeasurement™ Services

√	Action
	TestNav™ installed on workstations or local server (with shortcut on workstations). If your division has an old version of TestNav (downloaded before September 22, 2003), you must uninstall the old version and install the recently updated version of TestNav (4.7.XXX). (See <i>Infrastructure Guidelines</i> on the Resources page.)
	TestNav successfully connects to Pearson Educational Measurement server. (See <i>Infrastructure Guidelines</i> on the Resources page).
	Screen resolution on all workstations used for testing set to 800 X 600.
	Screensavers disabled on all workstations used for testing.
	All applications should be closed on workstations used for testing. Any background applications that can interrupt the desktop (e.g., screen savers, email with auto message notification, scheduled virus scans, etc.) must be disabled.
	Mouse or other pointing device available at all workstations used for testing.
	Student Authorization Tickets printed and available. (See Section 4.0 and 5.0)
	Session Roster printed and available. (See Section 4.0)
	All required ancillary materials are available. (See <i>Examiner's Supplement</i> on the Resources page.)

Document Change History

Date	Change	Name
April 5, 2002	Final Spring/Summer 2002 Manual	Kim Carson
April 12, 2002	Page 34, revised Name Resolution for etest.ncspearson.com	Kim Carson
June 13, 2002	Updates for Summer 2002	Ellen Kozlowski
September 27, 2002	Updated to version 4.1 functionality	eMS
January 6, 2003	Added three Security functions: Select Backup, Share Authorizations, and Search Authorizations	eMS
February 26, 2003	Updates for Spring 2003	Tracey Oehler
March 18, 2003	Explanation of <i>Replace</i> button on Edit User screen	eMS
April 10, 2003	Updates to Figure Numbering	N.Milder
June 20, 2003	Updated description and screens for Resume a Test functionality	eMS
September 12, 2003	Changed TestNav download date Added TestNav Early Warning information Updated Reporting menu screen	eMS
September 18, 2003	Final Fall 2003 User's Guide	eMS
September 30, 2003	Added instructions for Mark Test Complete and Assigning an Accommodated Form Expanded Proctor Caching description Added Assign Accommodation Form Group information	eMS
February 16, 2004	Final Spring 2004 User's Guide	eMS
March 5, 2004	Updated	eMS

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1.0 Introduction

Welcome to the *User's Guide* for the eMeasurement™ Services web-based test administration system. eMeasurement Services provides comprehensive capabilities for electronic testing, including the ability to add and modify student information and associated demographic data, administer tests, deliver tests electronically, and view test results via the Internet in a safe and secure manner.

The User's Guide uses a task-oriented approach. That is, it provides step-by-step, illustrated instructions for completing distinct tasks within eMeasurement Services. Each of these tasks is identified in the Table of Contents. The online TestNav™ Tutorial (accessed from the *Test Delivery* and *Resources* links on the Virginia SOL home page (<http://etest.ncspearson.com/customers/Virginia/vasol/index.htm>), and eMeasurement Services Tutorial (accessed from the *Resources* link) are further sources of assistance.

About this Guide

Scope

The eMeasurement Services testing system has two basic components: an administrative component and a test delivery component.

The **administrative** component (e.g., setting up and monitoring a test session, assigning students to a session, viewing reports after testing, giving system access to other users) is accessed from the Virginia SOL home page (<http://etest.ncspearson.com/customers/Virginia/vasol/index.htm>). Users who have a Login ID and Password need only an Internet-connected computer using an industry-standard browser (Netscape Navigator® or Internet Explorer®) to perform administrative functions. This guide focuses primarily on these administrative functions. (The Virginia Department of Education will supply Virginia users with a Division Director of Testing Supplement, School Test Coordinator's Supplement, and Examiner's Supplement that address administrative procedures specific to the Virginia Standards of Learning Web-based Assessments.)

The **test delivery** component consists of TestNav, which is the eMeasurement Services test delivery engine that is installed on each student's computer. The TestNav software application controls the delivery of test items and records student responses. This guide addresses only the installation instructions for TestNav. User instructions for TestNav are contained in a separate TestNav Tutorial that can be accessed by all users (administrators and students) from the *Test Delivery* and *Resources* links on the Virginia SOL home page on the eMeasurement Services website.

Access to Administrative Functions

Access to the various administrative functions described in this guide is based on the authorizations that are assigned to you. For example, if you are a teacher you probably will have access to only those administrative functions that affect your classroom or your own students. The person who creates your Authorization Letter (this is the letter that lists your personal Login ID and Password) should explain the level of authorization to you.

► Not all users will be authorized to perform *all* the administrative functions described in this guide. If you are not authorized to perform a particular administrative function, an on-screen message will appear when you attempt to access a task, and you will not be able to complete that task.

Typographical Conventions

The following typographical conventions are used in this guide.

- Names of individual screens are underlined (e.g., the Add a New Group screen). The screen name can be found at the very top of the screen above the site banner.
- “Clickable” links and buttons are *italicized* (e.g., click the *Test Delivery* link; click the *Apply* button).
- Names of headings, sections, and fields within a screen are Capitalized (e.g., the Organizational Hierarchy field on the Add a New Group screen).
- Values in drop-down menus are indicated by quotation marks (e.g., Select the “Not started only” option in the View Sessions With Status drop-down menu).

► Screen shots in this *User's Guide* were taken using Internet Explorer®. If you are using a different browser, screens may not appear as they do in these samples.

Technical Requirements

There are certain technical requirements associated with eMeasurement Services that must be addressed before it can be accessed via the Internet. In most cases your Information Technology (IT) personnel will be responsible for ensuring that these requirements are met and that your network is ready. The technical requirements are summarized below.

► Detailed instructions with regard to hardware/software requirements, proxy environments, and installation of TestNav are contained in the *Infrastructure Guidelines*, which is located on the Resources page.

Hardware/Software Requirements: Pearson Educational Measurement's eMeasurement Services is a web-based system. All administrative features (e.g., setting up a test administration) and reporting functions in eMeasurement Services can be accessed from the Virginia SOL home page (<http://etest.ncspearson.com/customers/Virginia/vasol/index.htm>) by using an industry standard browser. Users must have access to the Internet from a networked workstation or by using a dial-up connection on a stand-alone workstation. eMeasurement Services supports both Windows® and Macintosh® operating systems and Internet Explorer® and Netscape Navigator® web browsers.

Before you begin using eMeasurement Services, please consult the *Infrastructure Guidelines* located on the Resources page document to verify that the required hardware and software requirements have been met for all workstations that will be used for the Virginia Standards of Learning Web-Based Assessments test administration and delivery system.

- **Proxy Environments:** Proxy servers are placed between client nodes and the Internet and are used to forward requests from internal nodes to the Internet. To configure the proxy environment for TestNav and to configure TestNav for the proxy environment, please refer to the *Infrastructure Guidelines* located on the Resources page.
- **Proctor Caching:** Caching test content greatly reduces the amount of bandwidth required for electronic testing. For specific eMeasurement Services proctor caching configuration recommendations please refer to the *Proctor Caching User's Guide* located on the Resources page.
- **Installation of TestNav:** TestNav is the eMeasurement Services test delivery engine. One of the first steps for ensuring a successful online administration is to download and install TestNav onto your local computer system. **If your division has an old version of TestNav**

(downloaded before September 22, 2003), you must uninstall the old version and install the recently updated version of TestNav (4.7.XXX). Future updates to TestNav will be automatically downloaded when TestNav is launched. See the *Infrastructure Guidelines* located on the [Resources](#) page for installation instructions.

2.0 Virginia Home Page

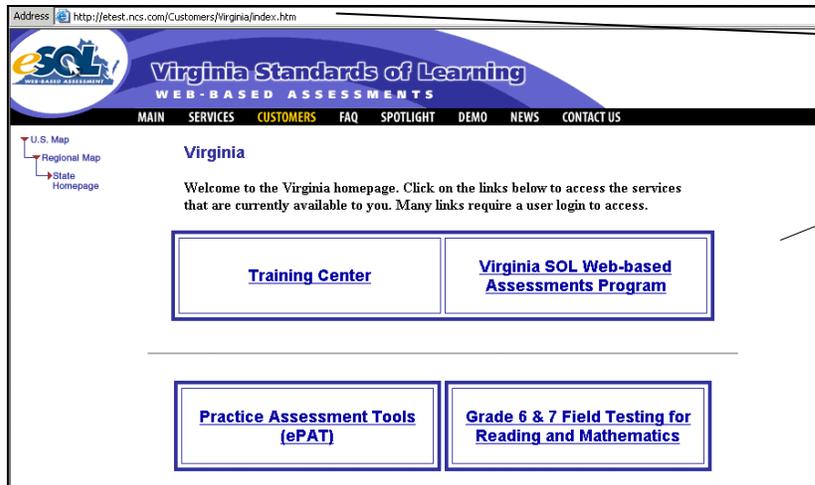
The [Virginia](#) home page is the gateway through which all features and functions of eMeasurement Services are accessed. To access the Virginia home page, follow these steps:

1. Go to <http://etest.ncspearson.com> to access the eMeasurement Services web site.
2. Click on the *Customers* link in the navigation bar of the eMeasurement Services main page to display the [Customers](#) page.



3. Click on *Region 3* on the United States map to display the [Region 3 Customers](#) page.
4. Click directly on the outline of the state of Virginia on the Region 3 map to display the [Virginia Home Page](#) (Figure 1).

Figure 1 - Virginia Home Page



<http://etest.ncspearson.com/customers/Virginia/index.htm>

Click directly on the name of the program that you want to access

► The URL for this page is <http://etest.ncspearson.com/Customers/Virginia/index.htm>. We recommend that you bookmark this page for future reference.

1. You can access four separate sites from the Virginia Home Page.
 - The *Training Center* allows a user to practice using eMeasurement Services without impacting live SOL data. The screens in the Testing Program are identical to those in the operational site.
 - The *Virginia SOL Web-based Assessments Program* is the operational testing site. All of the features and functions for the “live” SOL program are located here.
 - The *Practice Assessment Tools (ePAT)* resources support and enhance student preparation for the SOL Assessment. Users and students also can download and print resource information for tips, techniques, and strategies related to reading and writing.

User's Guide for Virginia SOL Web-based Assessments

- The *Grade 6 & 7 Field Test for Reading and Mathematics* is the operational site for field testing items at these grade levels in these content areas.
2. Refer to your Authorization Letter (containing your Login ID and Password) to determine which program you are authorized to access.

► **The Training Center, the Virginia SOL Web-based Assessments Program, and the Grade 6 & 7 Field Test for Reading and Mathematics are separate programs and require separate Login IDs and Passwords. Your Login ID and Password are unique to each program. (No login is required to access the ePAT site.)**

3. Click the name of the program that you want access. The program home page will be displayed (Figure 2 shows the Virginia SOL Home Page.)

► **Although the screens and directions contained in this guide refer to the Virginia SOL Web-based Assessments Program, they also apply to the Training Center and the Grade 6 & 7 Field Test for Reading and Mathematics programs.**

Figure 2 - Virginia SOL Home Page

Virginia			
<p>Welcome to the Virginia Standards of Learning Web-based Assessments Program. NCS Pearson is proud to be a partner with Virginia. The following services are currently available to Virginia SOL End-of-Course test administrators. Click on the links below to access those services. Many links require a user login to access.</p>			
Student and Test Management			
 Student Data <small>Manage individual student data, student groups, division, and school data.</small>	 Session Management <small>Assign students to take a test, start and stop test sessions.</small>	 Test Delivery <small>Download TestNav and student tutorials for taking tests on TestNav.</small>	 Reporting <small>Report test results, and view student detail reports, summaries, and data analysis.</small>
System Management and Operations			
 Test Administration <small>Setup a test administration, assign tests and forms to the administration, and establish test dates and times.</small>	 Authoring <small>Manage teacher-made test items, view item statistics, and publish tests.</small>	 Resources <small>Access informational resources, user manuals, and documentation.</small>	 Security <small>Manage user profiles, assign roles and data access privileges, and reset passwords.</small>

Links to Resources and Security (At this time, Test Administration & Authoring are available only for Pearson staff)

Links to Student Data, Session Management, Test Delivery, and Reporting

► **Throughout this guide, the term “user” refers to a test administrator, not a student. Not all users will be authorized to perform *all* the administrative functions described in this guide. If you are not authorized to perform a particular administrative function, an on-screen message will appear when you attempt to access a task, and you will not be able to complete that task.**

Virginia SOL Home Page Links

The function and accessibility of each link on the Virginia SOL home page is summarized in the table below, which gives you an overview of what tasks can be accomplished in each module.

Module	Function	User Access
 Student Data	Specify the student population that will be tested. For example, add a new group to the organizational hierarchy, add a student to a group, etc. For more information, see Section 3.0.	Secure. Must have Login ID and Password.
 Session Management	Create test sessions, assign students to a test session, start and stop test sessions, use Proctor Caching. For more information, see Sections 4.0 and 5.0. Detailed instructions for Proctor Caching are contained in the <i>Proctor Caching User's Guide</i> located on the Resources page.	Secure. Must have Login ID and Password.
 Delivery	Download TestNav, the test delivery application. View or download the TestNav Tutorials. Test delivery technical requirements are discussed in the <i>Infrastructure Guidelines</i> located on the Resources page.	Not secure. Available to all users.
 Reporting	Access all student results. Main report types include Online Student Data Alerts, Online Student Reports, Electronic Online Student Data File, and Online Summary Reports. For more information, see Section 6.0.	Secure. Must have Login ID and Password.
 Test Administration	Set the testing window parameters for each test administration.	Available only to Pearson Educational Measurement.
 Authoring	Manage the items in the item bank.	Available only to Pearson Educational Measurement.
 Resources	Access resources associated with the Virginia SOL testing program. Resource documents include the <i>User's Guide</i> , <i>Infrastructure Guidelines</i> , <i>Proctor Caching Guide</i> , and the Virginia Department of Education online testing supplements. Downloads include the eMeasurement Services and TestNav tutorials, and the TestNav and eTools Live applications.	Not secure. Available to all users.
 Security	Provides all user authentication and authorization services. For example, create a new user, modify the data and organizational access privileges for an existing user, generate a new password, etc. For more information, see Section 7.0.	Secure. Must have Login ID and Password.

Login/Logout of eMeasurement Services

Before accessing any of the secure components of the system, you must log in. You will receive an Authorization Letter with your Login ID and Password. You will be required to change your Password and to accept the Test Security Guidelines the first time you log in.

► **Login IDs and Passwords are case sensitive.**

Login

To start eMeasurement Services, follow these steps:

1. With an Internet connection, open a browser window (Internet Explorer® or Netscape Navigator®).
2. Enter the address shown on the Authorization Letter. For example:
<http://etest.ncspearson.com/customers/Virginia/vasol/index.htm>.
3. Select any of the secure links (e.g., *Student Data*, *Session Management*, *Security*, etc.) on the home page.
4. Select a task from the displayed list.
5. When prompted, enter your Login ID and Password from the Authorization Letter.

Change Password

The initial Password located on the Authorization Letter has been created for you. You must change your assigned Password after you log in for the first time. You may change your Password at any time and as many times as you wish. To change your Password:

1. At the login screen, enter your assigned Login ID and Password. Click the *Change Password* button.
2. Enter your current Password and the new Password in the appropriate fields.
3. Click the *OK* button to confirm the information and complete the login process. Click the *Cancel* button to log into the system without changing your Password.

► **If you forget your Password, you must contact the person listed at the bottom of the Authorization Letter to receive a new Password.**

Logout

As an additional security precaution, we request that you log out of the system each time you have finished your tasks. To log out, click the *Logout* link on any of the application screens (located in the black menu bar near the top of the screen) and close the browser window.

Test Security Guidelines

Before you are allowed to use eMeasurement Services, you must read and accept the Test Security Guidelines that will be displayed when you log in for the **first** time. To accept the Test Security Guidelines, click on the checkbox on the left of the screen. Click the *Accept* button to proceed. You will not see this screen again unless you forget your Password and are assigned a new Password. If you do not check the box and click the *Accept* button, or click the *Decline* button, you will not be allowed to proceed.

After accepting the Test Security Guidelines, a printable copy will be generated with a place for you to sign at the bottom. Print and sign this copy and provide it to the appropriate staff. Click the *Next* button to proceed.

3.0 Student Data Management

Student Data Management allows an authorized user to add a new group to the organizational hierarchy, add a student to a group, and search for a student.

► If student and/or group data are preloaded into the system (via the Mass Load process), the organizational hierarchy will already be displayed and all “pre-identified” students will be in the database. In this case, users will need to add only those groups and/or students that were not preloaded.

Add a New Group

Only users authorized to add new groups will have access to this function.

To add a new group, follow these steps from the Virginia SOL home page:

1. Click on the *Student Data* link.
2. Select the *View or maintain the organizational group data* link to display the Add New Group screen (Figure 3).
3. In the Organizational Hierarchy section of the screen, click on the “parent” group (the “parent” group is the group one level *above* the group that you want to add). Use the “+” or “-” to display and hide data as needed. For example, if you are adding a new group, click the “+” before the school name, then click the subject name where the group should be added.

► Be thoughtful with the groups that you add to your organizational hierarchy. These groups will be the lowest level of your hierarchy and used for reporting purposes. Use specific information to name your groups. For example, if a teacher teaches several sections of the same subject and you would like to generate reports for each section, your naming convention may be “Slate Block 1” within the subject of Algebra I. If you would rather generate a report for all sections belonging to a teacher, your naming convention may be “Slate” within the subject of Algebra I.

Figure 3 - Add New Group

To update your organizational hierarchy, select the group on the left, complete the information on the right, and click Apply.

Organizational Hierarchy

Selected Group Information

Group type: Subject
Group name: Algebra I
Group code (optional): 007

Add a New Group

To add a new group below the group selected, complete the following:

New group type: Group
New group name:
New group code (optional):

Back Apply

Organizational Hierarchy

“Parent” Group selected will appear here

Select the group type and enter the name and code (optional) of the group being added

4. Under the Add a New Group section, select the appropriate New Group Type in the drop-down menu.

► **You cannot edit any level above the Group level.**

5. Enter the name of the group you are adding (maximum of 25 characters).
6. Enter the group code, if applicable.
7. Click the *Apply* button.
8. A message box will appear asking if you wish to proceed with the update. Click the *OK* button. The group that you added will appear in the Organizational Hierarchy section.

Search for a Student

This *search* function will find students in the system and allow them to be selected in order to add them to a different group. For example, if John Doe exists in the Smith Block 1 group under Algebra I and he needs to be added to the Jones Block 3 group under Earth Science, view the Student Roster for Jones Block 3 and click on *search* at the bottom of the screen. Complete the information on the search screen and click *Begin Search*.

► **You can search for a student at the division level regardless of your level of organizational access. For example, if you have organizational access at the school level (and below) in the organizational hierarchy, you will search at the division level. You must carefully select the correct student from the search results.**

1. Click on the *Search* link on the Student Roster (Figure 5) or the Add Student (Figure 6) screen to display the Student Search screen.
2. On the Student Search screen, complete one or more of the Last Name, First Name, and Unique ID fields.
3. Click the *Begin Search* button.
4. The search results will appear on the screen.
 - If you found the student, click in the box to the left of the student's name. Click the *Add to Roster* button to add that student to the roster.
 - If you did not find the student, add the student to your roster by means of the "Add a New Student" process described below.

Add a New Student

Students may need to be added to a group at the last minute for a variety of reasons. You can add a student to a group belonging to a school for which you have authorization.

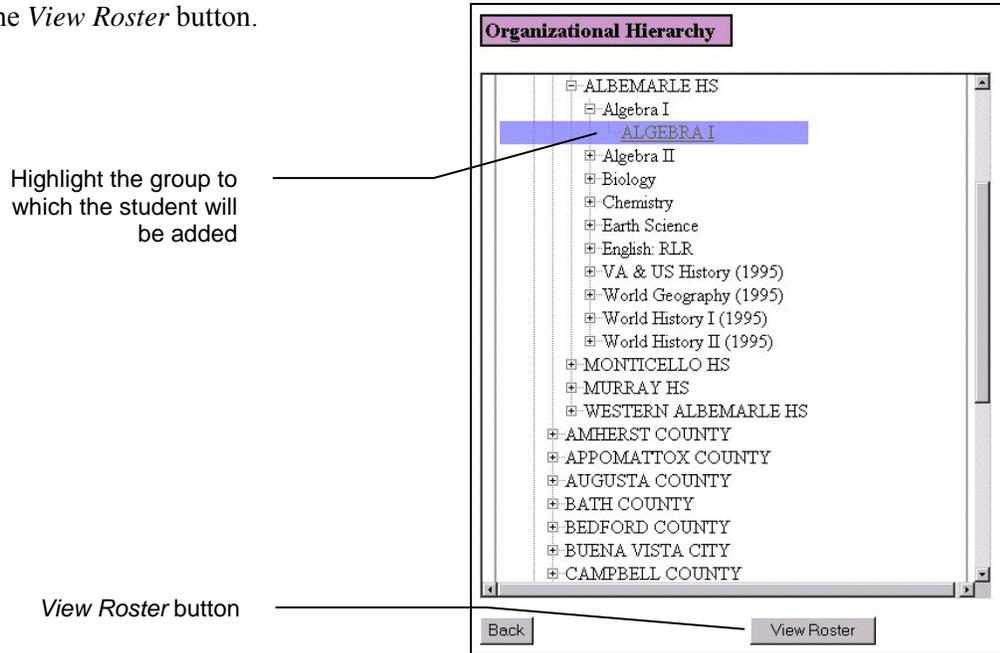
► **After adding a new student to a group, that student still must be assigned to a specific test session (see "Add Students to a Session" in [Test Session Management, Section 4.0](#)).**

You can add students individually or as a group. The demographic information screen contains several areas in which various types of student information are collected.

To add an individual student (and the student's demographic information) to a specific group, follow these steps from the Virginia SOL home page:

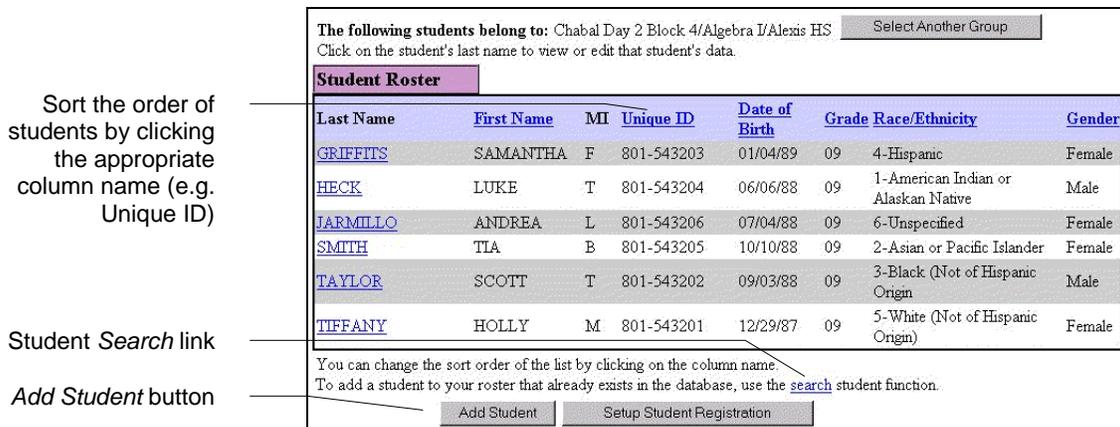
1. Click on the *Student Data* link.
2. Click the *View or maintain a student roster* link to display the Select Group screen (Figure 4).
3. From the Select Group screen, select the group from the organizational hierarchy to which a student is to be added. Students can be added only to the lowest level of the hierarchy; the lowest level is the group level.
4. The selected group should be highlighted. Click the *View Roster* button.

Figure 4 – Select Group



5. The students associated with the selected group will be displayed on the Student Roster screen (Figure 5). The Student Roster initially will be sorted by Last Name. You can change the sort order of the Student Roster by clicking on an underlined column name (e.g., First Name, Unique ID, etc.).

Figure 5 - Student Roster



6. Click the *Add Student* button to display the Add Student screen (Figure 6).

Figure 6 - Add Student

You have requested to add a new student to: ALGEBRA I/Algebra I/ALBEMARLE HS [View Roster](#)

Add Student

Complete the information below and click [Add Student](#) or use the [search](#) function for locating an existing student.

Last Name: First Name: MI*: Unique ID: Login ID: (Leave blank to default to Unique ID)

Date of Birth: Grade:

Race/Ethnicity*: Gender:

Student Number*: AYP Adjustment*:

Title I/TAS*: Student Cat-Migrant*:

Student Cat-Homeless*: Student Cat-Neg/Del*:

N-Code*: LEP*:

Disability Status*: S-Code*:

SOA Adjustment*: C/TE & Tech Prep*:

C/TE-Econ Disadv*: C/TE-Single Parent*:

C/TE-Disp Homemaker*: C/TE-Nontrad Career*:

C/TE-Other5*: C/TE-Other6*:

Special Code*: Local Use #1*:

Local Use #2*:

*Complete when applicable.

[Add Student](#) [Reset](#)

Student Search link

Login ID

Mandatory student information fields:

- Last Name
- First Name
- Unique ID
- Date of Birth
- Grade
- Gender

Student demographic information

Add Student button

7. Add the applicable student demographic information. The Last Name, First Name, Unique ID, Date of Birth, Grade, and Gender fields are **mandatory**. Fields with an asterisk should be completed when applicable. The Unique ID field is **required** by the eMeasurement Services system. This field **must** be unique to the entire testing program. The Unique ID must be entered as DDD-NNNNNNNNNNNN where the DDD is the 3-digit division code, followed by a dash, and the Student Number (12-digit maximum). If you leave the Login ID field blank it will default to the Unique ID. The student will use the Login ID when accessing a test.
8. Click the *Add Student* button.
9. A message box will appear indicating that the student has been added to the roster. Click *OK* to complete the process. The system will return you to the [Add Student](#) screen so you can add more students to the group. To view the roster, click the *View Roster* button.

► **The system assigns a unique Password to each student at this time. That Password will appear on the Student Authorization ticket that is generated and given to students before starting a test.**

4.0 Test Session Management

A test session is a group of students who will be taking the same test at the same designated time or place. Authorized users can create a test session by selecting the session's date, start time and duration. Users also can assign groups of students or individual students to a scheduled test session. Existing test sessions can be modified, and individual students can be added or removed from a session.

Create a New Session

To create a new session, follow these steps from the Virginia SOL home page:

1. Click on the *Session Management* link.
2. Click on the *Create a new session* link to display the Create Session screen (Figure 7).

Figure 7 - Create Session

Create Session

To create a new session, complete the information below. When you are finished, click the Next button to continue.

Test Administration:

Test to be Administered:

Session Name:
Example: Smith 2nd Period 8th Grade Math Test

Scheduled Start Date:

Scheduled Start Time:

Estimated Duration:

Location/Room (Optional):

Select the Test Administration and the Test to be administered

Create a Session Name

Select the start date, start time, and estimated duration of test session

"Clickable" calendar

3. Select the appropriate Test Administration.
4. Select the Test to be Administered.
5. Enter a descriptive Session Name so that you or someone else will recognize this session on the day of testing. The Virginia Department of Education requests that you begin the session name with the school's initials (i.e., VHS for Virginia High School) to assist in identifying test sessions in the Sessions List screen.
6. Enter the Scheduled Start Date (you can select the date by clicking on the calendar).
7. Enter the Scheduled Start Time.
8. Enter the Estimated Duration.
9. Enter the testing Location/Room (Optional). The Virginia Department of Education requests that your 3-digit division code be included in this field. Any additional information (i.e., room number) should follow the 3-digit division code.
10. Click the *Next* button to display the Assign Student Group screen.

► The ability to assign a time and place for a new test session is intended only for *planning* purposes. You are not bound by the date and time that you selected for a test session; the test session can be started at any time within your testing window. However, the Virginia Department of Education recommends you be as accurate as possible when completing this information. A test session does not start until you click the *Start* button on the Session Roster screen (see "[Starting and Monitoring a Test Session](#)" in Section 5.0 in this guide).

Assign a Student Group to a Session

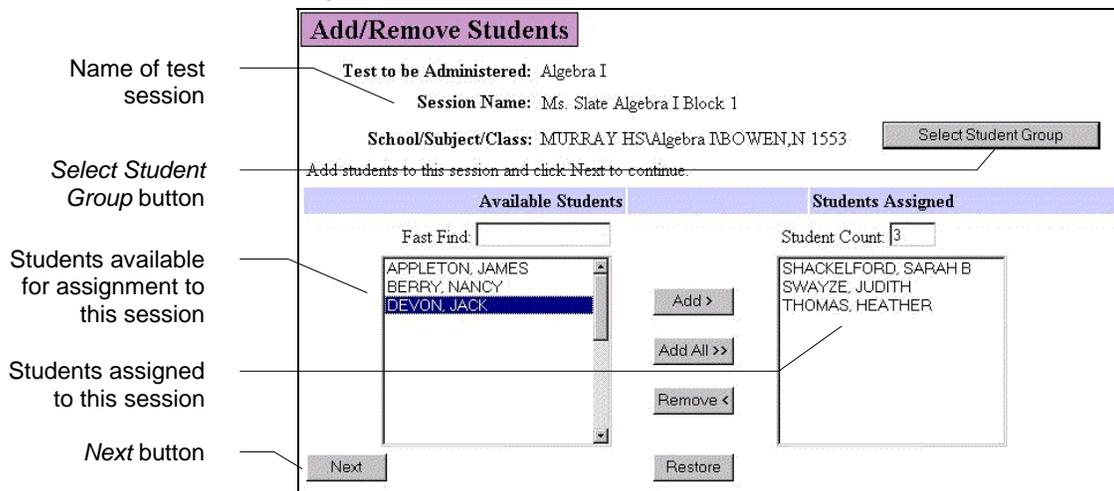
After creating a test session, you must assign students to that session. If you are assigning a single group of students:

1. On the Assign Student Group screen, select the group of students to be assigned to the test session. (Click the “+” to display groups in the hierarchy.)
2. After highlighting the appropriate group, click the *Next* button to continue to the Add/Remove Students screen.

Add/Remove Students

1. The names of students who have not been assigned to a test session for the selected Test To Be Administered are displayed in the Available Students box on the left side of the Add/Remove Students screen (Figure 8).

Figure 8 - Add/Remove Students



2. Select the appropriate names and click the *Add* button. Continue until all of the appropriate students have been moved to the Students Assigned box.
 - To select all available students in a group, click the *Add All* button.
 - To select multiple students that are not in consecutive order, hold down the Ctrl key and click on each student with the mouse, then click the *Add* button. (Do not release the Ctrl key until all students have been selected.)

► To add students from multiple groups to a single session:

1. Add students from the first group, then click the *Select Student Group* button on the Add/Remove Students screen, which returns you to the Assign Student Group screen.
2. Select the next group, add students from Available Students list, and click the *Add* button to add them to the test session.
3. Repeat step 2 as needed to select students from other groups.
4. After the final student has been added, click on the *Next* button on Add/Remove Students screen to go to the Session Roster and confirm that all appropriate students have been added to the test session.

- To remove a student from a session, highlight that student's name in the Students Assigned box and click the *Remove* button.
- Click the *Next* button to view the Session Roster screen (Figure 9). Students added will appear in the Session Roster.

► A student can be moved to another test session at any time before that student submits a test. However, you must make sure that the student has exited from TestNav before moving that student to another session.

Figure 9 - Session Roster

The screenshot shows the 'Session Roster' interface. At the top, there's a header 'Session Roster' and a sub-header 'Test to be Administered: Algebra I'. Below that, 'Session Name' is 'Ms. Slate Algebra I Block 1' with a 'List' button and a 'Get Authorizations' button. A table shows session details: Status (Not Started), Test Code (AEXGGD), Start Date (Thu, May 08, 2003), Start Time (8:00 AM), Duration (90 minutes), and Location (Computer Lab). Below this is a 'Session Roster' table with columns: Remove, Resume, Status, Student Name, Unique ID, Login ID, and Form or Form Group. The table lists four students: DEVON, JACK; SHACKELFORD, SARAH B.; SWAYZE, JUDITH; and THOMAS, HEATHER. At the bottom, there are buttons: Restore, Apply, Add Students, Move Students, Delete Session, Print, and Start. A 'Proctor Caching' button is also visible.

- The Test Code is generated automatically by the system. If the generated Test Code is an inappropriate string of letters, it can be changed. To change the Test Code, enter the new code manually in the Test Code field and click the *Apply* button (Figure 9). The Test Code can be changed only before a session has been started.

► The Test Code field is limited to a maximum of 8 characters.

- Click the *Get Authorizations* button to print the Student Authorization tickets that contain students' Login IDs and Passwords. (Acrobat Reader® is needed to view and print Student Authorization tickets. See the Infrastructure Guidelines for the recommended minimum version of Acrobat Version.) This button is visible only to authorized users.

► Acrobat Reader® can be downloaded and installed free of charge from <http://www.adobe.com/products/acrobat/readstep2.html>.

- Click the *Print* button to print a copy of the Session Roster.

View or Modify Test Sessions

To view or modify an existing test session, follow these steps from the Virginia SOL home page.

- Click on the *Session Management* link.
- Click on the *View or maintain an existing session* link to display the Session Selection screen (Figure 10).

Figure 10 - Session Selection

Session Selection

To view the list of Sessions, select the test administration, test to be administered and select a student group and click the Next button.

Test Administration:

Test to be Administered:

View Sessions with Status:

Sessions for Student Group:

- ALBEMARLE
 - ALBEMARLE HS
 - Algebra I
 - ALGEBRA I**
 - Algebra II
 - Biology
 - Chemistry
 - Earth Science
 - English_RLR
 - VA & US History (1995)
 - World Geography (1995)
 - World History I (1995)
 - World History II (1995)
 - MONTICELLO HS
 - MURRAY HS

Back Next

Select the administration, test, and session status

Highlight the school or group that you want to view or modify

3. In the drop-down menus, select the appropriate administration, test, and session status.
4. Highlight the appropriate school or group in the Sessions For Student Group hierarchy. Click the *Next* button to display the Sessions List screen (Figure 11).

Figure 11 - Sessions List

Sessions List

Test Administration: Spring 2003

Test to be Administered: All tests for this administration

View Sessions with Status: Not started and started

Sessions for Student Group: Richmond/Monroe County/Assessment HS

Click on the Session Name to view the Session Roster.

Status	Session Name	Start Date	Location	Student Count	Test to be Administered
Stopped	Ms Artis Algebra I Block I	5/12/03	Computer Lab	3	Algebra
Stopped	Ms Slate Algebra I Block I	5/14/03	Computer Lab	4	Algebra
Started	Mr Geiger Block 2	5/14/03	Computer Lab	1	Algebra
Not Started	Mr Ventris Block 1	5/17/03	Computer Lab	5	Algebra
Not Started	Mr Geiger Block 3	5/21/03	Computer Lab	1	Algebra

Back Refresh

Session status

Click on session name to view or modify that session

5. Select the session that you want to view or modify by clicking directly on the Session Name. The Session Roster screen for that session will be displayed (Figure 12).

Figure 12 - Session Roster

The screenshot shows the 'Session Roster' interface. At the top, it displays 'Test to be Administered: Algebra I' and 'Session Name: Ms Slate Algebra I Block I'. Below this is a table with columns: Status, Test Code, Start Date, Start Time, Duration, and Location. The first row shows 'Started', 'TESTCODE', '06/12/2001', '12:30 PM', '60 minutes', and 'Computer Lab'. Below this is another table titled 'Session Roster' with columns: Remove, Resume, Status, Student Name, Unique ID, Login ID, and Form or Form Group. The rows show student names like Devon, Jack; Shackelford, Sarah B; Swayze, Judith; Thomas, Heather; Gladding, Kelly; Torre, Chris; and Weyer, Ericka, with their respective statuses and IDs. At the bottom, there are buttons for 'Restore', 'Apply', 'Add Students', 'Move Students', 'Delete Session', 'Print', 'Start', and 'Proctor Caching'. Callouts on the left point to 'Session status' (the top table), 'Student status' (the bottom table), 'Remove student check box' (the 'Remove' column), 'Move Students button' (the 'Move Students' button), and 'Proctor Caching button' (the 'Proctor Caching' button).

- If the session has not yet been started, you can modify the session date, time, duration, and location by changing the information in the appropriate session field(s), then clicking on the *Apply* button.

► If the session Status has a white background, the session has not yet started. If the session Status is green or red, the session date, time, duration, and location cannot be changed.

- If an individual student has not yet begun taking a test, you can remove the student from that session by selecting the Remove check box next to the student's name, then clicking on the *Apply* button.

► The Remove check box is displayed only for students who have not started the test. If the student status is green, yellow, orange, or red, that student cannot be Removed from the session.

Move Students

To move students from their current session to a new session or to another existing session, follow these steps:

1. Click the *Move Students* button at the bottom of the Session Roster screen (Figure 12) to display the Move Students screen (Figure 13).

Figure 13 - Move Students

Move Students

Test to be Administered: Algebra I

Session Name: Ms. Slate Algebra I Block I

Select Students to Move

Move to an existing Session, by selecting a Session Name below:

Move > Session Name: TLCALGI

- OR -

Move to a new Session by completing the information below:

New > Session Name: _____

Start Date: Thu, Jan 08, 2004

Start Time: 8:00 am

Duration: 90 minutes

Location/Room (optional): _____

CLARK, CHRISTA L.
CORTES, STEFAN
DAVIS, ANTONIO I
DAVIS, CURTIS
DEAN, JASMIN J
FAIR, JESSICA S
FOREMAN, JAMILL
GOODMAN, KURT
GRANT, CHERYL
GRANT, WENDY F
GUINN, ALEXANDI
JARCHOW, AARO
JONES, BRUCE L
LENTZ, AMANDA
MANHARDT, MICHAEL

If you move students to another session, they will be assigned a new test code. Any test authorization letters previously printed will need to be reprinted or the new test code revealed to the student.

Back

Select student(s) to be moved

Select an existing Session Name and move student(s) to that session - OR - Create a new Session Name and move student(s) to that session

2. Highlight the name(s) of the student(s) to be moved in the Select Students To Move section.
 - To move the selected student(s) to an *existing* session (that has not yet been Started), select the Session Name in the drop-down menu, then click the *Move* button.
 - To move the selected student(s) to a *new* session, complete the Session Name, Start Date, Start Time, Duration, and Location/Room (Optional) fields, then click the *New* button.

Modify Test Administration Data for Individual Students

To modify test specific information (e.g. assign testing status codes, accommodations, etc.), follow these steps from the Virginia SOL home page:

1. Click on the *Session Management* link.
2. Click on the *View or maintain an existing session* link to display the Session Selection screen (Figure 10).
3. In the drop-down menus, select the appropriate administration, test, and session status.
4. Highlight the appropriate school or group in the Sessions For Student Group hierarchy (Figure 10). Click the *Next* button to display the Sessions List screen (Figure 11).
5. Select the session that includes the student(s) to be modified by clicking directly on the Session Name. The Session Roster screen (Figure 12) for that session will be displayed.
6. Click on the name of the individual student you want to modify. The Student Test Details screen (Figure 14) for that student will be displayed.

Figure 14 - Student Test Details

Student Test Details				
Test Status	Student Name	Grade	Unique ID	Login ID
Not Started	Jane Doe	11	002-6003534	21842
Test to be Administered	Test Started	Test Ended	Test Code	
Algebra I			WX4CJQ	
Termination Reason	Form Taken	Assigned Form Group		
		Main		
Report Exclusion Reason	Report	Assign Accommodation Form	Report Group	
	Yes	Not Available	ALGEBRA I	
Test Administration Data				
*SUBSTITUTE TEST:	Select	*TESTING STATUS:	Select	
*EOC MATH RECOVERY:	Select	*RETEST:	Select	
*Flexible Schedule:	Select	*Group Size:	Select	
*Environmental mods:	Select	*Visual aids:	Select	
*Amplification equip:	Select	*Assist w/directions:	Select	
*Read items:	Select	*Interpreting:	Select	
*Bilingual dict-NS:	Select	*Verbal response:	Select	
*Math aids:	Select	*Special pencil:	Select	
*Spelling Aids:	Select	*Audio Version:	Select	
*Complete when applicable				
<input type="button" value="Back"/> <input type="button" value="Restore"/> <input type="button" value="Apply"/> <input type="button" value="Mark Test Complete"/>				

7. Select the form group in the Assigned Form Group drop-down menu.
 - “Main” is the default form group. The student will be assigned the Main test form.
 - If you select “Alternate,” the student will be assigned the Alternate test form. (As with the paper/pencil medium, a test irregularity must be submitted to the Virginia Department of Education before an Alternate form is assigned.) Note that if you assign an alternate form to a student, you cannot assign the main form or an accommodation form to that student in that administration at a later time.
 - If you select “Accommodation,” you must also select the accommodation form in the Assign Accommodation Form drop-down menu. Note that if you assign an accommodation form, you cannot assign the main form or an alternate form at a later time.
8. Select the appropriate values for Test Administration Data fields via the drop-down menus. (For example, you can indicate Testing Status (for test irregularities), Substitute Test, and EOC Math Recovery designations.)

► **If a student has a disability and testing accommodations are written into the Individualized Education Program (IEP), be sure to select those accommodations on the Student Test Details screen for a specific test before the end of your division’s testing window.**

9. Select the appropriate values in the Report Group drop-down menu.
10. Click the *Apply* button.

Mark Test Complete

If a student has exited TestNav and will not resume the same test or if a student has never logged in to a test but must be accounted for, follow these steps:

1. Click the *Mark Test Complete* button at the bottom of the Student Test Details screen. (Any responses entered by the student before the test was exited will be sent to the scoring system.)
2. Enter the reason why the student did not complete the test including the Testing Status Code in the “pop up” window that is automatically displayed on the screen (maximum of 50 characters). This reason will be displayed on the Student Test Details screen in the Termination Reason field.

► Even if the student did not log in to the test (i.e., the student previously passed the test), you should mark the student’s test complete and enter the reason why the student did not complete the test.

3. Click the *Apply* button.

Assign an Accommodation Form

► You can assign an accommodation form only if you have been given that authorization.

To assign an accommodated test form to a student:

1. Select “Accommodation” in the Assign Form Group drop-down menu on the Student Test Details screen (Figure 14).
2. Select the accommodation form number in the Assign Accommodation Form drop-down menu.

Form Taken		Assigned Form Group
		Accommodation ▾
Report	Assign Accommodation Form	Report Group
Yes ▾	1F47SA ▾	218 - H. Wood - Retake ▾

3. Click the *Apply* button.

► The Proctor Caching functionality must be used when delivering an Audio Test. Proctor Caching allows test proctors to “pre-fetch” test content, which accelerates the delivery of test content to students and reduces the amount of bandwidth required for electronic testing. Because audio files consume a large amount of bandwidth, Proctor Caching is necessary when delivering an Audio Test to a student.

For more information about Proctor Caching, see the Proctor Caching sidebar in the **Start a Session** instructions in Section 5.0 below, and the Proctor Caching User’s Guide available on the Resources page (<http://etest.ncs.com/ProctorCachingUsersGuide.pdf>).

5.0 Starting and Monitoring a Session

A test session must be started before students assigned to that session can log in to the system and take a test via the TestNav test delivery engine. If the session has not yet been started, students cannot log in. Before students may begin taking the test, the test administrator must start the session. Once all students in the session have completed the test, the session must be stopped.

Start a Session

To start a test session, follow these steps from the Virginia SOL home page:

1. Click on the *Session Management* link.
2. Click on the *View or maintain an existing session* link to display the Session Selection screen (Figure 10).
3. In the drop-down menus on the Session Selection screen, select the appropriate administration, test, and session status.
4. Highlight the appropriate school or group in the Sessions For Student Group hierarchy (Figure 10). Click the *Next* button to display the Sessions List screen (Figure 11).
5. From the displayed list of sessions, click on the name of the session that you want to start. The session information and roster will appear on Session Roster screen (Figure 15).

Figure 15 - Session Roster

Click the *Get Authorizations* button to generate Student Authorization tickets

Status	Test Code	Start Date	Start Time	Duration	Location
Started	TESTCODE	06/12/2001	12:30 PM	60 minutes	Computer Lab

Remove	Resume	Status	Student Name	Unique ID	Login ID	Form or Form Group
	Resume	Started	Devon, Jack	123-56988	56988	Main
<input type="checkbox"/>		Not Started	Shackelford, Sarah B	123-56588	56588	Main
		Stopped	Swayze, Judith	123-56788	56788	Main
	Resume	Exited	Thomas, Heather	123-56778	56778	Main
		Resume	Gladding, Kelly	123-56678	56678	Main
	Resume	Started	Torre, Chris	123-55678	55678	Main
<input type="checkbox"/>		Not Started	Weyer, Ericka	123-45678	45678	Main

Resume button

Apply button

Start/Stop button

Proctor Caching button

► **The *Resume* button appears only if that student's status is Started or Exited. Click the *Resume* button to resume that student's test. Only click the *Resume* button if the student has exited TestNav, or you have verified that the student is no longer in TestNav. Please refer to the Resume a Test instructions below. (A *Resume* button also will appear on the Student Test Details screen for a student with a Started or Exited status. This button has the same function on both screens.)**

6. If students do not yet have their Login IDs, Passwords, and Test Codes, click the *Get Authorizations* button to view the Student Authorization ticket. This ticket contains the student's Login ID, Password, and Test Code and can be printed and handed to students at the beginning of the test session. Keystrokes available for navigating through TestNav are also printed on the ticket. Acrobat Reader[®] is needed to view and print Student Authorization tickets.

► **Student Authorization tickets (test tickets) must be kept in a secure location until they are given to students.**

7. After reviewing the Session Roster screen, click the *Start* button to start the session. After verifying which students are present and ready to test, you can add or remove students as necessary (see “Add Students to Session” under Test Session Management, Section 4.0).

Proctor Caching - eMeasurement Services' Proctor Caching functionality allows test administrators to “pre-fetch” test content. This accelerates the delivery of test content to students and reduces the amount of bandwidth required for electronic testing. *Proctor Caching is necessary when delivering an Audio Test to a student.*

For details on downloading, installing, and using Proctor Caching, see *Proctor Caching User's Guide* on Resources page (<http://etest.ncs.com/ProctorCachingUsersGuide.pdf>).

The main steps for using Proctor Caching are outlined below. To pre-fetch test content, follow these steps:

1. Click on the *Proctor Caching* button on the Session Roster screen (Figure 12) *before* starting a session. The Proctor Caching download screen will be displayed.

The screenshot shows a window titled "Proctor Caching". It contains the following text:

Test to be Administered: Algebra I
Session Name: AL. CO. 002, Murray 0890, Algebra I - Bowen
Current Session Status: Pending
Number of students: 12

Below this is a blue header: "You are about to start the Proctor Caching feature for this Session. Please read the following."

Five numbered instructions follow:

1. You must have the **Proctor Caching software installed** on your network. If you want to install it now, [click here](#).
2. The Proctor Caching software must be **enabled and running**.
3. The web browser on this machine must be configured to use the **Proctor Caching server** as its **proxy server**.
4. The **proxysettings.properties** file on each TestNav testing workstation must be set to reference this proctor caching machine.
5. If this is your first time using proctor caching, we recommend that you also review the proctor caching user manual found on the Home > Resources menu.

At the bottom, a blue bar contains the text: "When you are ready to begin, click the next button. Click the back button to return to the Session Roster." Below this are two buttons: "Back" and "Next".

2. Click the *Download* button to download the Proctor Caching application.
3. When prompted to “Open” or “Save” the file, select “Open.”
4. Select “Install” when the Proctor Caching information screen appears.
5. Configure the TestNav clients in the “proxysettings.properties” file to use Proctor Caching.
6. Pre-fetch the test content.

Monitor a Session

You can monitor the progress of all students assigned to a test session via the [Session Roster](#) (Figure 15). The color-coded boxes in the *Status* column next to each student's name indicate the student's real-time test status:

Status Color (Note)	Student Testing Status
White (Not Started)	The student has not yet started taking the test.
Green (Started)	The student has started taking the test.
Yellow (Resume)	The student exited the test and has been authorized to resume the test.
Orange (Exited)	The student exited TestNav and needs to be resumed before completing the test.
Red (Stopped)	The student has submitted the answers to be scored.

► Click the *Restore* button frequently during the test session to update the students' testing status.

Resume a Test

If a student exits TestNav (either inadvertently or purposefully) before completing a test, that student cannot continue testing until an administrative user authorizes the student to resume the test. This feature is used, for example, if a student must be moved to a new computer or location before he or she has completed the test.

Before resuming a test session for an individual student, you must ensure that TestNav is no longer running on the student's computer. If TestNav is no longer running, go to Step 1 below. If TestNav is still running, follow the steps in the bulleted list:

- Click the *Go to...* button at the bottom of the TestNav screen to display the [Review Screen](#).
- On the [Review Screen](#), click the *Exit Test* button.
- A warning that you are about to exit TestNav will appear. Click the *Exit TestNav* button.
- In the pop-up window, click the *Yes* button.

If the student's computer where TestNav is running has stopped responding, the computer should be completely powered down before resuming an individual student's test. To power it down, either reboot the computer, unplug the power cord, or in the case of a laptop computer, remove the battery.

The test is now temporarily closed. To enable a student to resume the test, follow these steps: (If you have been monitoring the session and the [Session Roster](#) screen (Figure 12) is open on your computer, you either can click the *Resume* button to resume that student's test or go to step 6 below.)

1. Click on the *Session Management* link.
2. Click the *View or maintain an existing session* link to display the [Session Selection](#) screen (Figure 10).

3. In the drop-down menus on the Sessions List screen (Figure 11), select the appropriate administration, test, and session status.
4. Click on the appropriate school or group in the Sessions For Student Group hierarchy (Figure 10). Click the *Next* button to display the Sessions List screen (Figure 11).
5. From the displayed list of sessions, click on the name of the session that you want to view. The session information and roster will appear on Session Roster screen (Figure 15).
6. Click the *Resume* button next to the student's name on the Session Roster screen. The status column next to the student's name should show a yellow "Resume" to reflect that the test can be resumed.

► Click the *Resume* button only if the student has exited TestNav, or you have verified that the student is no longer in TestNav.

7. Have the student launch TestNav by clicking on the TestNav icon that is found on the desktop, log in using the information on the Student Authorization ticket, and finish taking the test.
8. The test has now been resumed and it will begin on the last or second-to-last question the student responded to before exiting the test. The student can now continue with the test.

► If your school is using Symantec® Web Security 2.0 (iGear) as a proxy server with individual logins, follow these steps for launching TestNav:

1. **Open an industry-standard browser.**
2. **Login to Symantec Web Security 2.0 (iGear).**
3. **Keep the browser open.**
4. **Launch TestNav.**

If the student has exited TestNav and will not resume the same test (e.g., due to a testing irregularity), follow these steps:

1. Move the student to an Irregularity test session that will never be started.
2. Follow the procedures outlined by the Virginia Department of Education for filing a test irregularity and submit the proper documentation.

Stop a Session

After all students have completed the test and clicked the *Submit* button on their screens, the session is ready to be closed. Students who have ended their test will be indicated with a red "Stopped" on the Session Roster in the Status column.

Students who have a status other than a red "Stopped" must be moved to a **Not Started** session before the session can be stopped. Students who have not started their test can be removed (by clicking the check box in the Remove column) from the original session or can be moved (by clicking the *Move Students* button) to a new, unstarted session. When all remaining students on the Session Roster have "Stopped" their test session, click the *Stop* button located on the bottom right corner of the Session Roster (Figure 12).

6.0 Viewing Reports After Testing

► Reports are scheduled to be available once equating has taken place. You will be notified by the Virginia Department of Education or Pearson Educational Measurement when reports are available online.

Reports are generated either synchronously or asynchronously.

- **Synchronous** reports are generated as soon as you request them, and they open in a separate browser window on your workstation. Three reports are generated synchronously: 1) Expedited Retake Eligibility Report, 2) Online Group List Report, and 3) an individual Online Student Performance Report linked from the Online Group List Report.
- **Asynchronous** reports are generated during off-peak system hours, and completed reports are available in PDF format for viewing or download. All reports other than three synchronous reports listed above are generated asynchronously.

To access a report, follow these steps from the SOL Home Page:

1. Click the *Reporting* link to display the Reporting Menu screen (Figure 16).

Figure 16 - Reporting Menu

Report types

Reporting

Click on the links below to access the functions within the Reporting system. Accessing these links will require a user login to proceed.

Please note that reports ONLY reflect students participating in online testing. Students who are taking the paper-pencil tests will receive their reports from Harcourt in the usual manner. In addition, all online scores will be sent to Harcourt and included in the final summary reports.

Many of the reports below must be requested and are generated during off-peak hours for later retrieval. For these reports, the initial selection screen includes a listing of previous requests so you can ascertain whether an already-generated report will meet your needs before requesting a new one. If you request a report, you will be asked to provide an email address for notification when the report is ready. You can also return to the report selection screens to check the status of your requests.

- [Online Student Data Alerts](#)
 - This report provides a list of alerts for your online student data. Please review this list prior to viewing your other reports.
- [Online Student Reports](#)
 - [Expedited Retake Eligibility Report](#)
 - [Online Group List Report \(View on web\) \(Request printable PDF\)](#)
 - [Online School List Report](#)
 - [Online Division List Report](#)
 - [Online Student Performance Report](#)
 - [Group-level Student Performance Report](#)
 - [School-level Student Performance Report](#)
 - [Online Report to Parents](#)
 - [Group-level Report to Parents](#)
 - [School-level Report to Parents](#)
 - [Information Statement for Report to Parents](#)
- [Electronic Online Student Data File \(View File Record Layout\)](#)
- [Online Summary Reports](#)
 - [School Summary Report](#)
 - [Division Summary Report](#)

2. Click the link of the type of report you want to view.

- If you select one of the synchronous reports (Expedited Retake Eligibility Report, Online Group List Report, or an individual Online Student Performance Report linked from the Online Group List Report), follow the directions for Synchronous Reports.
- If you select an asynchronous report, follow the directions for the Asynchronous Reports.

Report Descriptions

The information below is a summary of the online reports available through eMeasurement Services. Results will not be available until after the equating process has been completed with the exception of the test administrations that are using previously equated forms (Term Graduates, Expedited Retakes) or select divisions considered “early testers.” Those using previously equated forms will be able to view results after a student has submitted his/her test.

Title	Type	Availability	Sort Order	Information
Online Student Data Alerts	Asynchronous ¹	Request placed in the continuous queue, processed in the order received	School/Last Name	Identifies online alerts to be addressed before printing reports and submitting ATP
Expedited Retake Eligibility Report	Synchronous	Report generated in real-time and displayed in a separate browser window	Group Name/Last Name	Identifies all students who failed SOL test; asterisk designates score of 375-399
Online Group List Report <i>View on Web</i>	Synchronous	Report generated in real-time and displayed in a separate browser window	Last Name	Lists students' total scores and Reporting Category scores at the group level Single-subject Student Performance Report available from this report
Online Group List Report <i>Request printable PDF</i>	Asynchronous ¹	Request placed in continuous queue, processed in the order received	Last Name	Lists students' total scores and Reporting Category scores at the group level
Online School List Report	Asynchronous ¹	Request placed in off-hours queue, usually available the following day	Last Name	For selected subject(s), lists students' total scores and Reporting Category scores at the school level
Online Division List Report	Asynchronous ¹	Request placed in off-hours queue, usually available the following day	School/Last Name	For selected subject(s), lists students' total scores and Reporting Category scores at the division level

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Title	Type	Availability	Sort Order	Information
Group-level Student Performance Report	Asynchronous ¹	Request placed in off-hours queue, usually available the following day	Last Name	Provides basic student demographic information and total and Reporting Category scores for one subject; report may be placed in students' cumulative folders
School-level Student Performance Report	Asynchronous ¹	Request placed in off-hours queue, usually available the following day	Last Name	Provides basic student demographic information and total and Reporting Category scores for all subjects taken; recommended report to be placed in students' cumulative folders
Group-level Report to Parents	Asynchronous ¹	Request placed in off-hours queue, usually available the following day	Last Name	Provides basic student demographic information and total and Reporting Category scores for one subject; report may be mailed to parents
School-level Report to Parents	Asynchronous ¹	Request placed in off-hours queue, usually available the following day	Last Name	Provides basic student demographic information and total and Reporting Category scores for all subjects taken; recommended report to be mailed to parents
Electronic Online Student Data File	Asynchronous ¹	Request placed in off-hours queue, usually available the following day	No specific sort order	Provides text file of student-level data; import into spreadsheet, database, or other application for analysis
School Summary Report	Asynchronous ¹	Request placed in off-hours queue, usually available the following day	No specific sort order	Provides a one-page summary at the school level
Division Summary Report	Asynchronous ¹	Request placed in off-hours queue, usually available the following day	No specific sort order	Provides a one-page summary at the division level

¹All asynchronous reports are current as of the date and time they were generated. If any changes are made in Student Data Management or Test Session Management, a new report will need to be requested.

Synchronous Reports

The steps for requesting an Expedited Retake Eligibility Report are shown below. The process is similar for all synchronous reports.

1. The Expedited Retake Eligibility Report Request screen (Figure 17) will appear after you click that link on the Reporting Menu screen.

Figure 17 - Expedited Retake Eligibility Request

2. In the drop-down menus, select the Test Administration, School, and Content Area for the report that you want to request.
 - If you have access to reports for less than 100 schools (i.e., one school, two schools, etc.), then you choose from the list of schools in the School drop-down menu.
 - If you have access to reports for more than 100 schools, then you first must use the Search function to search for a school. All schools names that match your search criteria then will appear in the School drop-down menu.

► **Search for a School - If you have access to reports for more than 100 schools, then you must use the Search function to search for a school. If you have access to fewer than 100 schools, then the Search function will not be available.**

To search for a school, type the *exact* beginning sequence of that school's name into the text box. For example, if you are searching for Washington School, you could type "was" (or "w," "wa," "wash", etc.) into the text box. (Note that the search function is not case sensitive. You could also type "WAS," "Was," etc.)

Then click the *Search* button. All schools whose names begin with exactly those letters will appear in the drop-down menu, where you select the one for which you want to generate a report.

3. Click the *Generate Report* button. The report will open in a separate browser window.

► **For the Expedited Retake Eligibility Report:**

- To print the report, use the keystroke combination appropriate for your operating system (Windows: <Ctrl-P> ; Mac: <Command-P>).
- To view the report data in a spreadsheet, copy it to your clipboard and paste it into a spreadsheet. Once in a spreadsheet, the data can be sorted (for example, in descending score order) and/or the file can be printed.

Asynchronous Reports

The steps for selecting and requesting an Online School Summary Report are shown below. The process is similar for all asynchronous reports.

► **Adobe Acrobat Reader® 5.0 (or higher) must be installed in order to view and print reports in a PDF format. Adobe Acrobat Reader can be downloaded and installed free of charge from <http://www.adobe.com/products/acrobat/readstep2.html>.**

1. The Online School Summary Report Selection screen (Figure 18) will appear after clicking that link on the Reporting Menu screen.

Figure 18 - Online School Summary Report Selection

Select:
- Administration
- School

School search

Get report and Email me when complete links

New Report Request button

Content Area	Action	Requested	Completed	Status	File Size
Algebra I	Get Report	12/17/2003	12/18/2003 00:58	Completed	17KB
Algebra II	Get Report	12/17/2003	12/18/2003 00:58	Completed	17KB
Biology	Get Report	12/17/2003	12/18/2003 00:58	Completed	17KB
Chemistry	Get Report	12/17/2003	12/18/2003 00:58	Completed	17KB
Earth Science	Get Report	12/17/2003	12/18/2003 00:58	Completed	17KB
English: Reading/Literature, and Research	Get Report	12/17/2003	12/18/2003 00:58	Completed	17KB
VA & US History (1995)	Get Report	12/17/2003	12/18/2003 00:58	Completed	17KB
World History II (1995)	Get Report	12/17/2003	12/18/2003 00:58	Completed	17KB

2. In the drop-down menus, select the Test Administration and School for the report that you want to request.
 - If you have access to reports for less than 100 schools (i.e., one school, two schools, etc.), then you choose from the list of schools in the School drop-down menu.
 - If you have access to reports for more than 100 schools, then you first must use the Search function to search for a school. All schools names that match your search criteria then will appear in the School drop-down menu.

► **Search for a School - If you have access to reports for more than 100 schools, then you must use the Search function to search for a school. If you have access to fewer than 100 schools, then the Search function will not be available.**

To search for a school, type the *exact* beginning sequence of that school's name into the text box. For example, if you are searching for Washington School, you could type "was" (or "w," "wa," "wash", etc.) into the text box. (Note that the search function is not case sensitive. You could also type "WAS," "Was," etc.)

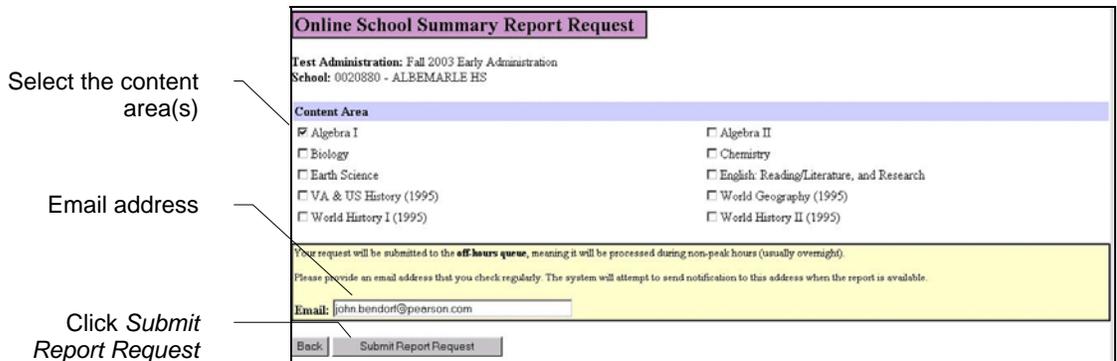
Then click the *Search* button. All schools whose names begin with exactly those letters will appear in the drop-down menu, where you select the one for which you want to generate a report.

- After you select the Test Administration and School, a list of all reports (report history) requested for that Test Administration/School combination will be displayed at the bottom of the screen. You then have a choice of three actions, based on the report history:
 - If you see that the report you want has previously been requested and generated (status of "Completed" in the Status field), you can download that report immediately in PDF format. To download, click the *Get report* link next to the name of the report. Your browser-specific open/save dialogue box pops up. Use the dialogue box to open and save the report.

► **Check the date on which the report was completed. The report only will reflect activity occurring BEFORE that date. If you believe that student data may have been added or updated since the report was completed, you should request a new report.**

- If you see that the report you want has been recently requested by another user but has not yet been generated (status of either "Requested" or "Pending" in the Status field), click the *Email me when complete* link next to the name of the report to display a pop-up window. Enter your email address in the pop-up and click *OK*. You will be notified when the report is completed. The email will identify the name of the report and provide a link for retrieving the report.
- If you see that the report that you want has not been requested, click the *New Report Request* button at the bottom of the screen. The Online School Summary Report Request screen (Figure 19) will be displayed. (The Test Administration and School that you selected on the previous screen will be carried over to this screen.)

Figure 19 - Online School Summary Report Request



- Select the content area of the report by placing a check in the appropriate Content Area checkbox. (You can select multiple content areas.) Note that not all reports will have multiple content areas.

► **Your email address should appear in the Email text box. If it does not, then you should enter it manually.**

- Click the *Submit Report Request* button. You will be notified by email when the report is completed and ready to be downloaded. The email will identify the name of the report and provide a link for retrieving the report.

7.0 Security

The eMeasurement Services security system provides all user authentication and authorization services. Each user of the eMeasurement Services system is assigned to a testing program and given a unique Login ID and Password.

► Each user is authorized to access only certain data records within the system. Not all users are authorized to create new user profiles or edit existing user profiles. You will have access to these functions only if you have been given authority to do so.

Create a New User

Test administrators must be added to Security in order to generate a Login ID and Password, and assign authorizations and data access. To create a new user to Security, follow these steps from the Virginia SOL home page:

1. Click on the *Security* link.
2. Click on the *Create a new user* link in the Security menu.
3. On the Add User screen (Figure 20), enter the required information (asterisked fields are optional). The Virginia Department of Education recommends that social security numbers *not* be entered in the optional Employee Number field.

Figure 20 - Add User

Add User

You have requested to add a user to: QC-VA Standards of Learning Web-based Assessments

First Name: Last name: Job Title:

Login ID: Employee Number*: Institution Name:

Address Line 1:

Address Line 2*:

City: State: Zip: -

eMail*: Work Phone: - - ext: Fax*: - -

*Indicates optional fields

Enter the new user information

Click *Next* to generate a printable User Authorization letter

4. Click the *Next* button to generate the Print Authorization Letter screen.
5. On the Print Authorization Letter screen, print a copy of the new authorization letter by clicking the *Print this Form and give to assigned User* button and/or email the authorization letter to the new user by entering the new user's email address and clicking the *Email to* button.

6. Click the *Next* button on the Print Authorization Letter screen to continue to the Edit User screen.

Edit User's Organizational Access

After creating a new user, you must assign the group(s) or level(s) within the hierarchy to which the user will have access.

- Click the *Org. Access* link at the top of the Edit User screen to display the Organizational Access screen (Figure 21).

Figure 21 - Organizational Access

On the left, select the group(s) that this user will have access to. Selecting the Organization(s) Available and an Assigned Organization allows the Authorizations for the organization to be changed via the Replace button.

Organizational Access

You are editing organizational access for John Doe

Organizations Available Assigned Organizations

Region 5
 ALBEMARLE
 ALBEMARLE HS
 Algebra I
 Algebra II
 Biology
 Chemistry
 Earth Science
 English RLR
 VA & US History (1995)
 World Geography (1995)
 World History I (1995)
 World History II (1995)
 MONTECELLO HS
 MURRAY HS

Add > Abermarle HS
 < Remove
 Replace >

*Cannot be removed or replaced

View User List

Org Access link

Highlight group to which user will have access

Add button

Replace button

- In the Organizations Available field, highlight the group(s) to which the user will have access. Click the “+” or “-” to display or hide groups in the hierarchy.
- Click the *Add* button to add the highlighted group(s). (Use the *Remove* button to remove previously assigned groups, if needed.)

Replace Function - If you have several users in your division who require the same security authorizations but who should have access to different organizations, you can copy a user and use the *Replace* function to switch that user's organizational access. All security authorizations remain intact; only the organization changes. (If you *Remove* an organization and then *Add* one, you must reassign the security authorizations for that organization.)

To replace a group in the Assigned Organizations field with a group from the Organizations Available field, follow these steps:

- Select both groups.
- Click the *Replace* button.
 - If you are replacing entities at the *same* level (e.g., one school with another school), you can highlight only one entity in the Assigned Organizations field (although there can be multiple entities present in the Assigned Organizations field).
 - If you are replacing entities at *different* levels (e.g., replacing a school with a division), then the *Replace* function works only when one entity is present in the Assigned Organizations field.

Edit User's Authorizations

After assigning the organizational access, you must select the authorizations and data to which the user will have access:

- Click the *Authorizations* link at the top of the Organizational Access screen to display the Authorizations screen (Figure 22).

Figure 22 - Authorizations

Select the data type and value to apply authorizations to, then select the authorizations and hit the apply button.

Authorizations

You are changing access for John Doe

Select	Item Banks	Select	Objective Structures
<input type="checkbox"/>	Create Item Bank	<input type="checkbox"/>	Maintain Objective Structures
Select	Reporting	Select	Security Management
<input type="checkbox"/>	System Monitoring	<input type="checkbox"/>	Add/Edit Users
<input type="checkbox"/>	View Student Response Data	<input type="checkbox"/>	Search Authorizations
<input type="checkbox"/>	View Counts of Students Currently Testing	<input type="checkbox"/>	Backup User/Share Authorizations

Data Access

You are changing access for John Doe

Data Type: Organization

Organization Selection(s): Virginia

Select	Reporting	Select	Student Data Management
<input type="checkbox"/>	Extract - PEM USE ONLY	<input type="checkbox"/>	Add/Edit Group
<input type="checkbox"/>	Online Student Data Alerts	<input type="checkbox"/>	Add Students
<input type="checkbox"/>	School Summary Report	<input type="checkbox"/>	Edit Students
<input type="checkbox"/>	User Statistics - PEM USE ONLY	<input type="checkbox"/>	Setup Student Registrations
<input type="checkbox"/>	Expedited Retake Eligibility Report	<input type="checkbox"/>	Add/Edit Group--Specified Level
<input type="checkbox"/>	Division Summary Report	<input type="checkbox"/>	Remove Students
<input type="checkbox"/>	Electronic Online Student Data File		
<input type="checkbox"/>	Online Group List Report		
<input type="checkbox"/>	Online Division List Report		
<input type="checkbox"/>	School-level Report to Parents		
<input type="checkbox"/>	Group-level Report to Parents		
<input type="checkbox"/>	School-level Student Performance Report		
<input type="checkbox"/>	Group-Level Student Performance Report		
<input type="checkbox"/>	Online School List Report		
Select	Test Administration Management	Select	Test Session Management
	Add/Edit Administration	<input type="checkbox"/>	Create Sessions
		<input type="checkbox"/>	Exclude Student from Reports
		<input type="checkbox"/>	Mark Test Complete
		<input type="checkbox"/>	Edit Sessions
		<input type="checkbox"/>	Assign Accommodation Form Group
		<input type="checkbox"/>	Proctor Caching
		<input type="checkbox"/>	Get Authorizations
		<input type="checkbox"/>	Assign Alternate Form Groups

Copy Authorizations

Copy the selected entities authorizations to: All Copy

*cannot be removed

Restore Apply View User List

Select check box for each Authorization to be given to this user

Select Data Type

Select Organization

Select check box for each Data Access to be given to this user

Click Apply

- In the Authorizations section of the screen, select the check box next to the authorization (e.g., Add/Edit Users) that you want to assign to the user.
- In the Data Access section of the screen, select the data type "Organization" in the drop-down menu in the Data Type field.

13. Select the organization (e.g., school, subject, group) in the drop-down menu in the Organization Selection(s) field.

► The selections available in this field are dependent on the data type selected in the previous field. Also, when an organization is selected, the Reporting, Student Data Management, and Test Session Management choices appear.

14. Select the Reporting function(s) (e.g., Online Student Data Alerts) by selecting the appropriate check box(es) in the Reporting fields. (This function will be available only when Reporting is available.)
15. Select the Student Data Management function(s) (e.g., Add Students) by selecting the appropriate check box(es) in the Student Data Management fields.

► Test Administration Management is for Pearson Educational Measurement use only.

16. Select the Test Session Management function(s) (e.g., Create Sessions) by selecting the appropriate check box(es) in the Test Session Management fields.
17. Click the *Apply* button to enter the changes.

► You can assign an authorization to another user only if you yourself already have that authorization. For example, if you cannot Create Sessions, then you cannot authorize another user to Create Sessions.

Maintain an Existing User

After a new user has been created, that user's security profile can be modified at any time. For instance, you may decide to change a user's authorization privileges or organizational access levels, or you may need to generate a new Password for a user. To modify a staff profile, follow these steps from the Virginia SOL home page:

1. Click on the *Security* link.
2. Click the *View or maintain an existing user* link to display the User List screen.
3. On the User List screen, click on the letter in the alphabet bar that corresponds to the first letter in the user's last name. Users' profiles whose last names start with that letter will be displayed.
4. Scroll down to find the person you want to view or modify. Click directly on the Name to display the Edit User screen (Figure 23).

Figure 23 – Edit User

Complete the information below and click the apply button to update the user record.

Edit User

First Name: Jane Last name: Doe Job Title: Teacher

Login ID: jpdoe Employee Number*: Institution Name: Salem High School

Address Line 1: 1993 Sundevil Drive

Address Line 2*:

City: Va. Beach State: VA Zip: 23464 -

eMail*: jdoe@school.k12.va.us Work Phone: 757 - 474 - 8484 ext. Fax*:

Comment(s)*:

Confidentiality Statement Read:
Date Last Modified: Jan 9, 2004 4:45:17 PM by Ann Shows
Use field below to inactivate user and enter a brief reason:

Inactivate User

Date:

*Indicates optional fields

Restore Apply Copy User New Password View User List

Annotations on the right side of the form:

- Authorizations (points to the Authorizations tab)
- Organizational Access (points to the main form area)
- Inactivate User (points to the Inactivate User checkbox)
- Assign a new password to an existing user (points to the New Password button)

Assign a New Password

1. To assign a new Password to that user, click the *New Password* button. This will take you to the Print Authorization Letter screen.
2. On the Print Authorization Letter screen, print a copy of the new authorization letter by clicking the *Print this Form and give to assigned User* button and/or email the authorization letter to the user by entering the user's email address and clicking the *Email to* button.

Copy User

If you are creating multiple users within the same school, you can create a new user with the same access permissions as an existing user by “copying” the original user. Each new user must be copied one at a time. To copy a user, follow these steps from the Virginia SOL home page:

1. Click on the *Security* link.
2. Click the *View or maintain an existing user* link to display the User List screen.
3. On the User List screen, click on the letter in the alphabet bar that corresponds to the first letter of the last name of the user whom you will be copying. Users' profiles whose last names start with that letter will be displayed.
4. Scroll down to find the person you want to view and copy. Click directly on the Name to display the Edit User screen (Figure 21).
5. Click the *Copy User* button at the bottom of the screen to display the Copy User screen.

6. On the Copy User screen, enter and/or modify the data in the required fields for a new user (who will have the identical access permissions as the existing user). Note that some of the data in the fields will be carried over from the previous user; change the data as needed.
7. Click the *Next* button to display the Print Authorization Letter screen. After copying a user, you can modify that new user's profile on the Edit User screen.

Search Authorizations

This screen allows you to select specific authorizations and then conduct a search for the users that have this particular access. This functionality typically is used by higher-level users for removing accesses and authorizations from users when a test administration is complete.

► You will be able to search only within the organizations you have access to (i.e., you can see only those users that you set up, and the users that they, in turn, set up).

To search for authorizations, follow these steps from the Virginia SOL home page:

1. Click on the *Security* link.
2. Click the *Search authorizations* link to display the Search Authorizations screen (Figure 24).

► Initially only the Authorizations portion of the screen will appear.

3. Select "Organization" in the Data Type drop-down menu.
4. Select a level within the hierarchy from the tree by highlighting that level.
 - If you want to search only for users at the highlighted organization's level, select the *Selected level only* radio button.
 - If you want to search for users at the highlighted organization's level and below, select the *Selected level and all levels below* radio button.
5. Select the check boxes for all authorizations and data types that you want to search for.

► If you simply want to search for all users at a certain level in the hierarchy, select that level, then click the *Find Users* button.

Figure 24 - Search Authorizations

Select the check box for authorizations to search for

Select Data Type

Select the radio button to search either for the *Selected level only*, -OR- for the *Selected level and all levels below*

Highlight the organizational level

Select the check box for data types to search for

Click the *Find Users* button

Search Selection			
Authorizations			
Select	Item Banks	Select	Objective Structures
<input type="checkbox"/>	Create Item Bank	<input type="checkbox"/>	Maintain Objective Structures
Select	Reporting	Select	Security Management
<input type="checkbox"/>	System Monitoring	<input type="checkbox"/>	Add/Edit Users
<input type="checkbox"/>	View Student Response Data	<input type="checkbox"/>	Search Authorizations
<input type="checkbox"/>	View Counts of Students Currently Testing	<input type="checkbox"/>	Backup User/Share Authorizations
Data Type			
Organization			
Organization Selection(s)			
Selected level only <input type="radio"/>			
Selected level and all levels below <input checked="" type="radio"/>			
<ul style="list-style-type: none"> Virginia Region 0 Region 1 Region 2 Region 3 Region 4 Region 5 ALBEMARLE ALBEMARLE HS MONTICELLO HS MURRAY HS WESTERN ALBEMARLE HS AMHERST COUNTY APPOMATTOX COUNTY AUGUSTA COUNTY BATH COUNTY BEDFORD COUNTY BUENA VISTA CITY 			
Select	Reporting	Select	Student Data Management
<input type="checkbox"/>	Extract - PEM USE ONLY	<input type="checkbox"/>	Add/Edit Group
<input type="checkbox"/>	Online Student Data Alerts	<input type="checkbox"/>	Add Students
<input type="checkbox"/>	School Summary Report	<input type="checkbox"/>	Edit Students
<input type="checkbox"/>	User Statistics - PEM USE ONLY	<input type="checkbox"/>	Setup Student Registrations
<input type="checkbox"/>	Expedited Retake Eligibility Report	<input type="checkbox"/>	Add/Edit Group--Specified Level
<input type="checkbox"/>	Division Summary Report	<input type="checkbox"/>	Remove Students
<input type="checkbox"/>	Electronic Online Student Data File		
<input type="checkbox"/>	Online Group List Report		
<input type="checkbox"/>	Online Division List Report		
<input type="checkbox"/>	School-level Report to Parents		
<input type="checkbox"/>	Group-level Report to Parents		
<input type="checkbox"/>	School-level Student Performance Report		
<input type="checkbox"/>	Group-Level Student Performance Report		
<input type="checkbox"/>	Online School List Report		
Select	Test Administration Management	Select	Test Session Management
<input type="checkbox"/>	Add/Edit Administration	<input type="checkbox"/>	Create Sessions
		<input type="checkbox"/>	Exclude Student from Reports
		<input type="checkbox"/>	Mark Test Complete
		<input type="checkbox"/>	Edit Sessions
		<input type="checkbox"/>	Assign Accommodation Form Group
		<input type="checkbox"/>	Proctor Caching
		<input type="checkbox"/>	Get Authorizations
		<input type="checkbox"/>	Assign Alternate Form Groups
Back		Find Users	

- After selecting the authorizations and data types, click the *Find Users* button to initiate the search. Search results will be displayed on the Search List screen (Figure 25). This screen displays the data access, authorizations, and organizational access for all active users per the criteria specified on the Search Selection screen.

Figure 25 - Search List

Inactivate User column

Checked box indicates that a user has this type of authorization or data access

Apply button

Name	Login ID	Organization	Inactivate User	Create Item Bank	Maintain Objective Structures	System Monitoring	View Student Response Data	View Counts of Students Currently Testing	Add/Edit Users	Search Authorizations	Backup User/Share Authorizations	Extract - PEM USE ONLY	Online Student Data Alerts	School Summary Report
You have selected users from: Virginia														
Virginia, Product Line	vapl	Virginia	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>				
VDOE, ESOL	vavdoc	Virginia	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Olson, Ryan	oltery	Virginia	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>				
Kealey, Brendan	kealbr	Virginia	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>				
Herren, Rick	hereri	Virginia	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>				
Castropovanni, Ticia	casttr	Virginia	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>				
Davenport, Michael	clavern	Virginia	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Martens, Brian	martrb	Virginia	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>				
Hudson, Matt	hudama	Virginia	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>				
*Cannot be removed														
<input type="button" value="Back"/> <input type="button" value="Refresh"/> <input type="button" value="Apply"/>														

► Because column headers appear for all of the authorizations and data accesses available, you may need to scroll both horizontally and vertically to see all the data.

- To modify a user's authorizations or data accesses, select (or deselect) the appropriate check box.
- Click the *Apply* button.

► Alternatively, you can modify a user's authorizations or data accesses by clicking on that user's name, which navigates to the Edit User screen.

Inactivate User

You can quickly inactivate users in your division without removing any rights.

- Select the Inactivate User check box next to that user's name.
- Click the *Apply* button.

► When a user is inactivated, he/she will no longer appear on the Search List screen. Each individual user will need to be reactivated (at the appropriate time) using the *View or maintain an existing user functionality* (accessed from the Security menu screen).

8.0 TestNav Early Warning System

If a student's workstation is unable to transmit responses to questions during a test, the eMeasurement Services early warning detection system will warn the student and allow the Examiner to take action that prevents the student from losing those responses.

An early warning notification screen is launched under any of the following conditions:

1. TestNav has tried three consecutive times to transmit a response and was not successful.
2. The TestNav client fails to fetch an item file after three consecutive attempts. (This functionality will be available for the Spring 2004 Test Administrations.)
3. TestNav client has not received a confirmation of a successful or unsuccessful transmission in 180 seconds while the student is testing.
4. The TestNav client has not received a confirmation of a successful or unsuccessful transmission of responses within 30 seconds of the student:
 - a. submitting the test, or
 - b. exiting the test (either intentionally or by a security breach).

► **The default timeouts specified in #3 and #4 can be modified. The default values should not be changed unless you are experiencing *repeated* transmission difficulties. The Project Manager for the Virginia Web-based SOL Technology Initiative must contact the Virginia Department of Education before changing the default values.**

Timeout defaults are changed by modifying the values in the TestNav *proxysettings.properties* file. This file is located in the TestNav folder in the directory where TestNav is installed. Double click the *proxysettings.properties* file to open.

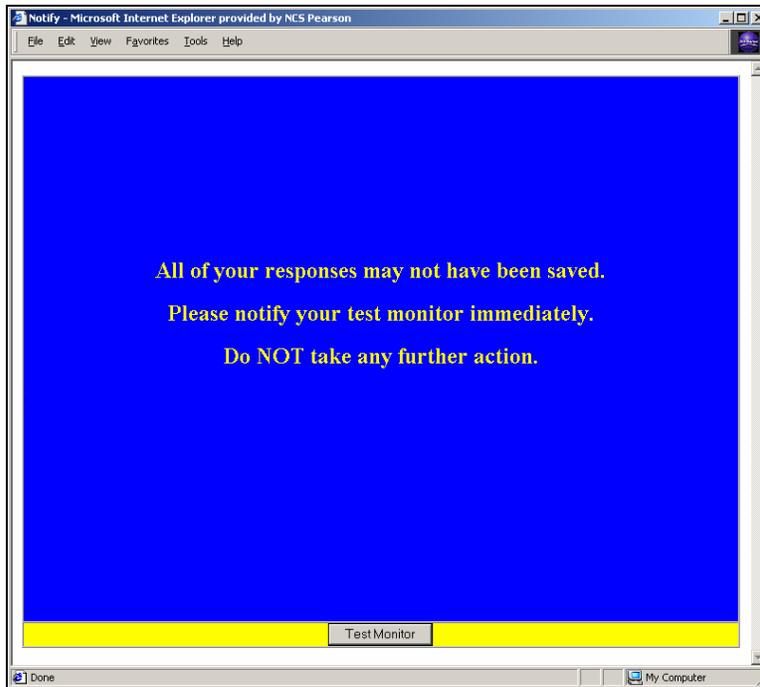
- **The 180-second timeout (#3) can be adjusted by editing the "TestingTimeout=180" default setting.**
- **The 30-second timeout (#4) can be adjusted by editing the "SubmitTimeout=30" default setting.**

Timeout values must be specified in seconds (minimum of 0 seconds; maximum of 300 seconds). Any setting greater than 300 seconds will default to 300 seconds.

When a workstation experiences any of the four conditions listed above, the following sequence of screens is displayed:

1. TestNav automatically will notify the student that responses are not being transmitted back to Pearson Educational Measurement by displaying Early Warning Screen #1 (Figure 26).

Figure 26 - Early Warning Screen #1

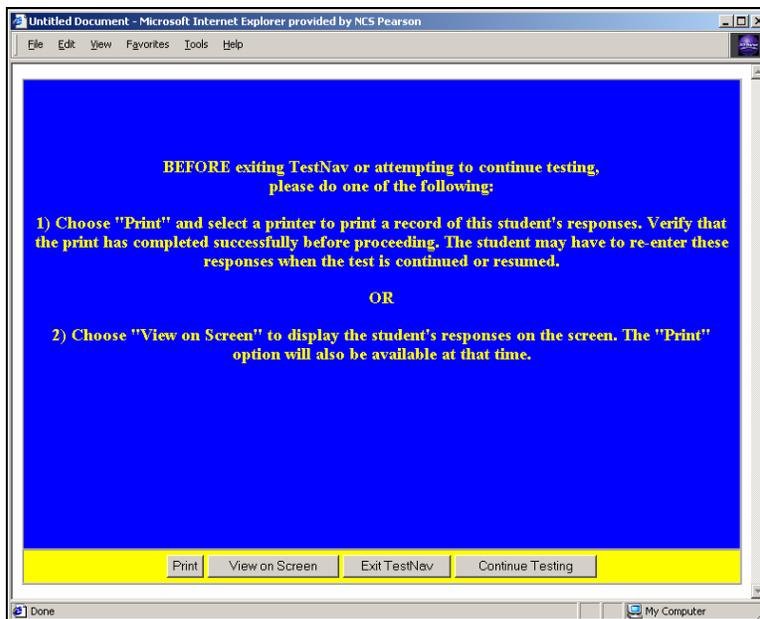


2. The student notifies the Examiner as instructed on the screen.

► Students should be instructed to notify the Examiner if this screen appears. If the student ignores the notification, the responses could be lost.

3. The Examiner clicks the *Test Monitor* button, which navigates to Early Warning Screen #2 (Figure 27).

Figure 27 - Early Warning Screen #2



4. The Examiner has two choices of action on this screen:

1. **To print a record of this student's responses**, click the *Print* button.

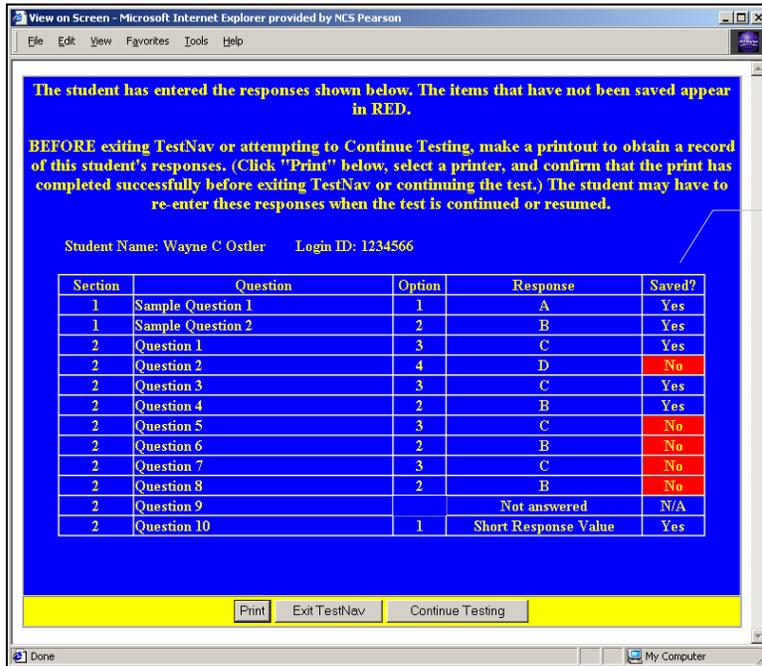
Printing a student's responses provides a hardcopy record that can be used to re-enter the unsaved responses when the student resumes testing.

2. **To view this student's responses**, click the *View on Screen* button, which navigates to the Early Warning Screen #3 (Figure 28). Click the *Print* button to print the responses. If the workstation is not connected to a printer, the unsaved answers may be recorded on paper by the Examiner and verified by a second adult before continuing.

Viewing a student's responses functions as a "preview" prior to printing. This screen can be bypassed if, for instance, all students in the test session have lost connection and the Examiner wants to print the responses without first reviewing them.

► **The Examiner should not use the *Exit TestNav* and *Continue Testing* buttons until after the Examiner has viewed or printed the student's responses.**

Figure 28 - Early Warning Screen #3



This column indicates whether a student response was saved prior to the loss of Internet connection

This screen displays the student name and login ID and shows which student responses were already saved, and which were not saved when the Internet connection was lost.

For instance, for Question 1, the screen indicates that the student selected option 3 ("C") and that this response was successfully transmitted to Pearson Educational Measurement. For Question 2, on the other hand, this screen shows that the student selected option 4 ("D"), but this response had not been transmitted to Pearson Educational Measurement before connection was lost.

► **The responses that have not been transmitted may not necessarily be in consecutive rows if the student has navigated backwards or used the item review function to change responses.**

1. **To print a record of this student's responses**, click the *Print* button.
2. **To determine whether the Internet connection has been reestablished**, click the *Continue Testing* button.
 - If the connection has been reestablished, the student will be returned to the existing TestNav testing session and will be able to continue with the test, starting at the point where the test was stopped.
 - If the connection has not been reestablished, the Examiner can decide to Exit TestNav and have the student attempt to continue the test on another workstation.
3. **To close this student's test session and exit TestNav**, click the *Exit TestNav* button.
 - After Internet connection is reestablished, the student can relaunch TestNav and the Examiner can resume the student's test session (see **Resume a Test** in the User's Guide). The student logs in to TestNav and resumes the test at the point at which connection was lost. The printed record of the student's responses can be used to reenter any responses that had not been transmitted when the connection was lost.

9.0 Getting Help

For eMeasurement Services technical support, please contact Pearson Educational Measurement toll-free at 1-888-597-1103 (M-F, 7:00 a.m. – 6:00 p.m., Eastern Time).

For issues related to the **web-based** Virginia SOL program, please contact Pearson Educational Measurement via email at va_online@pearson.com or the Virginia Department of Education via email at esol@mail.vak12ed.edu.



Attachment 12: End-of-Course Web-based Testing Supplement



End-of-Course Web-based Testing Supplement

Spring 2004

Algebra I

Algebra II

Geometry

Earth Science

Biology

Chemistry

English: Reading

Virginia and United States History

World History I

World History II

World Geography

Virginia Department of Education

Revised 5/6/04

Date	Change History
April 16, 2004	<ul style="list-style-type: none">• Published supplement
April 20, 2004	<ul style="list-style-type: none">• Updated screen shot on p. 55• Deleted duplicate information on p. 61• Changed bullets to arrows on ATP form, p. 78
April 22, 2004	<ul style="list-style-type: none">• Deleted World Geography (1995) from list Expedited Retake list, p. 7• Updated Test Security Guidelines, p. 34• Minor updates to the Spring 2004 Checklist, p. 21-25• Updated 96-Hour checklist, p. 37-39• Add the <i>SOL READ-ALoud EXAMINER TEST TICKET TRANSMITTAL FORM/AFFIDAVIT</i>, p. 48
April 30, 2004	<ul style="list-style-type: none">• Updated online resources, p. 87-88• Updated AYP definition for "D", p. 58
May 6, 2004	<ul style="list-style-type: none">• Updated Sarah Susbury's phone number, p. 89

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SUPPLEMENT OVERVIEW

This supplement describes procedures for the online administration of the Spring 2004 Standards of Learning (SOL) Web-based Assessments in the subject areas available. **This is a supplement to the current manuals distributed for End-of-Course (EOC) tests in the paper/pencil medium. Where necessary, refer to those manuals for assistance or clarification.** Please refer to the eMeasurement™ Services *User's Guide for Virginia Standards of Learning Web-based Assessments*, available from <http://etest.ncs.com/customers/Virginia/UsersGuide.pdf>, for additional information regarding online testing.

Familiarize yourself with this entire supplement; it will be especially relevant if this is the first time your division has participated in online testing. It is imperative that all appropriate testing personnel in your division have had the training (by the Virginia Department of Education (VDOE), Pearson Educational Measurement (PEM), and/or trained personnel in your division) they need to successfully administer online tests (add groups, add students, create test sessions, add students to test sessions, start and stop sessions).

NEW FOR 2003-2004

TestNav Update

An updated version of TestNav (both regular and Audio) will be auto-updated the first time these applications are accessed after March 9, 2004 if version 4.7 is currently loaded onto the server or workstations. (If you do not have version 4.7, then you will need to uninstall TestNav and install the current version.) The most current version of TestNav is 4.9.001. The version number can be found on the bottom right-hand side of the TestNav login screen.

Early Warning System

The default timeouts for the Early Warning System can be modified. The default values should not be changed unless you are experiencing repeated transmission difficulties.

Online Audio Tests

An Audio version of TestNav will be available this spring for English: RLR, Biology, Algebra I, and VA & US History. Specific technology requirements are necessary to administer the audio versions of the test including using Audio TestNav. The Audio version of TestNav should be installed on individual workstations designated for audio testing. Refer to the Audio Test Configuration Guidelines (<http://etest.ncs.com/customers/virginia/AudioGuidelines.pdf>).

Reporting

Most reports for Web-based Assessments will now be generated asynchronously (continuous queue or off-hours queue) and are available in PDF format for viewing or download. An email will notify you when a report request has been processed. This enhancement will greatly reduce the wait-time involved when viewing reports.

School-Level Student Reports

As of February 2004, the School-level Online Student Performance Report and the School-level Online Report to Parents is a multiple-subject report. These reports group the results for a student (based on Unique ID) onto a one report rather than providing a single report for each subject. These multi-subject reports replace the single subject reports at the school level. Single subject reports may still be generated from the Online Group List Report *View on Web*, the Group-level Student Performance Report, and the Group-level Report to Parents.

Expedited Retake Eligibility Report

The Expedited Retake Eligibility Report identifies students who failed an SOL Web-based Assessment. The students will be sorted initially by Group Name followed by Student Name. In addition, those students meeting the Expedited Retake scaled score eligibility criteria (students with scores of 375-399) will be marked with an asterisk. Please note that any student that has a score below 400 will be listed on this report.

Term Graduate Administration

The Spring 2004 Term Graduate Administration will be available to all divisions and should be used to provide tests to students that may be eligible to graduate by August 31, 2004. All forms associated with this administration have been previously equated and results will be available after students have submitted their tests. The 2001 History tests and Geometry test are NOT available in the online Spring 2004 Term Graduate Administration.

User Profiles

Due to the high stakes nature of the SOL Web-based Assessments, VDOE has established User Profiles for the STCs and Examiners that outline the differing levels of administrative system access for the two positions. (Refer to the "User Profiles" section of this supplement.)

Mark Test Complete

All End-of-Course students may now be accounted for using the online testing system. If a student did not log in to an online test or submit an online test and is currently enrolled in a course, the test must be marked complete before a Testing Status is chosen. Both the Division Directors of Testing (DDOT) and the School Test Coordinator (STC) have the authority to mark a test complete. Refer to the Mark Test Complete Guidelines (<http://www.pen.k12.va.us/VDOE/Technology/soltech/docs/MarkTestComplete.pdf>).

Alternate Forms

The DDOT will assign the alternate form to students taking online tests when directed to do so by VDOE.

Scientific and Graphing Calculators

Students with disabilities will be permitted to use hand-held scientific or graphing calculators on the SOL EOC Science tests if this has been identified as a necessary accommodation on their Individualized Education Program (IEP) or 504 plan. (Refer to Special Test Accommodations found under the "Coding of Test Specific Student Detail Information" section.) This accommodation will cause the non-standard test indicator to be flagged for the student's test.

Read-aloud Accommodation

Examiners who will be reading an online test aloud will be given access to an online test to be viewed on the Examiner's workstation. Access to the test is being provided to allow the Examiner to read the questions and options to the student(s) from a computer monitor that is not part of a student's workstation. This online test will not be scored or reported in the online system; however, Examiners should not mark answers on their online test.

System Downtime

The eMeasurement™ Services system will NOT be available from 9:00 PM Tuesdays-6:00 AM Wednesdays and 9:00 PM Thursdays-6:00 AM Fridays for system maintenance and scheduled upgrades.

Race/Ethnicity Field

An additional ethnicity, Native Hawaiian, has been added. Students with origins in the Pacific Islands may be identified as Pacific Islander or Native Hawaiian.

Creating Sessions

Entering the 3-digit division code in the Location/Room field will assist VDOE when locating your session should questions arise. In addition, it is strongly recommended that the school's initials be added to the beginning of each of the session names.

TEST ADMINISTRATIONS

Spring 2004 Administration

Spring online testing will be available from April 12, 2004 through June 25, 2004. Results from these online tests will be available after the online equating process is complete and implemented in Reporting. Tests available during the Spring 2004 administration are:

- Algebra I
- Algebra II
- Earth Science
- Biology
- Chemistry
- English: Reading
- Virginia and United States History (1995)¹
- Virginia and United States History (2001)
- World History I (1995)¹
- World History I (2001)
- World History II (1995)¹
- World History II (2001)
- World Geography (1995)¹
- World Geography (2001)

¹Any students currently enrolled in this course should **not** take the 1995 version of the test. The 1995 history tests have been previously equated. Therefore, the scores for these tests are available after the student completes the test.

Spring 2004 Term Graduate Administration

The Spring 2004 Term Graduate administration for online testing will be available April 12, 2004 through June 25, 2004. This administration is available for students who will have received enough standard and verified credits to graduate by August 31, 2004. If your division has students who qualify as Term Graduates and need to quickly receive results from EOC tests, they may be administered online tests under the Term Graduate administration.

Tests available during the Spring 2004 Term Graduate administration are:

- Algebra I
- Algebra II
- Earth Science
- Biology
- Chemistry
- English: Reading
- Virginia and United States History (1995)¹
- World History I (1995)¹
- World History II (1995)¹
- World Geography (1995)¹

¹Any students currently enrolled in this course should **not** take the 1995 version of the test

The forms used for the Term Graduate administration have already been equated during previous test administrations. Therefore, divisions will be able to receive the students' scores quickly. Once a student has completed a Term Graduate test and his/her status is "Stopped" in the Session Roster, you may go to reporting to view the score(s).

When assigning the Term Graduates to a group (either via the Mass Load procedure or hand-entering), it is recommended that you identify the group using the words "Term Graduates" or "TG" (i.e. "Slate Block 1-TG" or

“Algebra I Term Graduate”) unless the student(s) is currently enrolled in the course and will be assigned to his/her teacher. This will allow you to more easily locate the correct students when creating test sessions in the Spring 2004 Term Graduates administration. When viewing scores, these students will then be reported to their Term Graduate group.

Spring 2004 Expedited Retake Administration

Spring 2004 Expedited Retakes will be available April 12, 2004 through July 9, 2004. Once your division receives test scores, you have 3 weeks to administer Expedited Retakes online to those students who meet the Expedited Retake criteria. A new report available this fall, Expedited Retake Eligibility Report, will display students who have failed a particular EOC online test so you can easily identify the students eligible for an Expedited Retake. Results from most of these online tests will be available immediately after a test is submitted. Tests available during the Spring 2004 Expedited Retakes administration are:

- Algebra I
- Algebra II
- Earth Science
- Biology
- Chemistry
- English: Reading
- Virginia and United States History (1995)¹
- Virginia and United States History (2001)²
- World History I (1995)¹
- World History I (2001)²
- World History II (1995)¹
- World History II (2001)²
- World Geography (2001)²

¹Any students currently enrolled in this course should **not** take the 1995 version of the test.

²Results from these tests will be available after equating has occurred.

According to the 2000 Standards of Accreditation 8 VAC 20-131-110, the Board will provide opportunities for students who meet criteria adopted by the Board to have an Expedited Retake of an EOC SOL test to earn verified credit.

To be eligible for an Expedited Retake the student must:

- Need the test for verified credit, and
- Have passed the course associated with the test, and
- One of the following:
 - Failed the test by a scale score of 375-399, OR
 - Had extenuating circumstances that would warrant retesting, OR
 - Did not sit for the regularly scheduled test for legitimate reasons.

Students who fulfill these conditions are not required to retest, but should be given the option. Divisions should retest students who meet the criteria for Expedited Retakes as soon as possible after the scores are received. All Expedited Retakes should be completed within four weeks of receiving your student score reports for the paper/pencil tests and within three weeks for the online tests.

Students who retake a test under the Expedited Retake provision will receive two score reports for that test—one for the original administration of the test and one for the retake administration. Both scores will count in the school's pass rate for that test. However, the score from the Expedited Retake administration will count in the school accreditation rating only if the student passes.

Any high schools that participate in online testing during Spring 2004 are eligible for online Expedited Retakes. If high schools within the division would like to participate in online Expedited Retakes, they must first be certified (if not already). Please contact Sarah Susbury (804-786-5823, ssusbury@mail.vak12ed.edu) or Ellen Kozlowski (804-225-4386, ekozlows@mail.vak12ed.edu) at the Department of Education for more information about certifying your schools.

Students will be taking an alternate form for Expedited Retakes in these subject areas. ALL students (those who originally tested online or with paper/pencil) who meet the Expedited Retake criteria are eligible for taking the retakes online. The eMeasurement™ system will automatically select the correct form of the test when the Spring 2004 Expedited Retakes administration is selected. Do not be alarmed when the Form or Form Group column on the Session Roster and the Assigned Form Group field on the Student Test Details screen reads “Main.” This indicates that the student is taking the main Expedited Retake form, not the main paper/pencil form. You can be assured that the student has been assigned the correct form.

Students who did not take an online test during the regular administration will need to be added to a group roster in the hierarchy. In addition, students who took a different EOC online test will need to be added to a group roster under the appropriate subject.

To populate your group, refer to the following procedures under the proper scenario:

- Students who have not taken **any** online tests
 1. Add these students to the appropriate group in the hierarchy by selecting *Add Student* on the roster screen. Refer to eMeasurement™ Services *User Guide for Virginia Standards of Learning Web-based Assessments*, Section 3.0, for instructions on adding new students to your hierarchy.
- Students who already took a different EOC test online
 1. When viewing the roster for the group in which you want add the student, choose the *search* option and type in the student's name and Unique ID.
 2. When the correct student is found, click on the Select box in front of the student's name and choose *Add to Roster*. This student will now appear in the appropriate roster.

Follow normal procedures to create your test sessions. (Refer to eMeasurement™ Services *User Guide for Virginia Standards of Learning Web-based Assessments*, Section 4.0, for instructions on creating test sessions.) When creating test sessions, it is recommended that you include the words “Expedited Retakes” in the test session name (i.e. Block 1 Expedited Retake) to alleviate confusion.

If a student is retaking an SOL Web-based Assessment in the Expedited Retake administration for verified credit, the Retest field must be completed. Once students are placed in an Expedited Retake test session, click on each student's name to view the Student Test Details screen. Then select the Retest option, **1-Retaking test for verified credit**.

Students who are taking an SOL Web-based Assessment during the Expedited Retake administration for the **first** time should **not** have the Retest field completed.

NOTE

All Web-based Assessments administered in the Spring 2004 Expedited Retake administration will automatically be designated as Expedited on reports and in the data file. The Expedited field will not be displayed in the online system.

SPRING 2004 PROCEDURES

With each administration, there are some specific procedures that need to be followed when administering EOC SOL tests.

Student Data Management

If your division is participating in spring testing, you will notice your division, schools, and subject areas in the organizational hierarchy. Your hierarchy will appear as:

Division

School

Subject

Group

Due to specific data value rules, divisions are **not** permitted to enter or change any information above the group level. If any changes need to be made to the hierarchy, please contact Pearson Educational Measurement (Va_online@pearson.com) to have the hierarchy updated. All high schools and subjects available will appear in the hierarchy regardless of the online testing status. In addition, middle schools have been added as requested by divisions. In the hierarchy, the subjects for the spring will read:

Algebra I

Algebra II

Biology

Chemistry

Earth Science

English: RLR

Geometry

VA & US History (1995)

VA & US History (2001)

World Geography (1995)

World Geography (2001)

World History I (1995)

World History I (2001)

World History II (1995)

World History II (2001)

The students who are taking online tests this spring will need to be added to a group under each of these subjects in the organizational hierarchy. You may have several groups appear under each subject. The groups that appear need to be determined by the division. Divisions preloading the student data using the Mass Load file will need to determine the group naming convention prior to submitting the file. Be thoughtful with the group names; these groups will be the lowest level of your hierarchy and used for reporting purposes. For example, if a teacher teaches several sections of the same subject and you would like to generate reports for each section, your naming convention may be "Slate Block 1" within the subject of Algebra I. If you would rather generate a report for all sections belonging to a teacher, your naming convention may be "Slate" within the subject of Algebra I. If your division is testing via paper/pencil and online, you will want to consider using the same naming convention for both methods so that electronic data can be sorted correctly in your student information system or data disaggregator application.

The student data required for online SOL testing includes the same data that is currently required on the paper answer documents for the paper/pencil SOL testing. There are two options when entering your students into the

online system for spring testing. It is recommended that division use the Mass Load process to preload as much information as possible.

Options for entering student data:

1. Export your student data from your student information system and email the Mass Load file to PEM (Va_online@pearson.com). If this option is chosen, the groups will automatically be created and the students will be appropriately assigned. (Please see <http://www.pen.k12.va.us/VDOE/Technology/soltech/docs/massloadaddir.pdf> for more information about the Mass Load process.)
2. Hand-enter your students into the online system. You will add the groups to your hierarchy before entering the student data. Add these students to the group by selecting *Add Student* on the roster screen. (Refer to the *eMeasurement™ Services User's Guide for Virginia Standards of Learning Web-based Assessments*, Section 3.0, for instructions on adding students to a group.)

Test Session Management

Test sessions may be scheduled and created in advance; however, they should not be started until the morning of testing. While you are not bound by the scheduling information entered when creating a test session, it is recommended that the day and time be as accurate as possible. This allows VDOE to more quickly locate the session should questions arise.

Be sure to create an irregularities group for each EOC subject administered. When test irregularities occur, VDOE may instruct you to move a student to the irregularities session. This irregularity session will never be started.

NOTE

When creating test sessions, enter your 3-digit division code in the Location/Room field on the Create Session screen.

Test Administrations

Please be sure to choose the correct test administration this spring. Administrations available are:

- Spring 2004 Administration
- Spring 2004 Term Graduate Administration
- Spring 2004 Expedited Retake Administration

It is important that you choose the correct administration to ensure that correct forms are being given. If your division will be administering a combination of paper/pencil and online tests to the same students (i.e. students took the test online first but will take an Expedited Retake using paper/pencil), be sure to check all form numbers to verify that a student does not take the same form twice. If you have any questions about which forms should be administered, please contact a member of the eSOL team or the Division of Assessment and Reporting.

NOTE

If a student is retaking an online test during any spring administration and had previously passed the class but failed the SOL test, **1-Retaking test for verified credit** will need to be selected under Retest on the Student Test Details screen. If the student is retaking an EOC Mathematics test and has participated in a Remediation Recovery program, select **Yes** in the EOC Math Recovery field. (Do **not** select **1-Retaking test for verified credit** under Retest for these Recovery students.)

For example, if John Doe passed his Earth Science course last spring but failed the SOL test administered last spring and is retaking the SOL test during a spring administration, select **1-Retaking test for verified credit** under Retest on the Student Test Details screen. If Jane Doe has participated in a math remediation recovery program and is retaking her Algebra I test, select **Yes** in the EOC Math Recovery field.

SPECIFIC DUTIES OF SCHOOL TEST COORDINATORS

Identify Students to be Tested

The online SOL tests this spring are available for students enrolled in the following specific courses:

- High school English classes which have covered the grades 9-11 English SOLs (the *English: Reading* test)
- Algebra I
- Algebra II
- Geometry
- Biology
- Earth Science
- Chemistry
- Virginia and United States History
- World History I
- World History II
- World Geography

The following groups of students may also take the SOL tests:

1. Students in the ninth-grade class of 2000-2001 and below who want to retake an End-of-Course (EOC) SOL test that they failed. These students do not have to be enrolled in a course to take a test. Their participation is optional.
2. Students who have failed an End-of-Course mathematics test and have participated in remediation recovery programs may retake the SOL test.

LEP students who are scheduled to receive credit for a course that has an accompanying End-of-Course test must take the SOL EOC subject test. Similarly, students with disabilities who are scheduled to receive credit for a course that has an End-of-Course test must take the SOL test. Determination as to how students with disabilities and LEP students will participate in the SOL tests should be made in accordance with the following guidelines available in the paper/pencil manuals:

- *Limited English Proficient Students: Guidelines for Participation in the Standards of Learning Assessments*
- *Guidelines for the Participation of Students with Disabilities in the Assessment Component of Virginia's Accountability System*

Work with appropriate staff to determine which students need to be provided with testing accommodations as specified by their Individualized Education Programs (IEPs), 504 management tools, or *LEP SOL Participation Forms*.

If you have questions about the testing of a particular student, contact the DDOT.

Determine Where Tests Will be Administered

Make arrangements for appropriate physical conditions for testing. Testing rooms/labs should be quiet, well lit, and well ventilated. Each student should have enough work surface for a scratch piece of paper in addition to the computer workstation. Crowding should be minimized and seating arranged to discourage students from cheating. It may be helpful to provide blinders (in the form of file folders or tri-fold project display boards) between each computer monitor or alternate the subject area being tested on each computer. In addition, provide Examiners with "TESTING IN PROGRESS: DO NOT DISTURB" signs that may be placed on their doors.

Students who are not in school on the school's established SOL test date(s) must be given an opportunity to take any missed test on a make-up basis. A time and location must also be arranged for each necessary make-up

session. It is recommended that the division create make-up test sessions in the online system before testing begins. Doing so will allow you to quickly and easily move an absent student to the make-up session.

Determine the Need for Proctors

Examiners are to discuss the need for Proctors with the STC. The use of non-school personnel as Proctors should be approached with caution. Proctors should receive the same training as Examiners.

If Proctors are not used, arrange to have another adult within calling distance of each testing session so that an emergency situation, such as a student becoming ill, may be handled with a minimum of disruption.

For some accommodations, Interpreters may be required during the testing session. Interpreters are required when a student's IEP or 504 management tools specify that the student needs to have test items or directions interpreted by signing or transliteration in order to participate. A test administration, which includes the interpretation of test items, must be proctored.

Make sure that all persons in the school who will have access to or assist with the administration of the online SOL tests have read the *Test Security Guidelines* and signed the *Test Security Agreement* **before** they administer any online tests. This security agreement requires that persons involved in test administration exercise the necessary precautions to ensure the security of content and all test materials.

Testing students in large groups is **not** recommended because testing in smaller groups lessens test fear and anxiety for the student and facilitates an Examiner's ability to monitor and control the testing session. However, if it is necessary to test a large group of students, Examiners need to discuss with the STC the addition of Proctors to the testing session.

Ideally, it is best to have one Examiner supervise the testing of no more than 25–30 students. If the group's size exceeds that, it is recommended to have at least one Proctor at the testing site. A good rule of thumb is to have one Proctor present for every 25–30 **additional** students.

Regardless of the size of the group, if there is only one Examiner supervising the testing session, arrange with the STC to have another adult within calling distance so that an emergency, such as a student becoming ill, may be handled with a minimum of disruption.

Monitor the Test Administration

Monitor the administration of the SOL tests as they are being conducted in your school. STCs may view the status of each test session and student through the online system. Refer to the eMeasurement™ *Services User's Guide for Virginia Standards of Learning Web-based Assessments*, Section 4.0, for directions on viewing existing sessions. Be actively involved in the test administration by carefully supervising the procedures described in this supplement. Be available to answer questions and deal with problems as they arise.

Inspect Student Data

Before the DDOT submits the *Authorization to Proceed*, make sure that all student demographic data (via Student Data Management) and test specific data (via Test Session Management) has been inspected. Perform spot checks of student records to ensure that all appropriate identification information has been provided.

- After all make-up testing is completed, STCs must be sure that any student currently enrolled in a course requiring an SOL test is accounted for in the online system. Refer to the Mark Test Complete process for any students need to be accounted for but did not log in to or complete an online test.
- Verify that all applicable information in Student Data and Session Management has been entered for each student who has completed an online SOL test.

- Verify that the accommodations available on the Student Test Details screen have been accurately completed for students who took the test with an accommodation.

Dispose of Test Materials

Follow your DDO's instructions regarding the disposition of the following materials:

- *End-of-Course Web-based Testing Supplement* and *End-of-Course Web-based Test Directions*
- test tickets
- scratch paper
- formula sheets (must be checked for notes; may keep if clean)

SPECIFIC DUTIES OF EXAMINERS

Read All Materials

Examiners are to carefully read relevant sections of this supplement, the students' IEPs and 504 management tools (if applicable) and any local directions. The School Test Coordinator (STC) will provide Examiners with local instructions about specific aspects of administering the online tests in the school division. Sign-in and sign-out procedures and security forms must be used.

Become Familiar with Special Accommodations

Prior to testing, Examiners should become familiar with special accommodations specified in students' IEPs, 504 management tools, or *LEP SOL Participation Plans* and coordinate with the STC how accommodations will be met. Examiners should also be familiar with the procedures that must be followed when providing accommodations to students. These are described in detail in the *Examiner's Manual*, Guidelines for the Participation of Students with Disabilities.

Before testing begins, Examiners should resolve any questions with the STC, IEP Case Manager, or 504 Coordinator. Examiners and STCs verify that any materials and supplies required for accommodations will be available on testing dates.

Inform Students of Testing

Make any necessary announcements about testing. Announcements may include reminders for students to bring sharpened pencils and something to read if they finish early. Prepare students for testing by explaining that the results of this test will help determine their level of proficiency in the content area.

Examiners may also inform students of testing accommodations that they will be provided during the test.

Establish the Test Setting

In conjunction with the STC, Examiners must arrange for appropriate physical conditions for testing. In arranging for an appropriate test setting, be sure to consider any accommodations that are specified in students' IEPs, 504 management tools, or *LEP SOL Participation Plans*. Testing rooms should be quiet, well lit, and well ventilated. Each student should have enough work surface for scratch paper, appropriate manipulatives, and any materials or supplies required for accommodations in addition to the computer workstation. Crowding should be minimized and seating arranged to discourage students from cheating. It may be helpful to provide blinders (in the form of file folders or tri-fold project display boards) between each computer monitor or alternate the subject area being tested on each computer. In addition, it is helpful to place the "TESTING IN PROGRESS: DO NOT DISTURB" signs on the doors.

Before testing, remove from the testing site all curricular materials that might influence student performance. These include charts, chalkboard displays, and bulletin board displays of materials related to test content.

If a student does briefly leave the testing site during testing, be sure to cover the computer monitor in some way (i.e. tape a piece of paper on the monitor) or turn off the monitor to prevent other students from viewing the item on the screen. Students who do briefly leave the testing site must be monitored by an adult and are not allowed to discuss the test with anyone or have access to educational materials.

Determine the Need for Proctors

Testing students in large groups is **not** recommended because testing in smaller groups lessens test fear and anxiety for the student and facilitates an Examiner's ability to monitor and control the testing session. However, if it is necessary to test a large group of students, discuss with the STC the addition of Proctors to the testing session.

Ideally, it is best to have one Examiner supervise the testing of no more than 25–30 students. If the group's size exceeds that, it is recommended to have at least one Proctor at the testing site. A good rule of thumb is to have one Proctor present for every 25–30 **additional** students.

Regardless of the size of the group, if there is only one Examiner supervising the testing session, arrange with the STC to have another adult within calling distance so that an emergency, such as a student becoming ill, may be handled with a minimum of disruption.

Organizing and Returning Materials

Test tickets, scratch paper, and any other secure materials must be returned to the STC as soon as possible after the end of the testing session, **but no later than the end of the same school day on which the test was administered**. If it is impossible for Examiners to return test materials immediately at the end of the testing session, they must be secured in a location that is inaccessible to students and the STC must be advised of the situation. Remember that arrangements must be made to return test materials to the STC before the end of the day. When the materials are returned to the STC, the STC must initial the ***SOL Examiner's Test Ticket Transmittal Form/Affidavit*** verifying that all materials were returned.

GENERAL INSTRUCTIONS FOR ADMINISTERING ONLINE TESTS

The general instructions that follow include important steps that are necessary to administer the online tests. The DDOT should determine who will be responsible for activities listed below.

If appropriate, Examiners should go to <http://etest.ncs.com/customers/Virginia/index.htm> and login using the User Name and Password provided by the STC or DDOT prior to the test administration. The first time Examiners use the newly assigned Login ID and Password, they will be required to read and agree to the *Test Security Guidelines*. After doing so, a "printable" version of the security guidelines will appear complete with signature lines. You may print and sign this version.

On the morning of testing, Examiners will need to receive all materials needed to administer the online End-of-Course SOL tests. The STC should provide Examiners with:

- Student Authorization tickets
- Test Session Roster (optional)
- Appropriate manipulatives

Prior to the students arriving, the STC should locate and start the test sessions that are scheduled for the day. Follow the steps below to locate and start the test sessions:

1. Go to the Virginia Home Page (<http://etest.ncs.com/customers/virginia/>).
2. Click on *Virginia SOL Web-based Assessments Program*.
3. Click on *Session Management*.
4. Click on the *View or maintain an existing session*.
5. Login with the Login ID and Password.
6. Select the appropriate administration from the drop-down window labeled Test Administration.
7. Select "All tests for the administration" from the drop-down window labeled Test to be Administered.
8. Click on the school name from the Sessions for Student Group box.
9. When the school is selected, click *Next*.
10. From the Session List, click on a session name scheduled for the day.
11. Click on the *Start* button in the lower right-hand corner of the Session Roster to activate the Student Authorization tickets.
12. A message will prompt you that you have requested to start the session; click the *OK* button.
13. A subsequent message will prompt that you have started the session; click the *OK* button.
14. Click on *List* (next to Session Name) to view the Session List.
15. Repeat steps 10-14 until all sessions scheduled for the day have been started.

You can monitor the progress of all students assigned to a test session via the Session Roster. The color-coded boxes in the *Status* column in front of each student's name indicate the student's real-time test status:

<i>Status Color (Note)</i>	<i>Student Testing Status</i>
White (Not Started)	The student has not yet started taking the test.
Green (Started)	The student has started taking the test.
Yellow (Resume)	The student exited the test and has been authorized to resume the test.
Orange (Exited)	The student exited TestNav and needs to be resumed before completing the test.
Red (Stopped)	The student has submitted the answers to be scored.

Be sure to click the *Restore* button (bottom left-hand side of the Session Roster) frequently while viewing sessions. This button will update the students' status. As students begin to login and start the test, the Student Status will turn green. As students complete their test, the Student Status will turn red; a red status cannot be restarted. If a student exits TestNav (either inadvertently or purposefully) before completing the test, the Student Status will turn orange.

If a student exits their test without completing it, their login information will need to be re-activated. To do this, open the Session Roster. Click the *Resume* button in the Resume column next to the exited student's name on the Session Roster. The student's status will change to yellow indicating that the student's test can begin again. The student should log back in to TestNav using the original test ticket. When re-entering the system, the student should be taken back to within the last two questions answered.

However, if a student loses connection and is still showing as *Started*, but they are no longer in the test (for example, the computer powered down unexpectedly), go to the Session Roster and click the *Resume* button next to the exited student's name. Please do not click that button until it has been confirmed that the student is NO LONGER in the test.

All directions that are to read aloud to students are in **bold type** in the *End-of Course Web-based Test Directions* so that they stand out from the rest of the text. The must be read **exactly as they are written**, using a natural tone and manner.

If a mistake is made in reading a direction, the Examiner should stop and say, **"No that is wrong. I must re-read it to you. Listen again."** Then read the direction through again.

Try to maintain a natural classroom atmosphere during the test administration. Encourage students to do their best.

The online tests are divided into sections. The directions and sample item are in Section 1 of all End-of-Course tests. The English: RLR test will also have a section for each reading passage and its associated questions.

If the sample question is not answered, the summary screen that is displayed when a student *submits* the test will indicate that one question is unanswered. To navigate between the sections, click on the *Go to...* button on the dashboard. This button will take the student to the Item Review screen. The sections are designated in the upper right-hand corner of the screen and appear as black diamonds. The diamond for the section the student is currently in will be blue. Students may click on the diamond with a "1" to return to the directions and sample question.

If a student asks a question during the test, be very careful when answering. If the student's question refers to the mechanics of testing, such as how to navigate to the next question, it can be answered. If the question refers to a particular item, the student should be told, "Read it carefully and do just what it says." Help must not be given on specific items, and no cues should be given about the correctness of a student's answer to a particular item.

Test questions may **not** be read to students unless specified by their IEPs, 504 management tools, or *LEP SOL Participation Plan*. **If in doubt, it is better to say that you cannot respond to the student's question rather than risk violating standard procedures.**

During the test administration, Examiners should monitor the testing process by moving as unobtrusively as possible about the room. While moving about the room, they need to check that students are selecting their answers properly.

Have extra pencils, erasers, and scratch paper available in an accessible place.

Examiners should focus their attention on monitoring the testing process during test administration and should not spend time reviewing test items.

SPRING 2004 CHECKLIST

This checklist is provided to assist your division with planning for online testing. Unless otherwise noted, the procedures in this checklist refer to the Virginia SOL Web-based Assessments Program (the location for "live" SOL testing). In addition, the procedures refer to the Spring 2004 Administration, Spring 2004 Term Graduate Administration, and Spring 2004 Comparability Study Administration unless noted as **Expedited Retake**. Please refer to information provided in this supplement for information about the procedures mentioned below.

Complete?	Procedure	Deadline
	DDOT submits Spring 2004 Online Enrollment survey.	January 26, 2004
	DDOT reviews Division Confirmation Report and verifies all information (i.e. test window dates, subjects, enrollments, etc). Any changes/updates must be provided to VDOE as soon as possible.	Within 14 days of receiving report and continuously until testing begins
	DDOT sets/confirms training date with VDOE (if needed).	March 8, 2004
	DDOT receives Login ID (train<div num>) and Password for Virginia Training Center (http://etest.ncspearson.com/customers/Virginia/vasolimg/index.htm). If you participated in Spring 2004 online training/testing, use your training center Login ID and Password from the fall.	March 8, 2004
	Division completes final review of online student data from fall administration.	March 17, 2004
	Division prints/saves final student- and summary-level reports and data extract from fall administration.	March 18, 2004
	DDOT receives Login ID (esol<div num>) and Password for Virginia SOL Web-based Assessments Program (http://etest.ncspearson.com/customers/Virginia/vasol/index.htm). If you participated in Spring 2004 online testing, use your Login ID and Password for the "live" side from the fall. DDOT will be given all Student Data Management, Test Session Management (except the <i>Get Authorizations</i> right), and Reporting rights.	Week of March 29, 2004 (NA for divisions who tested in the fall administration)
	DDOT, Project Managers, and/or STCs participate in training with VDOE (if needed).	At least 4 weeks before online test window start date
	DDOT and Project Manager determine division's online test schedule (number of concurrent tests, number of sessions each day, number of available labs/computers, etc.) based on number of students testing and School Readiness Certification results.	At least 4 weeks before online test window start date
	Project Manager tests infrastructure either with Load Test software or by simulating a testing environment using the Training Test. Be sure the newest version of the test delivery application, TestNav™ (4.9.XXX), has been installed if using the Training Test. If network performance problems occur, contact VDOE as soon as possible.	At least 4 weeks before online test window start date

Complete?	Procedure	Deadline
	Division submits School Readiness Certification to VDOE (if not currently on file) for any high school or middle school participating in online testing.	At least 3 weeks before online test window start date
	Division trains all STCs and/or Examiners that did not attend a scheduled VDOE training session. Please review the supplements (http://www.pen.k12.va.us/VDOE/Assessment/OnlineTesting/index.htm) during training. In addition, the Training Workbook may be used as a resource (http://www.pen.k12.va.us/VDOE/Technology/soltech/docs/trainwkbk.pdf).	At least 3 weeks before online test window start date
	Division sends student data in the Mass Load spreadsheet (http://www.pen.k12.va.us/VDOE/Technology/soltech/docs/massloadtemp.xls) to Pearson Educational Measurement (PEM) (va_online@pearson.com) or hand-enters students in the eMeasurement™ administrative component.	At least 2 weeks before online test window start date
	DDOT distributes Login Ids and Passwords to STC for Virginia SOL Web-based Assessments Program. STC may be given all Student Data Management and Test Session Management rights (except <i>Get Authorizations</i>) at this time. Refer to the User Profiles located in the End-of-Course Web-based Testing Supplement for authorized STC rights.	After STC has been trained or at least 2 weeks before online test window start date
	DDOT or STC distributes Login Ids and Passwords to Examiners (if needed) for Virginia SOL Web-based Assessments Program. Examiners should only be given the "Edit Student" right within Student Data Management at this time. Refer to the User Profiles located in the End-of-Course Web-based Testing Supplement for authorized Examiner rights.	After Examiners have been trained or at least 2 weeks before online test window start date
	DDOT receives <i>Get Authorizations</i> rights from VDOE.	2 weeks before online test window start date
	DDOT notifies VDOE of number of Examiners tickets needed for each EOC test to be administered with the "read aloud" accommodation.	2 weeks before online test window start date
	DDOT (or STC) and Project Manager identify the workstations to be used for administering the audio online test and installs (or verifies installation of) Audio TestNav™ on the workstations. Because Proctor Caching must be used with Audio TestNav™, those workstations must be configured to retrieve the test content from the Proctor Caching workstation (http://etest.ncs.com/ProctorCachingUsersGuide.pdf). In addition, headphones may be necessary for students taking the audio online test.	2 weeks before online test window start date
	Division trains students to use TestNav™ using the Training Test. Students requiring an audio accommodation should be trained using the Audio Accommodation Form in the Training Center (http://www.pen.k12.va.us/VDOE/Technology/soltech/docs/AudioTrainingTest.pdf). Proctor Caching (http://etest.ncs.com/ProctorCachingUsersGuide.pdf) must be used for the audio online test.	At least 1 week before online test window start date
	DDOT or STC schedules school online test sessions. Choose the appropriate administration (Spring 2004 Administration, Spring 2004 Term Graduate Administration, or Spring 2004 Comparability Study Administration) when creating test sessions to ensure that the correct form is administered to your students. Be sure to create an <i>Irregularity</i> session for each subject administered. Make-up test sessions may be created in advance so that absent students may be moved easily. Proctor Caching (http://etest.ncs.com/ProctorCachingUsersGuide.pdf) must be used for the audio online test. (Please notify PEM HelpDesk at 1-888-597-1103 immediately if any testing after 5:00 PM will be conducted in your division's schools.)	At least 1 week before online test window start date
	DDOT collects signed Test Security Guidelines from STCs, Examiners, Proctors, etc. for the Virginia SOL Web-based Assessments Program. Users may print and sign the Test Security Guidelines that appear on the computer when initially logging in or copy and sign the guidelines in the online supplements. The Test Security Guidelines for online testing vary slightly from the paper/pencil Test Security Guidelines. Therefore, it is necessary to collect a signed Test Security Guideline from your staff for each method of test delivery.	NO LATER THAN 1 week before online test window start date

Complete?	Procedure	Deadline
	DDOT gives STC Get Authorizations rights.	4 days before online test window start date
	DDOT completes the 96-Hour Checklist with the Project Manager.	4 days before online test window start date
	STC prints <i>Student Authorization</i> tickets and secures until day of testing.	4 days before online test window start date
	DDOT or STC removes the "Edit Student" right within Student Data Management from and grants the "Edit Sessions" right within Test Session Management to Examiners (if needed).	NO EARLIER THAN online test window start date
	DDOT or STC starts test sessions. Audio online test is pre-cached using Proctor Caching. If Proctor Caching is being used for tests other than the audio online test, all test forms to be administered must be pre-cached.	NO EARLIER THAN the morning of the test session
	DDOT or STC stops test sessions. All test forms (audio or otherwise) that were pre-cached are to be purged from the Proctor Caching server.	NO LATER THAN the end of the day the test session began
	STC or Examiner administers the paper/pencil test to the students participating in the Comparability Study (Geometry).	During regular testing window
	STC or Examiner administers the online test to the students participating in the Comparability Study (Geometry). Comparability Study surveys are distributed and completed by students participating.	3-10 days after taking the paper/pencil test
	STC collects and returns completed Comparability Study surveys to Pearson Educational Measurement.	NO LATER THAN the end of your online test window
	STC or Examiner enters all test specific information for students when applicable (test accommodations, EOC Math Recovery, Retest, etc.).	NO LATER THAN online test window end date
	STC ensures that all students currently enrolled in a course requiring an SOL test are accounted for in the online system. Refer to the Mark Test Complete Guidelines (http://www.pen.k12.va.us/VDOE/Technology/soitech/docs/MarkTestComplete.pdf).	NO LATER THAN online test window end date
	DDOT or STC removes the "Edit Sessions" right within Test Session Management from Examiners.	NO LATER THAN online test window end date
	DDOT removes the "Get Authorizations" right within Test Session Management from STCs.	NO LATER THAN online test window end date

Complete?	Procedure	Deadline
	DDOT grants reporting rights to STC for Virginia SOL Web-based Assessments Program. ²	After online test window end date
	DDOT views the Online Student Data Alerts report and addresses alerts identified. DDOT must resolve alerts or notify STC to do so. ²	Before printing reports and submitting your division's ATP ⁴
	DDOT or STC finalizes student demographics and test specific information.	Before printing reports and submitting your division's ATP ⁴
	DDOT or STC prints Student Performance Reports and Report to Parents from necessary administrations (Spring 2004 Administration, Spring 2004 Term Graduate Administration, Spring 2004 Comparability Study Administration). The Information Statement for Report to Parents may be printed or copied on the back of all Report to Parents. ²	After alerts and data have been finalized, before test administration online data is archived
	DDOT or STC saves (on disk or CD ROM) Student Performance Reports and Report to Parents as PDF files and stores in a secure location. ²	After alerts and data have been finalized, before test administration online data is archived
	DDOT and/or STC determines students eligible for Expedited Retakes. ²	After online test window end date and NO LATER THAN July 9, 2004
	If division is participating in online Expedited Retakes , DDOT or STC schedules online Expedited Retake test sessions. Be sure to create an <i>Irregularity</i> session for each subject administered. Make-up test sessions may be created in advance so that absent students may be moved easily. Refer to the online test forms available for Expedited Retakes in the Appendix of the supplements.	Within 3 weeks of receiving scores and NO LATER THAN July 9, 2004
	DDOT reinstates the "Get Authorizations" right within Test Session Management to STCs.	Before online Expedited Retake testing begins
	DDOT or STC ¹ reinstates the "Edit Sessions" right within Test Session Management to Examiners (if needed).	Before online Expedited Retake testing begins
	Division administrators Expedited Retakes to students meeting the criteria. Follow same testing procedures listed above for the other administrations.	Within 3 weeks of receiving scores and NO LATER THAN July 9, 2004
	DDOT or STC ¹ removes the "Edit Sessions" right within Test Session Management from Examiners (if needed). DDOT and/or Project Manager verify that any test forms administered via Proctor Caching have been purged from the Proctor Caching servers.	After online Expedited Retake testing ends
	DDOT removes the "Get Authorizations" right within Test Session Management from STCs.	
	DDOT views the Online Student Data Alerts report for Expedited Retakes and addresses alerts identified. DDOT must resolve alerts or notify STC to do so.	Before printing reports and submitting your division's ATP ³

Complete?	Procedure	Deadline
	DDOT or STC finalizes student demographics and test specific information for Expedited Retakes . Be sure that a RE TEST value is selected on the <u>Student Test Details</u> screen for every student who was retaking the test for verified credit in the Expedited Retake administration.	Before printing reports and submitting your division's ATP ³
	DDOT or STC prints Student Performance Reports and Report to Parents from the Spring 2004 Expedited Retake Administration. The Information Statement for Report to Parents may be printed or copied on the back of all Report to Parents.	After alerts and data have been finalized, before test administration online data is archived
	DDOT or STC saves (on disk or CD ROM) Student Performance Reports and Report to Parents from the Spring 2004 Expedited Retake Administration as PDF files and stores in a secure location.	After alerts and data have been finalized, before test administration online data is archived
	DDOT submits Authorization to Proceed (ATP) ³ .	After reviewing all paper/pencil and online records including those from Expedited Retakes
	DDOT removes all Student Data Management and Test Session Management rights from STCs.	After division submits ATP ³
	DDOT downloads the Electronic Online Student Data File from Virginia SOL Web-based Assessments Program. A separate file will need to be requested for each administration (Spring 2004 Administration, Spring 2004 Term Graduate Administration, Spring 2004 Comparability Study Administration, and Spring 2004 Expedited Retake Administration).	After division submits ATP ³
	VDOE removes Student Data Management and Test Session Management rights from DDOT. (Reporting authority will remain until the data from the testing administration has been archived.)	After division submits ATP ⁴

¹ DDOT may direct the STC to manage the rights of the Examiners in their respective schools. Your division may decide NOT to create Examiners as users in the online system.

² Tests administered in the Spring 2004 Term Graduate Administration are previously equated forms. Scores for these forms will be accessible immediately after a student has submitted their test for scoring. Tests administered in the Spring 2004 Administration will be post-equated). Scores for these forms will be available after the equating process has been completed. If your division is identified as an "early tester", you will receive previously equated forms in the Spring 2004 Administration. Scores for these forms will be accessible immediately after a student has submitted their test for scoring. Divisions chosen as "early testers" will be notified.

³ The Authorization to Proceed (ATP) is a document sent to you from Harcourt with your Phase 1 paper/pencil reports. A copy of this form is also available in the Appendix of the Division Director of Testing Supplement. This document should only be submitted to VDOE when all records (paper/pencil and online including Expedited Retakes) have been reviewed and updated. Once your division's ATP is sent to VDOE, the online records are extracted and sent to Harcourt for inclusion in the Phase 2 summary reports. After the data is extracted, changes (student demographics or test specific) made in the eMeasurement™ system will not be reflected in your Phase 2 reports or the state-level data. Therefore, any changes after this time will require a record change.

PERSONNEL AND STUDENT TRAINING

School Test Coordinator Training

Training that highlights responsibilities during online test administrations, reviews local instructions, and stresses security procedures shall be provided for the STCs (or other designated testing coordinators). The following topics should be addressed in your training:

- responsibilities of STCs and Examiners
- testing schedules, including make-up sessions
- creating, starting, and stopping test sessions
- adding test-specific data
- accounting for all students currently enrolled in a course requiring a SOL test
- removing authorizations from users at the appropriate times
- security requirements, including use of the *Test Security Agreement*
- guidelines for participation of Limited English Proficient (LEP) students and students with disabilities
- arranging for testing sites
- handling testing irregularities

Examiner Training

Training shall be provided to Examiners so that they can successfully conduct the SOL online test administration. When training the Examiners, be sure to cover the following topics:

- responsibilities of Examiners
- security requirements
- test schedule
- use of TestNav application
- Early Warning System procedures
- preparing students for testing
- appropriate room/lab preparation
- providing accommodations for students
- use of test manipulatives
- entering student data into the online system (if necessary)
- conducting SOL testing under standardized conditions using the *End-of-Course Web-based Test Directions* supplement
- monitoring students during testing
- use of classroom Proctors and/or Interpreters (if necessary)
- identifying and reporting testing irregularities
- handling emergencies
- procedures for students not tested
- returning of test tickets after testing

Examiners may review the *End-of-Course Web-based Test Directions* supplement prior to the day of testing. STCs may wish to collect the *End-of-Course Web-based Test Directions* supplement after training and then redistribute them on the day of testing to ensure that all Examiners have a copy for test administration.

The responsibilities assigned to Examiners for online testing are left to the discretion of each division. In some divisions, Examiners may only be responsible for monitoring test sessions and notifying the School Test Coordinator (STC) of absences or exited students. If this represents the model your division will follow, the training of Examiners for online testing need only consist of using the TestNav™ application via the training test and the Early Warning System. If your Examiners will be involved with entering/editing student data or creating/editing test sessions, you will need to provide the additional training. It is recommended that the Examiners in this case

become familiar with the exercises in the *Training Workbook for Virginia Standards of Learning Web-based Assessments* (<http://www.pen.k12.va.us/VDOE/Technology/soltech/docs/trainwkbk.pdf>) provided by VDOE.

Student Training

There is a training test that is available in the Virginia Training Center for students who will be participating in online testing this spring. The training test will give the students an opportunity to practice navigating through the test and become familiar with the tools and buttons within the test delivery application, TestNav™. The training test is NOT scored and will not affect the graduation status of any student. To administer the training test to students, follow the procedures in the eMeasurement™ Services *User's Guide for Virginia Standards of Learning Web-based Assessments* (<http://etest.ncs.com/customers/Virginia/UsersGuide.pdf>) to create groups, students, and sessions in the Virginia Training Center portion of the online system. In addition, Steps for Administering the Training Test can be found on the following pages.

A TestNav™ tutorial is available for students to view prior to using the TestNav™ test delivery system. This tutorial displays the tools and navigation buttons available in the testing system. It will provide a solid overview of the TestNav™ test delivery system. The tutorial can be accessed (<http://etest.ncs.com/customers/Virginia/vasoltrng/resources.htm>) at any time. No Login ID or Password is required; the application stands alone and does not require Internet access.

eTools™ Live (available at (<http://etest.ncs.com/customers/Virginia/vasoltrng/resources.htm>)) is intended to let students practice using the different eTools available on their respective Virginia SOL Web-based Assessments. Students may use this application to practice using the highlighter, eraser, choice eliminator, four-function calculator, Periodic Table of Elements, compass, straightedge, and ruler. No Login ID or Password is required; the application stands alone and does not require Internet access. The questions are not scored or reported—they are NOT Virginia SOL test items.

Finally, electronic Practice Assessment Tools (ePAT) are available for preparing students for online testing. Each ePAT application is a stand-alone program that will simulate (without using an Internet connection) a SOL Web-based Assessment via the TestNav™ application using released SOL test items. Except for the process of entering appropriate authentication information (login ID, password, test code), the student will experience the ePAT application in much the same way as a SOL Web-based Assessment. The ePAT applications may be accessed by visiting the Virginia home page (<http://etest.ncs.com/customers/Virginia/>) or the ePAT home page (http://etest.ncs.com/customers/Virginia/pat_home.htm).

Steps for Administering the Training Test

The purpose of these directions is to assist your division with training the students who will be taking an online test. In order to quickly get students registered to take the training test, follow these steps:

Add Generic Students to Training Center

- 1) Open your Internet browser and type the following URL to access the Virginia home page (<http://etest.ncs.com/customers/Virginia/index.htm>).
- 2) Click on the *Training Center* link.
- 3) Click on the *Student Data* link.
- 4) Click on *View or maintain the organizational group data* on the menu that appears.
- 5) Enter your Login ID and Password when prompted.
- 6) In the Organizational Hierarchy section click on the "+" in front of your division.
- 7) Click on the "+" in front of a school.
- 8) Click on the name of the subject (Training Subject). Notice when the subject is selected, the Add A New Group section appears on the bottom right side of the screen.
- 9) In the Select New Group Type field, choose "Group".
- 10) In the Enter New Group Name field, type the teacher name and section reference if necessary (i.e. Smith Section 1). **Note:** Group Name can be a maximum of 25 characters.
- 11) Click the *Apply* button.
- 12) When the verification screen appears, click *OK*. You will notice your group has been added to the Organizational Hierarchy and is highlighted.
- 13) Click the *Setup Student Registration* button.
- 14) In the Create Registrations screen, enter the number of new students you want to train on TestNav in the Number Of Students To Register field. You may add up to 99 students at a time.
- 15) Click the *Create Registrations and Download PDF Report* button to print the student Registration Letters. (Adobe Acrobat Reader is needed to view the Registration Letters. Adobe Acrobat Reader can be downloaded and installed free of charge from <http://www.adobe.com/products/acrobat/readstep2.html>.)
- 16) When prompted, enter your Login ID and Password.
- 17) When the Adobe Acrobat Reader screen appears on your computer, close the screen by clicking on the "X" in the upper right-hand corner. **You do not need to print these registration letters.**
- 18) When you close this screen, your group roster will show generic students with the name "NEW STUDENT" and a computer-generated Unique ID number. You will **not** need to enter any additional information for the students.

Set Up Training Test Session

- 19) Click on the *Session* link on the black toolbar.
- 20) Click on the *Create a new session* link to display the Create Session screen.
- 21) Select the appropriate Test Administration (Training Administration).
- 22) Select the Test To Be Administered (Training).
- 23) Enter a descriptive Session Name so that you or someone else will recognize this session on the day of training. Begin the Session Name with your school's initials.
- 24) Enter the Scheduled Start Date (you can select the date by clicking on it in the calendar).

- 25) Enter the Scheduled Start Time.
- 26) Enter the Estimated Duration.
- 27) Enter your 3-digit division code in the Location/Room field. You may also enter a room number or location after the division code.
- 28) Click the *Next* button to display the Select Student Group screen.
- 29) On the Select Student Group screen, select the group of students to be assigned to the test session. Click the "+" or "-" to display or hide groups in the hierarchy.
- 30) **After highlighting the appropriate group, click the *Next* button to continue to the Add/Remove Students to Session screen.**
- 31) **Click on the *Add All* button so all of the students will be moved to the Students Assigned box.**
- 32) **Click the *Next* button to add the selected students and view the Session Roster screen. All students added should appear in the session roster.**
- 33) Click the *Get Authorizations* button to print the Student Authorization tickets that contain students' generic user names and passwords for the training test. (Adobe Acrobat Reader is needed to view and print Student Authorization tickets. Adobe Acrobat Reader can be downloaded and installed free of charge from <http://www.adobe.com/products/acrobat/readstep2.html>.)
- 34) After printing the test tickets, click the "X" in the upper right-hand corner of the Adobe Acrobat Reader screen.
- 35) Click the *Start* button on the bottom right-hand side of the screen.
- 36) Click *OK* on each of the two verification screens that appear.

Your training test session is now ready. The students may launch TestNav and log in to the training test using the test tickets printed in Step 33.

SCHEDULE TEST SESSIONS

All test sessions for the school division must be scheduled within the dates for the respective spring administration. Test sessions for the regular Spring 2004 Administration must be scheduled within the division's online testing window established by the DDOT. Each school's testing dates and time for each End-of-Course subject must be on file with the DDOT. **If a change to testing dates or times occurs, the DDOT must be notified immediately.**

DDOTs and Project Managers need to work together to determine the online test schedule. Some things to consider include the number of concurrent tests your network can successfully manage, the number of online test sessions your schools will offer each day, the number of available labs/computers, etc. The number of students participating in online testing as well as the results of your Stage II Certification will assist you in determining the online testing schedule.

NOTE

The eMeasurement™ Services system will NOT be available from 9:00 PM Tuesdays-6:00 AM Wednesdays and 9:00 PM Thursdays-6:00 AM Fridays for system maintenance and scheduled upgrades. Please take these weekly downtimes into consideration to avoid scheduling conflicts. If the system must be taken off-line at times other than those listed above, Pearson Educational Measurement will notify all school divisions participating in online testing.

STCs must set the specific testing and make-up session schedules in their respective schools. STCs must also inform the students of test dates. STCs will not be given access to *Get Authorizations* rights until 4 days prior to testing. However, they should know the school's online testing schedule in advance.

Make-up sessions are to be completed according to the division's own make-up testing schedule **as long as the schedule affords each student an adequate opportunity to take missed tests on a make-up basis.** Students who are absent or miss a regular test session must be provided with an opportunity to take, on a make-up basis, the test(s) they missed. For make-up sessions, students will take the same test form taken by other students on the regular testing date(s). Students who are absent must be removed/moved from the testing session before that session can be stopped. Please refer to your eMeasurement™ Services *User's Guide for Virginia Standards of Learning Web-based Assessments* (<http://etest.ncs.com/customers/Virginia/UsersGuide.pdf>), Section 4.0, for instructions.

It is recommended that online make-up test sessions be created before testing begins in your school.

Incorporate sufficient time into the scheduled make-up sessions in order to complete all testing before the end of the testing window established by the division.

In scheduling the testing sessions, take into consideration that the SOL assessments are untimed tests. Approximately 75 minutes per test is expected to be a typical testing time. Some students will take longer; some students will finish early. Students should be afforded as much time as they need to complete each test during a given day.

Though the Standards of Learning Assessments are untimed, each test is to be completed in one school day. Additionally, students may not leave the testing site and subsequently return to finish the test unless their absence from the site is closely monitored to prevent interaction with other students and/or access to educational materials. If a student does briefly leave the testing site during testing, be sure to cover the computer monitor in some way (i.e. tape a piece of paper on the monitor) or turn off the monitor to prevent other students from viewing the item on the screen. Testing sessions must be scheduled so that they begin early enough to allow students reasonable amounts of time to complete the test before lunch or before the end of the school day.

All online test sessions must be stopped by the end of the school day. In order to do so, all students must show a “Stopped” (red) status on the Session Roster. Any students with a “Not Started”, “Exited”, or “Resume” status must be removed/moved to a make-up or irregularity session before stopping the test session.

Prior to the first date of testing, develop a plan to accommodate situations in which “allocated” time has elapsed, but students have not yet completed the test. For example, these students could be moved to an alternate location equipped with computer workstations such as a library or available computer lab so that they can finish the test.

If students are moved to an alternate testing site to complete their tests, their Student Authorization tickets (test tickets) must be collected by the Examiner or Proctor prior to the move and redistributed only after the students are settled in the new location. While in transit, students must not be allowed to discuss the test with anyone or have access to educational materials. Be sure that the alternate computers to be used during testing meet the minimum requirements as stated in the Architectural Guidelines

(<http://www.pen.k12.va.us/VDOE/Technology/soltech/docs/archguide.pdf>).

NOTE

If students must be moved to an alternate location to complete their tests, their online test must be **exited** prior to being moved to the new location. Before the student can login (using the same authentication information found on test ticket) to complete their test, the student’s test must be **resumed** in Test Session Management (see the eMeasurement™ Services *User’s Guide for Virginia Standards of Learning Web-based Assessments*, Section 4.0).

The administration of SOL tests must take precedence over other scheduled school activities. Testing sessions should not be interrupted by fire drills or other school functions. If testing must be delayed or interrupted by inclement weather or some other emergency, the DDOT must assist the STCs with revising the schedule.

Divisions have provided VDOE with the testing window. Please refer to the Division Confirmation Report for the testing window dates provided. If there are any changes to the information on the Division Confirmation Report, please contact Ellen Kozlowski (804-225-4386, ekozlows@mail.vak12ed.edu) immediately.

REVIEW PROCEDURES FOR ENSURING TEST SECURITY

Test Security Guidelines

All persons in the division who will have access to or assist with the administration of the online SOL tests must read the *Test Security Guidelines* and sign the *Test Security Agreement* before they administer any online tests. This security agreement requires that persons involved in the test administration exercise the necessary precautions to ensure the security of content and all test materials. **This agreement must be completed and forwarded to the DDOT before given access to the eMeasurement™ online system and/or administering any online tests.**

Test Security Guidelines and the *Test Security Agreement* are available on the following pages. In addition, when a user initially logs in to the Virginia Standards of Learning Web-based Assessments website (<http://etest.ncspearson.com/customers/Virginia/vasol/index.htm>), he/she will be prompted to read and accept the *Test Security Guidelines*. After doing so, a "printable" version of the security guidelines will appear including signature lines. The user is to print and sign this version. Some divisions do not set up the Examiners and Proctors as users on the online testing system. Therefore, they would never log in to the system to view the *Test Security Guidelines* mentioned above. In this case, a copied version of the *Test Security Agreement* and *Test Security Guidelines* should be made for the Examiners and/or Proctors to sign.

Divisions may make as many copies of the security agreement as necessary. Do not use file photocopies of previously signed security agreements from past administrations. Signed forms should be forwarded to the DDOT.

Individuals who are involved with online testing as well as paper/pencil testing should sign both the online and paper/pencil test security agreements. The security agreements for each delivery system do vary slightly. **Persons who have not signed the online Test Security Agreement may not be allowed access to the online SOL tests.**

96-Hour Checklist

DDOTs and Project Managers should review the *96-Hour Checklist* for testing. Issues such as the security of the test environment, test tickets, starting and stopping test sessions at appropriate times, and the integrity of the computers used during testing are covered in the *96-Hour Checklist*.

Security Authorizations

When assigning security authorizations to other users in the division, be sure to follow the User Profiles. It is particularly important to monitor the *Get Authorizations* rights, which allows a user to print Student Authorization tickets (test tickets). DDOTs have primary responsibility for assigning and removing security authorizations. Others may have responsibility for assigning and removing security authorizations for users at the school level as directed by the DDOT. Please refer to the Spring 2004 Checklist for important timelines regarding removing security authorizations.

Test Tickets

Anytime Student Authorization tickets (test tickets) are printed in advance of the testing session (no more than 4 days prior to a test session), they must be kept in secure, locked storage until the actual testing session. Do not start a test session (activating the test tickets) until the morning of the scheduled session. Examiners need to sign out the test tickets the morning of a test session. After a test session, Examiners should be instructed to collect the test tickets and return them to a designated location.

The **SOL Examiner's Test Ticket Transmittal Form/Affidavit** is provided to assist with the distribution and collection of test tickets. Examiners must initial this form verifying their receipt of the quantity of test tickets listed in the "Test Ticket Quantity" column.

For each test session, Examiners should be provided with the following test materials:

- Spring 2004 *End-of-Course Web-based Test Directions* supplement (directions for all subjects are in one supplement)
- test tickets
- "TESTING IN PROGRESS: DO NOT DISTURB" sign if available
- ancillary materials/manipulatives (formula sheets, calculators, rulers, scratch paper)

Examiners are required to return test materials to the STC as soon as the test session is completed or to store the materials until the end of the school day in a secure location that is inaccessible to students. **All test materials must be returned to the STC no later than the end of the school day.**

When Examiners return the test tickets, the STC must count them and initial the *SOL Examiner's Test Ticket Transmittal Form/Affidavit* to verify that all test tickets have been returned. When the test tickets have been returned, the STC may destroy them.

**VIRGINIA DEPARTMENT OF EDUCATION
STANDARDS OF LEARNING (SOL) WEB-BASED ASSESSMENTS**

SPRING 2004 TEST SECURITY GUIDELINES

Listed below are guidelines to assist those persons involved in the administration of the Virginia Standards of Learning (SOL) Web-based Assessments in determining what actions may compromise test security.

1. Students must never be exposed to unreleased test items or to the answers to unreleased test items before or following test administration. **Using unreleased test items in any form (including rewording of such test items) is STRICTLY PROHIBITED.**
2. The tests must be administered strictly in accordance with the instructions outlined in the Virginia SOL Web-based Assessments supplements. Directions that are to be read to the students must be read exactly as they are written.
3. No test item which will be scored to obtain student test results may be used as a sample or practice item for learning how to mark responses. Sample items are included in the SOL Web-based Assessments to familiarize students with the format of the items and the procedures for marking their answers.
4. Copying/printing/photographing **ALL OR ANY PART** of a SOL Web-based Assessment or taking notes about the items included on a SOL Web-based Assessment is **STRICTLY PROHIBITED.**
5. All persons are prohibited from attempting to formally or informally record answers and manually score Web-based Assessments.
6. All Examiners involved in reading an online test aloud to students requiring this accommodation are prohibited from answering test questions in the Web-based system before, during, or after the administration of the test.
7. All persons are prohibited from providing students with the answer to any unreleased test item and from making any suggestion as to how to respond to a test item at any time, whether before, during, or after a test administration. This prohibition includes provision of cues, clues, hints, and/or actual answers in any written, printed, verbal, and/or non-verbal form (including chalkboards, charts, and bulletin boards).
8. All persons are prohibited from changing students' answers to test items whether by providing hints or clues during a test administration or by correcting wrong answers during a test administration.
9. All persons are prohibited from logging into the TestNav application posing as a student, current or fabricated, to view any tests. Only a student whose name appears on a test ticket is permitted to log in and take a SOL Web-based Assessment.
10. All known violations of test security procedures shall be reported in writing, signed by the person making the report, and addressed to Division of Assessment and Reporting, Virginia Department of Education. The Virginia Department of Education shall coordinate the investigation of all such infractions and take action as necessary.

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**VIRGINIA DEPARTMENT OF EDUCATION
STANDARDS OF LEARNING (SOL) WEB-BASED ASSESSMENTS
SPRING 2004 TEST SECURITY AGREEMENT**

I acknowledge that I will have access to the **Virginia Standards of Learning (SOL) Web-based Assessments** for the purpose of administering the SOL assessments. I also acknowledge that I have read, understand, and agree to adhere to the *Test Security Guidelines*.

I understand that these tests are highly secure, and it is my professional responsibility to protect their security as follows:

1. I will not divulge the contents of the test to anyone.
2. I will not copy/print/photograph or take notes about any part of the test.
3. I will not allow access to the tests to any student or other person not so authorized by the School Test Coordinator or Division Director of Testing.
4. If serving as an Examiner for online read-aloud test sessions, I will not answer test questions in the Web-based system before, during, or after the administration of the test.
5. I understand my Login ID and Password for the Virginia SOL Web-based Assessments Program are secure and must remain confidential.

Signed: _____

Print Name: _____

Position: _____

School: _____

Division: _____

Date: _____

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**VIRGINIA DEPARTMENT OF EDUCATION
STANDARDS OF LEARNING (SOL) WEB-BASED ASSESSMENTS
SPRING 2004 TEST SECURITY PROCEDURES**

Please note the Virginia General Assembly in its 2000 session enacted the following legislation regarding test security:

§ 22.1 - 292.1. Violation of test security procedures: revocation of license.

- A. The Board of Education may suspend or revoke the administrative or teaching license it has issued to any person who commits any of the following acts knowingly and willfully with the intent to compromise secure mandatory tests administered to students as required by this title or by the Board of Education:
1. Giving unauthorized access to secure test questions;
 2. Copying or reproducing all or any portion of any secure test booklet;
 3. Divulging the contents of any portion of a secure test;
 4. Coaching or assisting examinees during testing or altering examinees' responses in any way;
 5. Making available any answer keys;
 6. Failing to follow test security procedures established by the Department of Education;
 7. Providing a false certification on any test security form required by the Department of Education;
 8. Retaining a copy of secure test questions; and
 9. Participating in, directing, aiding, assisting in, or encouraging any of the acts prohibited by this section.

For the purposes of this section, "secure test" means an item, question, or test that has not been made publicly available by the Department of Education.

Nothing in this section shall be construed to prohibit educational personnel from providing input to administrators or other authorized personnel, including school board members and members of the General Assembly, except when done in a manner that violates test integrity or security regarding the accuracy, clarity, or propriety of test items or test administration procedures.

- B. Nothing in this section shall be construed to prohibit or restrict the reasonable and necessary actions of the Board of Education, the Superintendent of Public Instruction, or the Department of Education in test development or selection, test form construction, standard setting, test scoring and reporting, or any other related activities which, in the judgement of the Superintendent of Public Instruction or the Board of Education, are necessary and appropriate.
- C. Any suspension or revocation imposed for the acts enumerated in this section shall be rendered pursuant to Board regulations promulgated pursuant to the Administrative Process Act (§ 9-6.14:1 et seq. and § 22.1-298), governing the licensure of teachers.

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96 HOUR CHECKLIST

This checklist has been developed to help ensure a successful online SOL testing experience at each school. The checklist includes assessment and technology items that should be completed or verified 96 hours (4 school days) before the start of the online testing window.

Assessment:

- Verify that all student data is loaded and accessible within eMeasurement™ Services. (Refer to Section 3.0 “Student Data Management” in the eMeasurement™ Services *User’s Guide for Virginia Standards of Learning Web-based Assessments*.)
- Verify that all appropriate personnel have signed the Test Security Agreement found in the *End-of-Course Web-based Testing Supplement*.
- Verify that each STC and/or Examiner has been assigned appropriate access to eMeasurement™ Services. Be sure to follow the User Profiles established by VDOE. (Refer to Section 7.0 “Security” in the eMeasurement™ Services *User’s Guide for Virginia Standards of Learning Web-based Assessments*.)
- Verify that each STC or other designated personnel has created Test Session(s) within eMeasurement™ Services. (Refer to Section 4.0 “Test Session Management” in the eMeasurement™ Services *User’s Guide for Virginia Standards of Learning Web-based Assessments*.)
- Verify that each STC or other designated personnel has created Read-aloud Test Session(s) within eMeasurement™ Services. (Refer to Section 4.0 “Test Session Management” in the eMeasurement™ Services *User’s Guide for Virginia Standards of Learning Web-based Assessments*.)
- Verify that students have been assigned to the appropriate Test Session(s) within eMeasurement™ Services. (Refer to Section 4.0 “Test Session Management” in the eMeasurement™ Services *User’s Guide for Virginia Standards of Learning Web-based Assessments*.)
- Verify that the appropriate students have been assigned the Audio Test. (Refer to Section 4.0 “Test Session Management” in the eMeasurement™ Services *User’s Guide for Virginia Standards of Learning Web-based Assessments*.)
- Verify that all Examiner Test Tickets needed for read-aloud administrations have been received from VDOE and distributed to the correct STCs. (Refer to Section 7.0, “Accommodations for Online Testing,” in the *Division Director of Testing Supplement*.)
- Be prepared to print Student Authorization tickets for each session. These tickets should be printed no more than 4 days prior to the test window start date and must be stored in a secure location until needed. (Refer to “Add Students to a Session” in Section 4.0 in the eMeasurement™ Services *User’s Guide for Virginia Standards of Learning Web-based Assessments*.)
- Verify the method Examiners will use to take roll during the day of testing. If desired, print the Student Roster for each test session. (Refer to “Add Students to a Session” in Section 4.0 in the eMeasurement™ Services *User’s Guide for Virginia Standards of Learning Web-based Assessments*.)

- Verify that STCs or other designated personnel are knowledgeable in how to:
 1. Access and *Start* the Test Session(s) they will be administering,
 2. Monitor the Test Session(s) they will be administering,
 3. Resume a student's test (when applicable), and
 4. *Stop* a Test Session.(Refer to Section 5.0 "Starting and Monitoring a Session" in the eMeasurement™ Services *User's Guide for Virginia Standards of Learning Web-based Assessments*.)
- Verify that designated personnel have the necessary number of copies of the *End-of-Course Web-based Field Test Directions* supplement for each test subject and session being administered.
- Verify that all students testing online have had the opportunity to view the TestNav™ Tutorial or complete the Virginia Training Test prior to starting an online SOL test. Students may also view eTools™ Live to become more familiar with the tools available on TestNav.

Technology:

It is assumed that prior to reviewing this checklist, the network and equipment being used for online SOL testing meets the minimum requirements as outlined in the "Architectural Guidelines for High School Readiness" (available at <http://www.pen.k12.va.us/VDOE/Technology/soltech/docs/archguide.pdf>), and the performance of your network has been tested for online testing. Performance testing may have included multiple concurrent administrations of the Virginia Training test.

- Verify that the performance of your Internet connection across all schools conducting online testing is consistent with expected levels of performance. One tool that may be used is available at <http://www.dslreports.com/stest>
- Alert your Internet Service Provider to your online SOL testing window, and also confirm that no scheduled maintenance or outages are planned during that entire window.
- Verify, as needed, that no high bandwidth network activity other than online SOL testing will be occurring during the online testing window.
- Verify that the eMeasurement™ Services administrative functions are accessible (with appropriate Login ID and Password) from within the school network(s) and those computers from which administrative functions will be accessed include Adobe Acrobat Reader®, version 4.X or higher.
- Verify that the most recent version of TestNav™ is accessible at all workstations to be used for testing. TestNav™ may be installed locally at each workstation or accessed via a shortcut to a single installation on a file server. The most current version of TestNav™ should be installed. To verify the version, launch TestNav™ and type <http://www5.etest.ncspearson.com/VASOL/> in the address box. After clicking Go, the login screen will appear. In the bottom right-hand corner of the login screen, you should see the version number 4.9.001. If that version number doesn't appear, run the TestNav™ uninstall application and install the current version of TestNav™ available from <http://etest.ncspearson.com/Customers/Virginia/vasoltrng/delivery.htm>.
- If a proxy server is in use, verify that all TestNav™ installations include any necessary edits to the "proxysettings.properties" file (Refer to the eMeasurement™ Services *Infrastructure Guidelines*.)

- ❑ Verify connectivity among the following: computers to be used for training, the TestNav™ application, any intermediate network devices (i.e. proxy servers, caching servers, Internet content filters, firewalls, etc.) and the eMeasurement™ web sites (protocols: http and https, ports: 80 and 443).
 - Specific IP addresses and their associated name resolutions are included in the Infrastructure Guidelines (see *Infrastructure Guidelines*, Section 3.2 – 3.5)
 - Create a generic user for the Virginia Training Center and generate a User Authorization letter. The document includes the necessary URL, Login ID, and Password, and may be used repeatedly. To verify connectivity, you must be able to login to the Training Center and browse within Session Management, Student Data, etc. (You will be prompted to login after requesting a secure task, such as “Create” and “View or Maintain”). Refer to Section 7.0 in the eMeasurement™ Services *User’s Guide for Virginia Standards of Learning Web-based Assessments*.
 - In the Virginia Training Center, create a generic student and test session. Generate a test ticket for that student. Launch TestNav™ and login to the Virginia Training Test. (The test ticket includes the URL, Login ID, Password, and test code needed to log into the Training Test and is valid for only one login.) To verify connectivity, you must be able to login to TestNav™ and view the Training Test items. Refer to Sections 3.0, 4.0, and 5.0 in the eMeasurement™ Services *User’s Guide for Virginia Standards of Learning Web-based Assessments*.

- ❑ Verify that any applications that take over the computer causing TestNav™ to close (such as screen savers, scheduled virus scans, etc) have been disabled on the workstations being used for online testing. If in doubt about an application’s effect on TestNav™, test that application prior to online SOL testing using the Virginia Training Test.

- ❑ If utilizing wireless network connections for online SOL testing, ensure that all computers can effectively communicate with their access point from the same location(s) where they will be testing.

- ❑ If utilizing laptops powered only by battery, ensure all batteries have been tested and completely charged. Verify that a plan has been developed for recharging batteries throughout the online testing window. (Low batteries can cause laptops to drop their network connections prior to shutting the computer down.)

DISTRIBUTION AND AVAILABILITY OF TEST MANIPULATIVES

Test manipulatives listed below are stored in the school division. For online testing, all manipulatives are available on the toolbar in TestNav (except for a graphing calculator). Only those tools allowed for a given online SOL test are available on the toolbar. The eTools™ Live application (available at <http://etest.ncs.com/customers/Virginia/vasoltrng/resources.htm>) may be used to give students additional practice with using the online tools.

Test Manipulatives

Grade/Subject	Manipulatives Allowed
Algebra I	metric/standard ruler, graphing calculator ¹ , formula sheet ² , scratch paper
Algebra II	metric/standard ruler, graphing calculator ¹ , formula sheet ² , scratch paper
Geometry	metric/standard ruler, graphing calculator ¹ , compass, straightedge, formula sheet ² , scratch paper
Earth Science	metric/standard ruler, 4-function calculator ² , scratch paper
Biology	metric/standard ruler, 4-function calculator ² , scratch paper
Chemistry	metric/standard ruler, 4-function calculator ² , periodic table of elements ² , scratch paper
English: Reading	scratch paper
World History I	scratch paper
World History II	scratch paper
Virginia and United States History	scratch paper
World Geography	scratch paper

¹ Students must use their hand-held graphing calculator as an online graphing calculator does not exist.

² Students may choose to use the hand-held manipulative rather than the online tool.

DDOTs must distribute the hand-held manipulatives necessary to the schools before testing begins. STCs may distribute the hand-held manipulatives to Examiners prior to testing or on the morning of testing. However, formula sheets should be delivered to Examiners on the morning of testing.

These guidelines should be followed when addressing calculator use on the SOL tests:

- Students should be familiar with the calculator they are to use. Do not let testing time be the first time a student uses a calculator.
- Either a school-owned, student-owned, or the online calculator may be used on the test. For the online *Mathematics* tests, a graphing calculator is **not** available to students as a tool on the tool bar. Therefore, the school-owned or student-owned calculator must be used on the *Algebra I*, *Geometry*, or *Algebra II* tests.
- For the EOC *Science* tests, any 4-function calculator (i.e., add, subtract, multiply, and divide), including one with percent, square root, and +/- functions, may be used. Calculators having any additional functions (i.e., sine, cosine, fraction to decimal, decimal to fraction) or algebraic operating systems (AOS), and graphing calculators **may not** be used by students taking any *Science* test. Students may not use scientific calculators on the *Science* tests. (Students with disabilities may use a scientific or graphing calculator as a non-standard accommodation on the SOL EOC *Science* tests if identified on their Individualized Education Program or 504 Plan.)

- The SOLs require the use of graphing calculators on the SOL EOC tests for *Algebra I*, *Geometry*, and *Algebra II*. Make sure STCs and Examiners are aware that the graphing calculator's memory must be reset prior to test administration, clearing all memory contents not built into the calculator by the manufacturer. Students may not use four-function or scientific calculators on the EOC *Mathematics* tests.

NOTE

For EOC *Mathematics* tests, acceptable graphing calculator model types are: CASIO 9850G, CASIO 9850G Plus, TI-82, TI-83, TI-83 Plus, or TI-84. Two of these model types (CASIO 9850G Plus and TI-83) have been provided to school divisions for use in meeting the requirements of the SOLs. Since many school divisions have been using the earlier model types (CASIO 9850G and TI-82) in instruction prior to receiving the state's shipment, their use is also allowed on the SOL EOC *Mathematics* tests.

Items on the SOL EOC *Mathematics* tests are designed to be calculator-neutral or calculator-inactive. Calculator-neutral items are those that can be solved correctly without a graphing calculator, although the use of one may be helpful. Calculator-inactive items are those in which there is **no** advantage to using a calculator.

ACCOMMODATIONS FOR ONLINE TESTING

When taking the SOL tests, special accommodations are allowed if specified in students' IEPs, 504 management tools, or *LEP SOL Participation Plans*. Those involved with administering SOL tests should be familiar with the procedures that must be followed when providing accommodations to students. These are described in detail in the Guidelines for the Participation of Students with Disabilities in the paper/pencil manuals.

Some accommodations allow a student to take the test in a different way without changing what the test is measuring. For the purposes of this supplement, these are referred to as accommodations that maintain standard conditions or standard accommodations.

Accommodations that significantly change what a test is measuring and do not maintain standard conditions of the test are referred to in this supplement as nonstandard accommodations. This type of accommodation should be used **only** if the IEP or 504 committee agrees that the student requires such an accommodation(s) in order to participate in the SOL assessments. Scores resulting from a nonstandard accommodation are accompanied by an explanation that these scores resulted from a nonstandard administration.

Accommodations should be those the student generally needs and uses during classroom instruction and assessment as identified on the student's IEP, 504 management tool, or *LEP SOL Participation Plan*. Accommodations shall not be used only for participating in the SOL assessments. The use of an unfamiliar accommodation during testing may have a negative impact on the student's performance.

Not all accommodations are available for online testing. Please be sure a student's needs can be met through an online test before testing begins.

Accommodations Available With Online Testing

ACCOMMODATION	DESCRIPTION OF ACCOMMODATION
Flexible Schedule (except Multiple Sessions)	breaks during test (within one school day)
Environmental Modifications	special lighting, noise buffers, use of study carrel
Amplification Equipment	hearing aid or auditory trainer
Reading Test Items In English*	reading in English of test items
Bilingual Dictionary	bilingual dictionary
Math Aids	abacus, manipulatives
Group Size	small group setting
Visual Aids	large computer monitor, screen magnifier
Assistance With Directions	simplifying or clarifying directions
Interpreting*	signing/transliteration of test items
Verbal Response	student responds verbally
Special Pencil	large diameter pencil, special pencil, pencil grip
Spelling Aids	spell checker, spelling dictionary
Audio Version*	audio version of test items
Graphing Or Scientific Calculator	scientific or graphing calculator (EOC Science)
*Reading test items aloud, using an audio version of the test items, and interpreting test items are standard accommodations on most SOL tests because they do not change what the test is measuring. However, if items on the English: Reading test are read aloud, presented via an audio version, or interpreted, what the test is measuring is significantly changed. Therefore, the description of the field will read "Read items-NS", "Audio Version-NS", or "Interpreting-NS" on the Student Test Details screen for the English: Reading test.	

Accommodations NOT Available With Online Testing

Multiple Sessions
Large-Print Test
Increased Size Of Answer Circles
Braille Test
Communication Board
Respond By Word Processor, Braille
Augmentative Communication Device

Some accommodations require that the test administration be audio taped. These accommodations include:

- Read-aloud administrations
- Examiner/Proctor records (online) the answers for students who must dictate answers because they are unable to manipulate a computer mouse or keyboard to select their answers and are not using a specialized pointing device for the computer.

If you have students with such accommodations specified in their IEPs, 504 management tools, or *LEP SOL Participation Plans* arrange for the test administration to be audio taped.

Interpreting Accommodation

For some students, interpreters may be required during the testing session. Interpreters are required when students' IEPs or 504 management tools specify that the student needs to have test items or directions interpreted by signing or transliteration in order to participate. An interpreted (e.g., signing, transliteration) administration must be conducted by appropriate school personnel. A test administration, which includes the interpretation of test items, must be proctored. Proctors must have read the *Test Security Guidelines* and signed the *Test Security Agreement* **before** they administer any online tests

If the Interpreter requires access to a test on a workstation, please follow the Read-aloud procedures described on the following page to obtain a test ticket for the Interpreter. The interpreter must be very careful when interpreting the test questions so as not to lead the student to a correct answer by facial expression or by repeating any part of the test which is not specifically requested by the student.

The Examiner and Proctor must verify in writing that the test administration was conducted according to the standardized procedures. This written verification shall be retained on file in the office of the DDOT until scores are received and verified.

Assistance With Directions Accommodation

You may make accommodations as needed to the specific directions for administering a test to ensure that students taking the audio version of the test understand the testing procedures. Assistance with directions may be provided as an accommodation if specified in the student's IEP, 504 management tools, or *LEP SOL Participation Plan*. Assistance with directions may include reading directions to students, simplifying directions, clarifying directions, or writing directions. You may simplify directions by restating the directions using more familiar or clearly understood terminology. You also may clarify directions by answering questions from the students about the test directions. An accommodation may require that the Examiner write the directions on the chalkboard, display them on an overhead projector, or make a copy of the directions from the Examiner's Supplement for student reference during the test. Again, special care must be taken when assisting with directions so as not to lead the students to correct responses.

Assistance with directions may include interpreting the test directions through signing or transliteration. Testing sessions for hearing-impaired students who normally communicate in alternative or manual methods may include

an educational interpreter for test directions or to answer questions that pertain to understanding the test instructions or procedures. The Examiner must be present for the testing session and read aloud the test directions as presented in the Examiner's Supplement so that they can be communicated in the alternative or manual method by the educational interpreter. The student must direct any questions to the Examiner and the Examiner's response must be communicated by the educational interpreter. The interpreter should also communicate sample questions that are read aloud as part of the test directions.

Read-Aloud Accommodation

Students with the read-aloud accommodation specified in their IEPs, 504 management tools, or LEP SOL Participation Plans may be tested online. Examiners that will be reading an online test aloud to students who require this accommodation will be given access to an online test to be viewed on the Examiner's workstation. This online test will not be scored or reported in the online system. Access to the test is being provided to allow the Examiner to read the questions and options to the student(s) on a computer monitor that is not part of a student's workstation.

Examiners must be very careful when reading the test aloud so that they do not lead the student to correct responses by intonation or by repeating any part of the test that is not specifically requested by the student. Special attention must be given to the IEP, 504 documentation, or LEP SOL Participation Plan for specific accommodations regarding reading the test aloud. For example, a student's accommodation may require the entire test to be read orally or may require having words, questions, or sentences read orally only when requested by the student. In particular, care must be taken to describe graphics without leading the student to the correct response. The Examiner who is to read the tests aloud should consult the audiotope or the online Audio training test (located in the Training Center, <http://etest.ncs.com/customers/Virginia/vasoltrng/index.htm>) for a standard approach to reading test questions.

Steps for Online Read-aloud Tests

1. Prior to administering any online tests that are to be read aloud, the Division Director of Testing (DDOT) must fax the *Spring 2004 Read-aloud Examiner Test Ticket Request Form* with the necessary information to the Division of Assessment and Reporting (DAR) so that the division can be provided with the Examiner test tickets. For **every** test session that the Examiner will be reading aloud, a separate Examiner test ticket will be needed. Divisions may request Examiner test tickets as many times as needed. When possible, please request the Examiner test tickets at least one week in advance.
2. When DAR receives the *Spring 2004 Read-aloud Examiner Test Ticket Request Form*, the Examiner test tickets will be faxed to the DDOT for distribution to the School Test Coordinators.
3. The DDOT must verify that the number and type of Examiner test tickets stated on the returned *Spring 2004 Read-aloud Examiner Test Ticket Request Form* were received. After checking the received Examiner test tickets, the DDOT should sign the bottom of the *Spring 2004 Read-aloud Examiner Test Ticket Request Form* and fax it back to DAR. If there is a discrepancy between what was received and was indicated as faxed from DAR, please contact DAR **ASAP** at 804-225-2102.
4. All test tickets are "live" at the time they are faxed and must remain in a secure location until needed. The DDOT should consider this when determining how to distribute the Examiner test tickets to the School Test Coordinator (STC).
5. The STC must have each Examiner sign out the test tickets on the *SOL Read-aloud Examiner Test Ticket Transmittal Form/Affidavit*.
6. The read-aloud administration of the test must be audio taped. (The taped record of the testing session shall be retained on file in the office of the DDOT until scores are received and verified.)
7. The Examiner will access the test (using TestNav) from the same web address as the students, which is printed on the test tickets.
8. The Examiner must not answer any of the questions before, during, or after administering the test.

9. The Examiner must *Submit* the test after each test session so that the questions cannot be viewed at a later time.

NOTE

If the Examiner's test is interrupted during the read-aloud administration and needs to be resumed, contact the eSOL Team or the PEM Help Desk for assistance. The information on the Examiner's test ticket will be needed when this call is made.

Audio Version Accommodation

This spring, the EOC Biology, English: RLR, Algebra I, and VA & US History (2001) Web-based Assessments are available in the Audio version. Before administering any online Audio tests, please contact Sarah Susbury (804-786-5823; ssusbury@mail.vak12ed.edu) or Ellen Kozlowski (804-225-4386; ekozlows@mail.vak12ed.edu) to determine if your division has workstations that meet the minimum requirements for the online audio tests. In addition, you will need to be sure the correct version of TestNav has been installed on the workstations designated for the online audio tests. Refer to the eMeasurement™ Services *Audio Test Configuration Guidelines* (<http://etest.ncs.com/customers/virginia/AudioGuidelines.pdf>) for more information about the Audio test specifications.

The Proctor Caching functionality must be used when delivering an audio form of the test. Proctor Caching allows test administrators to “pre-fetch” test content. This accelerates the delivery of test content to students and reduces the amount of bandwidth required for electronic testing. Because audio files consume a large amount of bandwidth, Proctor Caching is necessary when delivering an audio test to a student. For details on downloading, installing, and using Proctor Caching, see the eMeasurement™ Services *Proctor Caching User's Guide* (<http://etest.ncs.com/ProctorCachingUsersGuide.pdf>). The STC or designated technology representative should be sure the online audio test is cached before the test session begins.

The DDOT or STC may assign the online audio form to a student after the test session has been created. For directions on assigning the audio form, refer to the eMeasurement™ Services *User's Guide for Virginia Standards of Learning Web-based Assessments*, Section 4.0.

When administering the online audio version of a test, an audio control box will appear in the upper-right hand corner of TestNav. The box may be moved by clicking on the blue title bar and dragging the box to the desired location. The audio controls, resembling those of familiar media players found on computers, do the following: *Stop*, *Rewind*, *Pause/Play*, and *Fast Forward*. A slide bar is available to move forward and backward throughout the recording. A volume control, designated by the *Speaker* icon in the bottom right-hand corner of the audio control box, allows you to adjust the volume of the recording as needed.

The question and options will be read automatically as a student advances to each question. Students may listen to a question as many times as necessary. Only the recording for the passage and/or question on the screen will play at any given time. If several students will be tested using the online Audio form in the same location, headphones will need to be provided for each of the students. If a student needs clarification of what was heard on the audio test, the Examiner may repeat anything on the screen that is requested by the student.

Using an online audio version of the test is one of the preferred methods of oral presentation as it provides uniform administration statewide. The student should have instructional experience with similar electronic media players found on computers. Unless the student has experience with using electronic media players, the online Audio version of a test may cause more difficulty than assistance.

Virginia Standards of Learning Web-based Assessments
Spring 2004 READ-ALOUD EXAMINER TEST TICKET REQUEST FORM

TO: _____ Division of Assessment and Reporting, VDOE

Phone: _____ 804-225-2102

Fax: _____ 804-371-8978

FROM: _____

Division: _____

Division Director of Testing (DDOT): _____

DDOT Phone Number: _____

DDOT Fax Number: _____

Date: _____

Please fax me Read-aloud Examiner test tickets for the following subjects and quantities:

Subjects	Quantity by Administration		
	Spring 2004 Administration	Spring 2004 Term Graduate	Spring 2004 Expedited Retakes
Algebra I			
Algebra II			
Geometry			
Biology			
Earth Science			
Chemistry			
English: RLR			
VA & US History (1995)			
World History I (1995)			
World History II (1995)			
World Geography (1995)			
VA & US History (2001)			
World History I (2001)			
World History II (2001)			
World Geography (2001)			

PLEASE SIGN AND FAX TO VDOE AFTER RECEIVING YOUR TEST TICKETS

I verify that I have received the correct number of Read-aloud Examiner test tickets based on the above request.

DDOT Signature Date

VDOE USE ONLY			
Date Received	_____	Time Received	_____
Date DDOT Contacted	_____	Time DDOT Contacted	_____
Date Tickets Faxed	_____	Time Tickets Faxed	_____
Date Confirmation Received	_____	Time Confirmation Received	_____

CODING OF STUDENT DEMOGRAPHIC INFORMATION

The following directions apply to students added after the Mass Load data file has been sent to PEM or if your division is hand-entering the students.

The demographic screen from the **eMeasurement™** Services online system is shown below. DDOTs, STCs, Examiners, and designated personnel must review the information below and ensure awareness of all required student demographic information that is to be completed (when applicable) on the student demographic detail screen.

Student Demographic Screen

Add Student

Complete the information below and click Add Student or use the [search](#) function for locating an existing student.

Last Name:	First Name:	MI*:	Unique ID:	Login ID: (leave blank to default to Unique ID)
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Date of Birth:	<input type="text"/>		Grade:	<input type="text" value="Select"/>
Race/Ethnicity*:	<input type="text" value="Select"/>		Gender:	<input type="text" value="Select"/>
Student Number*:	<input type="text"/>		Title I/TAS*:	<input type="text" value="Select"/>
Student Cat-Migrant*:	<input type="text" value="Select"/>		Student Cat-Homeless*:	<input type="text" value="Select"/>
Student Cat-Neg/Del*:	<input type="text" value="Select"/>		N-Code*:	<input type="text" value="Select"/>
LEP*:	<input type="text" value="Select"/>		Disability Status*:	<input type="text" value="Select"/>
S-Code*:	<input type="text" value="Select"/>		SOA Adj - LEP*:	<input type="text" value="Select"/>
C/TE & Tech Prep*:	<input type="text" value="Select"/>		C/TE-Econ Disadv*:	<input type="text" value="Select"/>
C/TE-Single Parent*:	<input type="text" value="Select"/>		C/TE-Disp Homemaker*:	<input type="text" value="Select"/>
C/TE-Nontrad Career*:	<input type="text" value="Select"/>		C/TE-Other5*:	<input type="text" value="Select"/>
C/TE-Other6*:	<input type="text" value="Select"/>		Special Code*:	<input type="text" value="Select"/>
Local Use #1*:	<input type="text"/>		Local Use #2*:	<input type="text"/>

*Complete when applicable.

Student data that has been loaded into the system using the Mass Load procedure may automatically have any of the following fields completed by PEM if they were included in the Mass Load file. Refer to these descriptions when hand-entering a student into the system or making corrections/additions to students previously loaded/entered.

LAST NAME, FIRST NAME, AND MI

The fields for student name are required (middle initial is optional). These fields **must** be completed prior to testing when hand-entering a student into the system.

UNIQUE ID

The Unique ID field is required by the eMeasurement™ Services system. The Unique ID must have the following format: DDD-NNNNNNNNNN where DDD is the 3-digit division code, followed by a dash and the Student Number (variable-length, 12-digit maximum) from the division’s student information system. For example, 006-

548321478965 would be acceptable in this field. This field **must** be completed prior to testing when hand-entering a student into the system.

LOGIN ID

Choose a Login ID that students are familiar with. This may be the same Login ID they use to access your division's network. If you leave the Login ID blank, it will default to the Unique ID. The student will use the Login ID when accessing an online test.

DATE OF BIRTH

The date of birth field is required. Enter information in the following format: MM/DD/YYYY. Use numbers and slashes only. This field **must** be completed prior to testing when hand-entering a student into the system.

GRADE

The field for grade is required. Choose a grade from the drop-down menu. This field **must** be completed prior to testing when hand-entering a student into the system.

RACE/ETHNICITY

The drop-down menu contains the following race/ethnicity choices. Students with origins in the Pacific Islands may be identified as Pacific Islander or Native Hawaiian. A student who does not identify with one of the other race/ethnicity groups may have the "7-Unspecified" choice selected. If students object to providing this information, the field may be left blank.

- 1=American Indian or Alaskan Native
- 2=Asian or Pacific Islander
- 3=Black (Not of Hispanic Origin)
- 4=Hispanic
- 5=White (Not of Hispanic Origin)
- 6=Native Hawaiian
- 7=Unspecified

GENDER

The field for gender is required. Choose a gender from the drop-down menu. This field **must** be completed prior to testing when hand-entering a student into the system.

STUDENT NUMBER

If your division uses a student number, enter the number only as it appears in your student information system. The Student Number field should duplicate the (up to) 12-digit Student Number portion used in the Unique ID field. Be sure to confirm that the data entered in this field is correct in order to match your student information system. While this field is not required, it may be essential when importing SOL score data into your student information system.

TITLE I/TARGETED ASSISTANCE SCHOOL

Select the appropriate subject area if the student is receiving Targeted Assistance Services under Title I. Choose the target area in which the student is receiving assistance:

- Reading and Math
- Reading
- Math
- Science
- History

Students attending schools with Schoolwide Title I programs should not have a value in this field. See the division Title I Coordinator for more information if needed. If you have additional questions, please contact Brenda Spencer in the Office of Program Administration and Accountability (804-371-6201, spencer8@pen.k12.va.us).

STUDENT CATEGORY

Select **Yes** in the appropriate field if the student is classified as one of the following based on the criteria listed below:

Student Category-Migrant

Student Category-Homeless

Student Category-Neglected or Delinquent

Student Category-Migrant

Select **Yes** for a child who is, or whose parent or spouse is, a migratory agricultural worker, including a migratory dairy worker, or a migratory fisher, and who, in the preceding 36 months, in order to obtain, or accompany such parent or spouse, in order to obtain, temporary or seasonal employment in agricultural or fishing work—

- (A) has moved from one school district to another;
- (B) in a State that is comprised of a single school district, has moved from one administrative area to another within such district; or
- (C) resides in a school district of more than 15,000 square miles, and migrates a distance of 20 miles or more to a temporary residence to engage in a fishing activity.

Student Category-Homeless

Select **Yes** for a child who is homeless and attending any school served by the local education agency.

Student Category-Neglected or Delinquent

Select **Yes** for a child in a local institution for neglected or delinquent children and youth, or attending a community day program for such children.

N-CODE

This item is to be completed for students who are eligible for free or reduced-price lunches. STCs will need to determine who will complete this field in each school. You should take into account the confidential nature of this information. Select, as appropriate, either "Free" or "Reduced Price."

LIMITED ENGLISH PROFICIENT (LEP)

Select **Yes** only if the student is classified as limited English proficient (LEP). The criteria for LEP are listed below:

Limited English Proficient (LEP) students:

As of January 8, 2002 an LEP student in the Commonwealth of Virginia is classified according to the federal government definition as described in Public Law 107-110, the *No Child Left Behind Act* of 2001. The law states:

An LEP student is classified as one:	
A.	who is aged 3 through 21;
B.	who is enrolled or preparing to enroll in an elementary school or secondary school
C.	(i.) who was not born in the United States or whose native language is a language other than English; and who comes from an environment where a language other than English is dominant
OR	
(ii.)	(I.) who is a Native American or Alaska Native, or a native resident of outlying areas; and (II.) 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; or
OR	
(iii.)	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 dominant;
AND	
(D.)	whose difficulties speaking, reading, writing, or understanding the English language may be sufficient to deny the individual – (i.) the ability to meet the State's proficient level of achievement on State assessments described in section 1111(b)(3); (ii.) the ability to achieve successfully in classrooms where the language of instruction is English; or (iii.) the opportunity to participate fully in society.
[P.L. 107-100, Title IX, Part A, Sec. 9101, (25)]	

NOTE

In its Consolidated State Application, submitted to USED on September 1, 2003, Virginia has further defined limited English proficient (LEP) students as those who are identified as level 1, level 2, level 3, level 4, monitor year 1, or monitor year 2 according to the English Language Proficiency Standards of Learning. At the end of the second year of monitor status, LEP students are classified as non-LEP (formerly LEP). In addition to these students, grid Section S for those students who have exited LEP monitor status within the last two years. Recent guidance from USED allows Virginia to consider such students as LEP for the purposes of calculating Adequate Yearly Progress (AYP).

DISABILITY STATUS

STCs, Examiners or other designated personnel should complete this field. A disability category must be entered for any student who is identified as having a disability and is provided an accommodation specified in an IEP or 504 Plan. Use codes 1 – 14 and code 16 for students who are eligible for services under the *Individuals with Disabilities Education Act (IDEA)* and who have Individualized Education Programs (IEPs). Use code 15 for "otherwise qualified handicapped" students who are eligible for services under Section 504 of the *Rehabilitation Act of 1973*. The following table lists the Disability Status values to use when completing this field.

Disability Status	Disability Status
01-Mental Retardation	09-Speech/Language Impairment
02-Severe Disabilities	10-Other Health Impairment
03-Multiple Disabilities	12-Deaf-Blind
04-Orthopedic Impairment	13-Autism
05-Visual Impairment (including Blindness)	14-Traumatic Brain Injury
06-Hearing Impairment/Deaf	15-Otherwise Qualified Handicapped -504
07-Learning Disability	16-Developmental Delay (through age 8)
08-Emotional Disturbance	

S-CODE

Select **Yes** if the student is not currently enrolled, but had sufficient standard credits in 2003 to graduate and who is returning only to take an End-of-Course SOL test for verified credit.

SOA ADJUSTMENT-LEP

Select **LEP** in the SOA Adjustment field **ONLY** if she/he meets the criteria in **LIMITED ENGLISH PROFICIENT (LEP)** above **AND** has been enrolled in a Virginia public school for less than 11 semesters. Students who are in membership for the majority of days in a semester are considered to have been enrolled for that semester.

CAREER/TECHNICAL EDUCATION & TECHNICAL PREPARATION PROGRAM

Select the appropriate label for Career/Technical Education students who meet the criteria listed below. The choices from the drop-down menu are as follows:

- Career/Tech Ed Course Only**
- Career/Tech Ed Course & Tech Prep Prog**

If school personnel are unsure about the Career/Technical Education fields, they should check with the school division's Career and Technical Education Administrator. For additional information, please call the Virginia Department of Education, Office of Career and Technical Education at (804) 225-2051.

Career/Tech Ed Course Only

Select Career/Tech Ed Course Only for all students (grades 9-12) who are enrolled in one or more Career and Technical Education course(s) during the same "real time" as an academic course(s) that requires an SOLEOC test. Career and Technical Education content areas are:

- Agriculture Education
- Business and Information Technology
- Family and Consumer Sciences
- Health and Medical Sciences
- Marketing
- Technology Education
- Trade & Industrial Education
- Career Connections, including Special Programs

Career/Tech Ed Course & Tech Prep Prog

Select Career/Tech Ed Course & Tech Prep Prog for **all** students who are enrolled in the secondary component of a Tech Prep program. A student who is enrolled in a Tech Prep program must also be enrolled in a Career and Technical Education course(s).

A Tech Prep program is defined as a program of study that:

- combines at a minimum of two years of secondary education (as determined under State law) with a minimum of two years of post-secondary education in a non-duplicative, sequential course of study
- integrates academic and career and technical instruction and utilizes work-based and worksite learning where appropriate and available
- provides technical preparation in a career field such as engineering technology; applied science; a mechanical, industrial, or practical art or trade; agriculture; health occupations; business; or applied economics
- builds student competence in mathematics, science, reading, writing, communications, economics, and workplace skills through applied, contextual academics and integrated instruction in a coherent sequence of courses
- leads to an associate degree or baccalaureate degree or a post-secondary certificate in a specific career field
- leads to placement in appropriate employment or to further education

CAREER/TECHNICAL EDUCATION -SPECIAL POPULATION STATUS

Select **Yes** in the appropriate field if the student is classified as one of the following. The special population choices are as follows:

Economically Disadvantaged
Single Parent
Displaced Homemaker

Individuals from economically disadvantaged families, including foster children

Students who are (1) eligible for Aid to Families with Dependent Children under Part A, Title IV of the Social Security Act; (2) eligible for benefits under the Food Stamp Act of 1977; and (3) eligible to be counted for purposes of Section 1005, Chapter I, Title I of the Elementary and Secondary Education Act of 1965.

Single parents

Students who are unmarried or legally separated from a spouse and have a minor child or children for which the parent has either custody or joint custody.

Displaced homemakers

Those who (1) have worked primarily without remuneration to care for a home and family, and for that reason have diminished marketable skills, have been dependent on the income of another family member but are no longer supported by that income, or are a parent whose youngest dependent child will become ineligible to receive assistance under Part A of Title IV of the Social Security Act (42 U.S.C. 601 et.seq.) not later than 2 years after the date on which the parent applies for assistance under this title; and (2) are unemployed or underemployed and are experiencing difficulty in obtaining or upgrading employment.

NOTE

If a Career/Tech Ed student has a Disability Status or is classified as LEP, or is coded as Free Lunch or Reduced-price Lunch (N-Code), do NOT complete Career/Tech Ed-Economically Disadvantaged, Career/Tech Ed-Single Parent, or Career/Tech Ed-Displaced Homemaker. If a student does not have a Disability Status or is not classified as LEP, or is not receiving a Free or Reduced-price Lunch, you may complete only ONE: Career/Tech Ed-Single Parent **OR** Career/Tech Ed-Displaced Homemaker.

CAREER/TECHNICAL EDUCATION -NONTRADITIONAL CAREER

Select **Yes** in the C/TE-Nontrad Career field if the student is classified as the non-traditional gender (grades 9-12) who is enrolled in one or more of the course(s) identified for Non-traditional Career Preparation and who are also enrolled in academic course(s) that require(s) a SOL EOC test. To determine this student population:

- Review the list, *Secondary Programs Identified for Nontraditional Career Preparation in Virginia*, found in the Appendix of the *Spring 2004 Division Director of Testing Manual*.
- Determine which courses from this list are offered at each high school and the non-traditional gender classification assigned to these course(s).
- Review the class roster for only the courses offered at your school for non-traditional career preparation. Identify only students classified as the nontraditional gender in these courses.

CAREER/TECHNICAL EDUCATION – OTHER #5 AND #6

Leave Other 5 and Other 6 blank. These fields are currently not used.

SPECIAL CODE

This field should not be used unless authorized by VDOE.

LOCAL USE #1

If this field is to be completed, ensure that STCs, Examiners, or designated personnel understand the procedures involved. Local Use #1 may be used at the division's option. This field will accept alpha and/or numeric characters. However, when the online data is extracted and sent to Harcourt, this field will be truncated to the first 5 characters. Your summary data received from Harcourt will only show the first 5 characters in this field. In addition, the paper answer documents only allow for numbers to be entered into this field. Therefore, to ensure that your local codes can be used for both online and paper/pencil student data, it is recommended that you use up to 5 numbers in this online field.

LOCAL USE #2

This field should be used only if the Re-rostered Reports are to be ordered on the Optional Scoring Services (OSS) Order Form. Local Use #2 must be used for the next term's school building code number. If the code you enter in this field has less than four digits, you must enter leading zeros in front of the number so that your local code can be read correctly by Scoring Services. While the online field will accept alpha and numeric numbers, **you should only enter 4 numbers in this field**. If more than four numbers are entered, the field will be truncated to the first 4 numbers when the data is extracted and sent to Harcourt. If the school code entered does not match the Harcourt records (the building code in the division), the service requested will not be possible. In addition, the Re-rostering service will not be completed if the Optional Scoring Services Order Form received with your paper/pencil testing materials is not submitted with the applicable service selected. Data will be carried on the electronic formats.

CODING OF TEST SPECIFIC STUDENT DETAIL INFORMATION

The Student Test Details screen is accessible only after a student has been added to a test session. Any applicable fields must be completed by STCs or other designated personnel. These fields are NOT included in the Mass Load file. Please ensure that all applicable information is completed before the end of the test window.

Test Specific Screen

Student Test Details				
Test Status	Student Name	Grade	Unique ID	Login ID
Not Started	EXAMINER1, TEST	12	999-EXAMINER1	
Test to be Administered	Test Started	Test Ended	Test Code	
Algebra I				
Termination Reason	Form Taken	Assigned Form Group		
		Main		
Report Exclusion Reason	Report	Assign Accommodation Form	Report Group	
	Yes	Select Accommodation Form	READ-ALOUD CORE 1 GROUP	
Test Administration Data				
*SUBSTITUTE TEST:	Select	*TESTING STATUS:	Select	
*EOC MATH RECOVERY:	Select	*RETEST:	Select	
*SOA ADJ-TRANSFER:	Select	*AYP ADJUSTMENT:	Select	
*Flexible Schedule:	Select	*Group Size:	Select	
*Environmental Mods:	Select	*Visual Aids:	Select	
*Amplification Equip:	Select	*Assist w/Directions:	Select	
*Read Items:	Select	*Audio Version:	Select	
*Interpreting:	Select	*Bilingual Dict-NS:	Select	
*Verbal Response:	Select	*Math Aids:	Select	
*Special Pencil:	Select	*Spelling Aids:	Select	
*Complete when applicable				
<input type="button" value="Back"/> <input type="button" value="Restore"/> <input type="button" value="Apply"/> <input type="button" value="Mark Test Complete"/>				

These are special test accommodations available ONLY as specified in a student's IEP, 504 Plan, or LEP SOL Participation Form.

SUBSTITUTE TEST

For students who were administered a substitute test instead of a corresponding SOL EOC test, mark the student's test complete and select **Yes** in the Substitute Test field. Refer to Section 4.0 in the eMeasurement™ Services *User's Guide for Virginia Standards of Learning Web-based Assessments* for information on how to mark a test complete. If **Yes** is chosen in the Substitute Test field, do **not** make a selection in the Testing Status field. Refer to the subject-specific EOC paper/pencil *Examiner's Manual* for a list of substitute tests.

TESTING STATUS

After all make-up testing has taken place, only an STC or designated personnel is to complete this field to explain why a student did not take one or more of the required SOL tests. The following table, Coding Testing Status, explains the options for completing Testing Status for EOC Web-based Assessments. If a student did not log in to an online test or submit an online test, the test must be marked completed before a Testing Status is chosen. Refer to Section 4.0 in the eMeasurement™ Services *User's Guide for Virginia Standards of Learning Web-based Assessments* for information on how to mark a test complete.

Coding Testing Status

TESTING STATUS:	WHEN TO USE:	PROCEDURE TO FOLLOW:
01 - Absent	If the student was absent during the test session and all make-up sessions.	Click <i>Mark Test Complete</i> on the <u>Student Test Details</u> screen and select 01-Absent in the Testing Status field.
04 - Medical Emergency	If the student is unable to take the test during the test window due to a medical emergency.	Click <i>Mark Test Complete</i> on the <u>Student Test Details</u> screen and select 04-Medical Emergency in the Testing Status field.
05 - Refusal / Disruptive	If the student is too disruptive or refused to take the test.	Click <i>Mark Test Complete</i> on the <u>Student Test Details</u> screen and select 05-Refusal/Disruptive in the Testing Status field.
06 - Alternate Form Used	Only with authorization from the Virginia Department of Education.	Select 06-Alternate Form Used in the Testing Status field on the <u>Student Test Details</u> screen.
07 - Student Cheated	If it is determined that a student cheated.	Click <i>Mark Test Complete</i> on the <u>Student Test Details</u> screen and select 07-Student Cheated in the Testing Status field.
08 - Student not taking class this semester	Only with authorization from the Virginia Department of Education.	Click <i>Mark Test Complete</i> on the <u>Student Test Details</u> screen and select 08 - Student not taking class this semester in the Testing Status field.
09 - Student has already passed this test	If the student previously passed this test but is retaking the class/course.	Click <i>Mark Test Complete</i> on the <u>Student Test Details</u> screen and select 09-Student has already passed this test in the Testing Status field.
10 – Other VDOE authorization only	Only with authorization from the Virginia Department of Education.	VDOE will provide instructions for the online procedures should this Testing Status code be used.
11 – Other VDOE authorization only	Only with authorization from the Virginia Department of Education.	VDOE will provide instructions for the online procedures should this Testing Status code be used.
12 – Other VDOE authorization only	Only with authorization from the Virginia Department of Education.	VDOE will provide instructions for the online procedures should this Testing Status code be used.

EOC MATH RECOVERY (EOC Mathematics Only)

This field is to be completed for students who have participated in remediation recovery programs and are retaking an EOC *Mathematics* test. This field will only appear on the Student Test Details screen when a student is assigned to a *Mathematics* test session.

If EOC MATH RECOVERY has a **Yes** value, do not select a RETEST value. A student may be considered a Math Recovery student only **one** time.

RETEST

Select **1-Retaking for verified credit** for any student who has already passed the class and is **retaking** an SOL EOC test for verified credit. If a student has been identified as Math Recovery, do **not** select **1-Retaking for verified credit** in the Retest field.

SOA AJUSTMENT-TRANSFER

Select **Transfer** under SOA Adjustment if the EOC student meets one of the criteria listed below.

- Students enrolled from another state, private school, or home instruction AFTER 20 instructional hours have elapsed since the beginning of school (or beginning of the semester for block schedules).
- Students who have transferred out of and back into the division during the school year and have been carried in your division's membership for 50% or less of the school year (or 50% of the semester for those on block schedules).

AYP ADJUSTMENT

This field has been added to collect data pertinent to the *No Child Left Behind Act* of 2001. Do **not** complete this field for the History tests. Select the appropriate label for students who meet the criteria listed below. The choices from the drop-down menu are as follows:

A-Transfer from within division

B-Transfer from outside division

C-Transfer from outside state

D-LEP & 1st year enrolled in US schools

Transfer from within division

Student was enrolled in the division on September 30 of the school year and has been enrolled in the division continuously as of the date of testing. The student transferred from one school to another **within** the division during this time period.

Transfer from outside division (*from within the state*)

Student was enrolled in Virginia public schools on September 30 of the school year and has been enrolled in the Virginia public schools continuously as of the date of testing. The student transferred from one division to another **within** the state during this time period.

Transfer from outside state

Student was **not** enrolled in the Virginia public schools on September 30 of the school year and/or has not been enrolled in the Virginia public schools continuously as of the date of testing.

LEP & 1st year enrolled in US schools

Student who is classified as Limited English Proficient (level 1, level 2, level 3, level 4, monitor year 1 or monitor year 2) and who has been enrolled in the U.S. schools for less than one year. This would include LEP students who enrolled into a U.S. school on or after the first day of school for the 2003-2004 school year.

According to the criteria for AYP ADJUSTMENT and SOA ADJUSTMENT, it is possible that both fields may contain a value. If a student transfers from within the school division, complete only AYP ADJUSTMENT, not SOA ADJUSTMENT-TRANSFER.

SPECIAL TEST ACCOMMODATIONS

Only an STC, Examiner, or other designated personnel may complete these fields. Not all accommodations are available for online testing. Before testing begins, please be sure a student's needs can be met through an online test. You must select testing accommodations for students as specified in their IEPs or 504 Plans or on their *LEP SOL Participation Form*. All accommodations that apply to a student must be selected; accuracy is critical. **Only** the accommodations available for a specific EOC test. If any accommodation is selected on the Student Test Details screen, the student's primary disability must be selected in Disability Status and/or the LEP field must have a **Yes** value on the student demographic screen. The following accommodations are available online:

- Flexible Schedule**
- Environmental Mods**
- Amplification Equip**
- Read Items***
- Bilingual Dict-NS**
- Math Aids**
- Group Size**
- Visual Aids**
- Assist w/Directions**
- Interpreting***
- Verbal Response**
- Special Pencil**
- Spelling Aids**
- Audio Version***
- Graph/Scien Calc-Ns**

*This field will read "Read items-NS", "Audio Version-NS", or "Interpreting-NS" on the Student Test Details screen for the English: Reading test.

MARK TEST COMPLETE GUIDELINES

Every student who can be identified for Spring 2004 testing must be accounted for via an online test or a paper answer document. This includes students who were not tested because they were absent, refused or were disruptive, were involved in a medical emergency, failed the course but passed the test and are retaking the course, or have an approved substitute test. For each student not tested, an online test record may be submitted by clicking the *Mark Test Complete* button and choosing the appropriate value from the Testing Status field on the Student Test Details screen. Refer to Section 4.0 of the eMeasurement™ Services *User's Guide for Virginia Standards of Learning Web-based Assessments* for more information on marking a test complete.

Because absent students are to be afforded an opportunity for make-ups, do not mark an absent student's test complete until the end of your testing window. Only the DDOT or STC have authorization to mark a test complete and assign a Testing Status.

Please refer to **TESTING STATUS** in Section 4.0, Coding of Test Specific Student Detail Information, in this supplement for more specific directions regarding when to submit an online test record for a specific Testing Status.

To alleviate confusion regarding the *Mark Test Complete* functionality, the following guidelines have been developed. The guidelines are explained in terms of non-test irregularity and test irregularity situations. In the case of test irregularities, follow the procedures established by VDOE before marking a test complete. Once a test is in Stopped status, an alternate form cannot be assigned.

Refer to Section 4.0 in the eMeasurement™ Services *User's Guide for Virginia Standards of Learning Web-based Assessments* for information on how to mark a test complete.

Non-Test Irregularity Situations

There are some situations **not involving a test irregularity** in which the students were not tested but must be in Stopped status. The following situations are only valid if your division must account for the students currently enrolled in a course (with a corresponding SOL test) that will be completed by the end of the semester. These situations do **not** apply to students who are retesting for verified credit. It's recommended that the following situations be addressed after your testing is complete (including make-up testing, but **not** including Expedited Retakes).

- If a student took a substitute test instead of an SOL test, mark the test complete and select "Yes" from the Substitute Test field. **No** value is selected from the Testing Status field.
- If a student is absent during your entire test window, mark the test complete and assign Testing Status "01-Absent".
- If a student becomes ill while taking an online test and is unable to return to school for the remainder of your test window, mark the test complete and assign Testing Status "04-Medical Emergency". This assumes that the irregularity was previously filed with VDOE, and the student was moved to an Irregularity session.
- If a student is enrolled in the course (due to previously failing the course), but has already passed the corresponding SOL test, mark the test complete and assign Testing Status "09-Student has already passed this test".

Test Irregularity Situations

In the event of a test irregularity, you will be given specific instructions about how to handle the student record. Before marking a test complete, **please wait for a response from VDOE regarding the irregularity**. In general, the following irregularities may require a test to be marked complete.

- If a student is caught cheating on an online SOL test either before or after he/she logs in to the test, mark the test complete and assign “Testing Status 07-Student Cheated”.
- If a student is found to be disruptive or refuses to take/finish an online SOL test either before or after he/she logs in to the test, mark the test complete and assign Testing Status “05-Refusal/Disruptive”.
- If a student becomes ill after he/she has logged in to an online test **on the last day of your test window**, mark the test complete and assign Testing Status “04-Medical Emergency”.

While not all of the situations described above require a Testing Status, the following table is provided to explain the options for completing Testing Status to explain why a student did not take a specific test. (Any student who is enrolled at the time of testing but did not take the corresponding SOL test must be accounted for.) A student must be in Stopped status before a Testing Status is chosen. **It is recommended that this field be completed only after all make-up testing has been finished.**

TESTING STATUS:	WHEN TO USE:	PROCEDURE TO FOLLOW:
01 - Absent	If the student was absent during the test session and all make-up sessions.	Click <i>Mark Test Complete</i> on the <u>Student Test Details</u> screen and select 01-Absent in the Testing Status field.
04 - Medical Emergency	If the student is unable to take the test during the test window due to a medical emergency.	Click <i>Mark Test Complete</i> on the <u>Student Test Details</u> screen and select 04-Medical Emergency in the Testing Status field.
05 - Refusal / Disruptive	If the student is too disruptive or refused to take the test.	Click <i>Mark Test Complete</i> on the <u>Student Test Details</u> screen and select 05-Refusal/Disruptive in the Testing Status field.
07 - Student Cheated	If it is determined that a student cheated.	Click <i>Mark Test Complete</i> on the <u>Student Test Details</u> screen and select 07-Student Cheated in the Testing Status field.
09 - Student has already passed this test.	If the student previously passed this test but is retaking the class/course.	Click <i>Mark Test Complete</i> on the <u>Student Test Details</u> screen and select 09-Student has already passed this test in the Testing Status field.

IDENTIFY AND RESOLVE TESTING IRREGULARITIES

Examiners are to immediately report any testing irregularities to the STC who in turn reports them to the DDOT. A testing irregularity is any occurrence that may inappropriately influence a student's performance. Examples of testing irregularities include, but are not limited to, the following:

- a student becomes ill during testing
- a student is observed cheating during the testing session
- a teacher or another adult provides improper assistance to student
- testing accommodations specified in a student's IEP, 504 Plan, or *LEP SOL Participation Form* are not provided
- a student is provided an accommodation that is not specified in the student's IEP, 504 Plan, or *LEP SOL Participation Form*
- an excessive disturbance or disruption occurs during the testing session
- a network interruption prevents students from accessing the online test

All testing irregularities must be recorded on the *Test Irregularity Form* (on the following page) and submitted to the DDOT **within 24 hours of occurrence**. Photocopy the form as needed. Either the STC or the Examiner may complete the form. The DDOT will give guidance in the proper way to resolve specific test irregularities. There may be times when the DDOT will need to consult with the Division of Assessment and Report at 804-225-2102 for a resolution.

When it is necessary, the DDOT will fax the *Test Irregularity Form* to the Division of Assessment and Reporting at 804-371-8978. Again, this must occur within 24 hours of receipt of an irregularity report from a school. **Please be sure to include "ONLINE TEST" in the description of any online test irregularities as well as include the Test Administration and Session Name for the student(s) involved.**

NOTE

Irregularity sessions should be created before online testing begins for each End-of-Course **subject**, not group, (for example, Algebra I Irregularities) at each school. If a student is unable to complete his/her SOL test after he/she begins, have the student **EXIT** from TestNav™. **Do not have the student click the SUBMIT button; this will submit his/her test for scoring.** Once the student has exited TestNav™, move that student in the online system from that session to the *Irregularities* session. The *Irregularities* session should **never be started**, nor should Student Authorization tickets ever be generated. Following this procedure will prevent incomplete tests from being scored. Further directions will be given after the *Test Irregularity Form* is submitted to VDOE.

When the student is authorized to take the alternate form online, the DDOT will be notified via the *Test Irregularity Form*. Alternate forms for the SOL Web-based Assessments are available for most EOC subjects. Again, the *Test Irregularity Form* will include specific directions regarding the method in which the alternate form is to be delivered. An alternate form can only be assigned by the DDOT via the online system. Refer to Section 4.0 in the eMeasurement™ *Services User's Guide for Virginia Standards of Learning Web-based Assessments* for more information on assigning the alternate form.

VIRGINIA DEPARTMENT OF EDUCATION
STANDARDS OF LEARNING (SOL) WEB-BASED ASSESSMENTS

SPRING 2004 TEST IRREGULARITY FORM

Fax this completed Test Irregularity Form to:
Virginia Department of Education, Division of Assessment and Reporting, 804-371-8978.

Division Name

Division and School Code (e.g., 056-0221)

School Name

Table with 3 columns: Grade, MC Form No., Subject. Row 1: EOC, (blank), (blank)

Date

Directions to the Examiner and/or STC:

Describe the irregularity in the space below. Then the STC should forward this form to the DDOT for action. The STC must report testing irregularities to the DDOT within 24 hours of occurrence. Include the name of each student involved in an irregularity.

Test Administration:

Test Session Name:

Description of Irregularity:

Action Taken (to be completed by DDOT):

Irregularity was forwarded to the Department of Education: NO YES (Date)

Signature of STC: Date:

Signature of DDOT: Date:

This page may be photocopied.

ONLINE TEST SCORES AND REPORTS

Reports for online testing (<http://etest.ncs.com/customers/Virginia/vasol/reporting.htm>) are accessible only after equating has been completed. This spring, all of the forms in the Spring 2004 Term Graduate Administration and most forms in the Spring 2004 Expedited Retake Administration have been previously equated. Scores for those previously equated forms are available after a student has submitted his/her test. Please refer to the Spring 2004 Online Forms Matrix for specific information about forms.

Reports for the Web-based Assessments are generated either synchronously or asynchronously.

- **Synchronous** reports are generated as soon as you request them, and they open in a separate browser window on your workstation. Three reports are generated synchronously: 1) Expedited Retake Eligibility Report, 2) Online Group List Report, and 3) an individual Online Student Performance Report linked from the Online Group List Report.
- **Asynchronous** reports are generated during off-peak system hours, and completed reports are available in PDF format for viewing or download. All reports other than three synchronous reports listed above are generated asynchronously.

Refer to *Online Testing: Getting Your Online Test Scores* for specific information about the type and availability of the online reports. Any information on how to access and generate specific reports may be found in Section 6.0 of the eMeasurement™ Services *User's Guide for Virginia Standards of Learning Web-based Assessments*. Adobe Acrobat Reader® is needed to view and print several reports. Acrobat Reader® can be downloaded and installed free of charge from <http://www.adobe.com/products/acrobat/readstep2.html>.

Once your division's ATP is sent to VDOE, the online records are extracted and sent to Harcourt for inclusion in the Phase 2 summary reports. After the data is extracted, changes (student demographics or test specific) made in the eMeasurement™ system will not be reflected in your Phase 2 reports or the state-level data. Therefore, any changes after this time will require a record change. All summary reports sent to divisions at Phase 2 will include the online data.

Reporting Screen

<p>▶ Online Student Data Alerts - This report provides a list of alerts for your online student data. Please review this list prior to viewing your other reports.</p> <p>▶ Online Student Reports</p> <ul style="list-style-type: none"> - Expedited Retake Eligibility Report - Online Group List Report (View on web) (Request printable PDF) - Online School List Report - Online Division List Report - Online Student Performance Report <ul style="list-style-type: none"> - Group-level Student Performance Report - School-level Student Performance Report - Online Report to Parents <ul style="list-style-type: none"> - Group-level Report to Parents - Information Statement for Report to Parents (Group-Level) - School-level Report to Parents - Information Statement for Report to Parents (School-Level) <p>▶ Electronic Online Student Data File (View File Record Layout)</p> <p>▶ Online Summary Reports</p> <ul style="list-style-type: none"> - School Summary Report - Division Summary Report
--

ONLINE STUDENT DATA ALERTS

This report will identify any alerts that need to be reconciled before printing any student-level or summary reports. Only DDOTs will be able to access this report as it is viewable only by users who have division-level access. The alerts will be sorted by school. DDOTs must resolve alerts or notify STCs to do so. If your division has no online alerts, the alert report will state "There are no alerts at this time". To update student demographic information or test specific information, follow the procedures in 3.0 and 4.0 of the eMeasurement™ Services *User's Guide for Virginia Standards of Learning Web-based Assessments*.

EXPEDITED RETAKE ELIGIBILITY REPORT

This synchronous report will identify all students who failed an SOL Web-based Assessment. The students will be sorted by Group Name followed by Student Name. In addition, those students eligible for an Expedited Retake (students with scores of 375-399) will have an asterisk next to their score.

ONLINE GROUP LIST REPORT

This report will list your students' scores by subject, including Reporting Category scores, at the group level (lowest level of the hierarchy). The report may be generated synchronously by clicking *View on web* or asynchronously by clicking *Request printable PDF*.

The synchronous Online Group List Report (*View on web*) will allow users to view an individual Online Student Performance Report by clicking the student name. In addition, you can request a PDF version of the Online Group List Report by clicking the *Request PDF* button at the bottom of the screen.

ONLINE SCHOOL LIST REPORT

This asynchronous report will list your students' scores by subject, including Reporting Category scores, at the school level.

ONLINE DIVISION LIST REPORT

This asynchronous report will list your students' scores by subject, including Reporting Category scores, at the division level.

ONLINE STUDENT PERFORMANCE REPORT

These asynchronous reports may be requested at the group level or the school level. The school-level reports will display all online EOC tests taken by a student this spring on one report. These reports are to be printed and placed in the students' cumulative folders. VDOE recommends that the Student Performance Reports be saved on a disk or CD ROM and stored in a secure location should the need arise in the future to view or print any of the reports.

This student level data is only accessible online; therefore, you must print your reports before the data is archived. Harcourt will not provide student level data for online students (except for the record labels that come with the summary reports). You will be notified of the archival date well in advance.

ONLINE REPORT TO PARENTS

These asynchronous reports may be requested at the group level or the school level. The school-level reports will display all online EOC tests taken by a student this spring on one report. These reports are to be printed and mailed to the students' parents. VDOE recommends that the Report to Parents be saved on a disk or CD ROM and stored in a secure location should the need arise in the future to view or print any of the reports.

This student level data is only accessible online; therefore, you must print your reports before the data is archived. Harcourt will not provide student level data for online students (except for the record labels that come with the summary reports). You will be notified of the archival date well in advance.

INFORMATION STATEMENT FOR REPORT TO PARENTS

These PDF reports explain the contents of the group-level or school-level Report to Parents. You may print this page out separately and make the appropriate number of copies, or you may print/copy the information sheet on the back of the Report to Parents.

ELECTRONIC ONLINE STUDENT DATA FILE

Because the online student level test data is not included with your student level data received from Harcourt at Phase 1, a data file can be requested of your online student level data from Reporting. The request (per administration) will be processed asynchronously, and an email notification will be sent when the file is ready to be downloaded. This file may be requested as often as necessary; however, it is recommended that one final version be requested and saved after the ATP has been submitted.

Before importing your online data into your student information system, be sure to click *View File Record Layout* and make the appropriate adjustments to your import process. The online record layout matches the record layout contained on the Harcourt data CD ROMs with the addition of one field appended to the end of each record identifying that record as an online score.

SCHOOL SUMMARY REPORT

This asynchronous report will provide you with summary data at the school level and only contains the students who tested online. Phase 2 reports from Harcourt will contain all student test data (paper/pencil and online).

DIVISION SUMMARY REPORT

This asynchronous report will provide you with summary data at the division level and only contains the students who tested online. Phase 2 reports from Harcourt will contain all student test data (paper/pencil and online).

Online Testing: Getting Your Online Test Scores

The information below is a summary of the online reports available through the eMeasurement System. Results will not be available until after the equating process has been completed with the exception of the test administrations that are using previously equated forms (Term Graduates, Expedited Retakes) or select divisions considered “early testers”. Those using previously equated forms will be able to view results after a student has submitted his/her test.

Title	Type	Availability	Sort Order	Information
Online Student Data Alerts	asynchronous ¹	Request placed in the continuous queue, processed in the order received	School/Last Name	Identifies online alerts to be addressed before printing reports and submitting ATP
Expedited Retake Eligibility Report	synchronous	Report generated in real-time and displayed in a separate browser window	Group Name/Last Name	Identifies all students who failed an SOL test; asterisk designates score of 375-399
Online Group List Report <i>View on Web</i>	synchronous	Report generated in real-time and displayed in a separate browser window	Last Name	Lists students' total scores and Reporting Category scores at the group level Single-subject Student Performance Report available from this report
Online Group List Report <i>Request printable PDF</i>	asynchronous ¹	Request placed in continuous queue, processed in the order received	Last Name	Lists students' total scores and Reporting Category scores at the group level
Online School List Report	asynchronous ¹	Request placed in off-hours queue, usually available the following day	Last Name	For selected subject(s), lists students' total scores and Reporting Category scores at the school level
Online Division List Report	asynchronous ¹	Request placed in off-hours queue, usually available the following day	School/Last Name	For selected subject(s), lists students' total scores and Reporting Category scores at the division level

¹All asynchronous reports are current as of the date and time they were generated. If any changes are made in Student Data Management or Test Session Management, a new report will need to be requested.

Title	Type	Availability	Sort Order	Information
Group-level Student Performance Report	asynchronous ¹	Request placed in off-hours queue, usually available the following day	Last Name	Provides basic student demographic information and total and Reporting Category scores for one subject; report may be placed in students' cumulative folders
School-level Student Performance Report	asynchronous ¹	Request placed in off-hours queue, usually available the following day	Last Name/Subject	Provides basic student demographic information and total and Reporting Category scores for all subjects taken; recommended report to be placed in students' cumulative folders
Group-level Report to Parents	asynchronous ¹	Request placed in off-hours queue, usually available the following day	Last Name	Provides basic student demographic information and total and Reporting Category scores for one subject; report may be mailed to parents
School-level Report to Parents	asynchronous ¹	Request placed in off-hours queue, usually available the following day	Last Name/Subject	Provides basic student demographic information and total and Reporting Category scores for all subjects taken; recommended report to be mailed to parents
Electronic Online Student Data File	asynchronous ¹	Request placed in off-hours queue, usually available the following day	No specific sort order	Provides text file of student-level data; import into spreadsheet, database, or other application for analysis
School Summary Report	asynchronous ¹	Request placed in off-hours queue, usually available the following day	No specific sort order	Provides a one-page summary at the school level
Division Summary Report	asynchronous ¹	Request placed in off-hours queue, usually available the following day	No specific sort order	Provides a one-page summary at the division level

¹All asynchronous reports are current as of the date and time they were generated. If any changes are made in Student Data Management or Test Session Management, a new report will need to be requested.

Online Reporting Checklist

Please follow the procedures listed below when accessing your online reports. For more information about each report, refer to the descriptions above.

(When you generate a synchronous report, the system may ask you to enter your Login ID and Password a second time.)

- View your Online Student Data Alerts. This report will identify any alerts that need to be addressed BEFORE your reports are printed.
- Resolve any alerts.
- Generate your Student Data Alerts Report again and verify that all alerts have been resolved. The alert report will state, "There are no alerts at this time" when all alerts have been resolved.
- View/request the Online Group/School List Report and/or the Electronic Online Student Data File
- Examine all student and test data (using either the list report or data file) making any corrections directly in the online administrative system.
- View/print the Student Performance Reports to be filed in the cumulative folders.
- View/print the Report to Parents to be mailed to students' parents.
- Print/copy the Report to Parents Information statement on the back of the Report to Parents.
- Save your Student Performance Reports and Report to Parents (on a diskette or CD ROM) and store them in a secure location in the event that a report is misplaced.
- Submit your division's ATP and request a final Electronic Online Student Data File of your online test results.
- View the Electronic Online Student Data File Record Layout Report before importing your online data into your student information system.
- View and print the School Summary and Division Summary Reports as needed.

USER PROFILES

Due to the high stakes nature of the SOL Web-based Assessments, VDOE has established User Profiles for the STCs and Examiners. The DDOT is responsible for creating STCs in the division and assigning the appropriate authorizations at the designated times. The DDOT may also create the Examiners in the eMeasurement™ system or designate the STC to do so. The following pages identify the authorizations that each STC and Examiner should be given. Please refer to Spring 2004 Checklist for information about when to assign authorizations to the users. For more information about creating and editing users, refer to the eMeasurement™ Services *User's Guide for Virginia Standards of Learning Web-based Assessments*, Section 7.0.

NOTE

A user can assign an authorization to another user only if he/she already has that authorization. For example, if a user cannot access/view reports, then he/she cannot authorize another user to access/view reports.

Authorizations For School Test Coordinators

STCs are to be given access to the eMeasurement™ system at the school level. All tasks that an STC needs to complete for online testing can be accomplished with the authorizations shown on the next page. In addition, the STC's responsibilities for online testing are similar to those for paper/pencil testing. The Get Authorizations right should be assigned to STCs no earlier than 4 days prior to the test window start date. No reporting rights should be given to STCs until after the division's test window end date. The STC may create the Examiners in their building.

Authorizations For Examiners

An Examiner's responsibilities during SOL testing should be limited allowing the Examiner to properly monitor the test environment. The User Profile-Examiner screen shot identifies the maximum rights that an Examiner should have in the eMeasurement™ system. Examiners should not have both authorizations concurrently. Rather, Edit Students (which is comparable to completing the demographic information on answer documents) should be removed before the test window start date and Edit Sessions (which will allow an Examiner to *Resume* a student who has exited from TestNav and complete test specific data) should be available during the test window only. Several divisions do not assign any authorizations to the Examiners as additional protection and security. If your schools are equipped with two-way communication, the Examiner's responsibilities during testing (resuming a student) could be controlled by the STC leaving the Examiner to monitor the test environment.

No users in the division should have the Get Authorizations right after the test window end date except the DDOT. **The DDOT must be sure to remove (at least) this authorization from all users on the last day of the division's test window.** In addition, once the data has been examined and the ATP has been submitted, all Student Data Management and Test Session Management authorizations should be removed from all users. The appropriate users may still have access to reports. VDOE will remove the DDOT's authorizations for Student Data Management and Test Session Management when the ATP is submitted. To quickly view and change the authorizations for users in your division, use the *Search authorizations* feature available from the Security screen (<http://etest.ncs.com/customers/virginia/vasol/system.htm>). For more information on how to use the *Search authorizations* feature, refer to eMeasurement™ Services *User Guide for Virginia Standards of Learning Web-based Assessments*, Section 7.0. Please refer to the Spring 2004 Checklist for the timeframe for removing or granting access to your division users.

User Profile-School Test Coordinator

Authorizations

You are changing access for School Test Coordinator

Select	Item Banks	Select	Objective Structures
	Create Item Bank		Maintain Objective Structures
Select	Reporting	Select	Security Management
	System Monitoring	<input checked="" type="checkbox"/>	Add/Edit Users
	View Student Response Data	<input checked="" type="checkbox"/>	Search Authorizations
	View Counts of Students Currently Testing	<input type="checkbox"/>	Backup User/Share Authorizations

Data Access

You are changing access for School Test Coordinator

Data Type

Organization:

Organization Selection(s)

Virginia High School

Select	Reporting	Select	Student Data Management
<input type="checkbox"/>	Extract - PEM USE ONLY	<input type="checkbox"/>	Add/Edit Group
<input type="checkbox"/>	Online Student Data Alerts	<input type="checkbox"/>	Setup Student Registrations
<input checked="" type="checkbox"/>	School Summary Report	<input checked="" type="checkbox"/>	Add Students
<input checked="" type="checkbox"/>	Expedited Retake Eligibility Report	<input checked="" type="checkbox"/>	Edit Students
<input checked="" type="checkbox"/>	Online Group List Report	<input checked="" type="checkbox"/>	Add/Edit Group--Specified Level
<input type="checkbox"/>	User Statistics - PEM USE ONLY	<input checked="" type="checkbox"/>	Remove Students
<input type="checkbox"/>	Division Summary Report		
<input checked="" type="checkbox"/>	Online School List Report		
<input checked="" type="checkbox"/>	Group-Level Student Performance Report		
<input type="checkbox"/>	Online List Report		
<input type="checkbox"/>	Electronic Online Student Data File		
<input checked="" type="checkbox"/>	School-level Report to Parents		
<input checked="" type="checkbox"/>	Group-level Report to Parents		
<input checked="" type="checkbox"/>	School-level Student Performance Report		
<input type="checkbox"/>	Online Division List Report		
Select	Test Administration Management	Select	Test Session Management
	Add/Edit Administration	<input checked="" type="checkbox"/>	Create Sessions
		<input type="checkbox"/>	Exclude Student from Reports
		<input checked="" type="checkbox"/>	Mark Test Complete
		<input checked="" type="checkbox"/>	Edit Sessions
		<input checked="" type="checkbox"/>	Assign Accommodation Form Group
		<input checked="" type="checkbox"/>	Proctor Caching
		<input checked="" type="checkbox"/>	Get Authorizations
		<input type="checkbox"/>	Assign Alternate Form Groups

Copy Authorizations

Copy the selected entities authorizations to:

Authorizations for Reporting are assigned to the STC after the test window end date

Assigned no earlier than 4 days prior to testing

*cannot be removed

User Profile-Examiner

Authorizations

You are changing access for Test Examiner

Select	Item Banks	Select	Objective Structures
	Create Item Bank		Maintain Objective Structures
Select	Reporting	Select	Security Management
	System Monitoring	<input type="checkbox"/>	Add/Edit Users
	View Student Response Data	<input type="checkbox"/>	Search Authorizations
	View Counts of Students Currently Testing	<input type="checkbox"/>	Backup User/Share Authorizations

Data Access

You are changing access for Test Examiner

Data Type

Organization ▼

Organization Selection(s)

Examiner Group Block 1 ▼

Select	Reporting	Select	Student Data Management
<input type="checkbox"/>	Extract - PEM USE ONLY	<input type="checkbox"/>	Add/Edit Group
<input type="checkbox"/>	Online Student Data Alerts	<input type="checkbox"/>	Setup Student Registrations
<input type="checkbox"/>	School Summary Report	<input type="checkbox"/>	Add Students
<input type="checkbox"/>	Expedited Retake Eligibility Report	<input checked="" type="checkbox"/>	Edit Students
<input type="checkbox"/>	Online Group List Report	<input type="checkbox"/>	Add/Edit Group--Specified Level
<input type="checkbox"/>	User Statistics - PEM USE ONLY	<input type="checkbox"/>	Remove Students
<input type="checkbox"/>	Division Summary Report		
<input type="checkbox"/>	Online School List Report		
<input type="checkbox"/>	Group-Level Student Performance Report		
<input type="checkbox"/>	Online List Report		
<input type="checkbox"/>	Electronic Online Student Data File		
<input type="checkbox"/>	School-level Report to Parents		
<input type="checkbox"/>	Group-level Report to Parents		
<input type="checkbox"/>	School-level Student Performance Report		
<input type="checkbox"/>	Online Division List Report		
Select	Test Administration Management	Select	Test Session Management
	Add/Edit Administration	<input type="checkbox"/>	Create Sessions
		<input type="checkbox"/>	Exclude Student from Reports
		<input type="checkbox"/>	Mark Test Complete
		<input checked="" type="checkbox"/>	Edit Sessions
		<input type="checkbox"/>	Assign Accommodation Form Group
		<input type="checkbox"/>	Proctor Caching
		<input type="checkbox"/>	Get Authorizations
		<input type="checkbox"/>	Assign Alternate Form Groups

Copy Authorizations

Copy the selected entities authorizations to: All ▼ Copy

Authorization given to Examiner before test window start date only

Authorization given to Examiner during test window only

*cannot be removed

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Revised 5/6/04

EARLY WARNING SYSTEM

In the event that a student loses connection to the Internet during a test and is unable to transmit the responses to the questions, PEM has developed an early warning detection system to prevent the student from losing those responses. The Session Roster contains a Status field that will allow an administrator to view when a student has “Started”, “Exited”, and “Stopped” a test. However, if a student loses connection to the Internet, TestNav™ cannot communicate with Test Session Management. Therefore, the student will still appear as “Started” in the Status field.

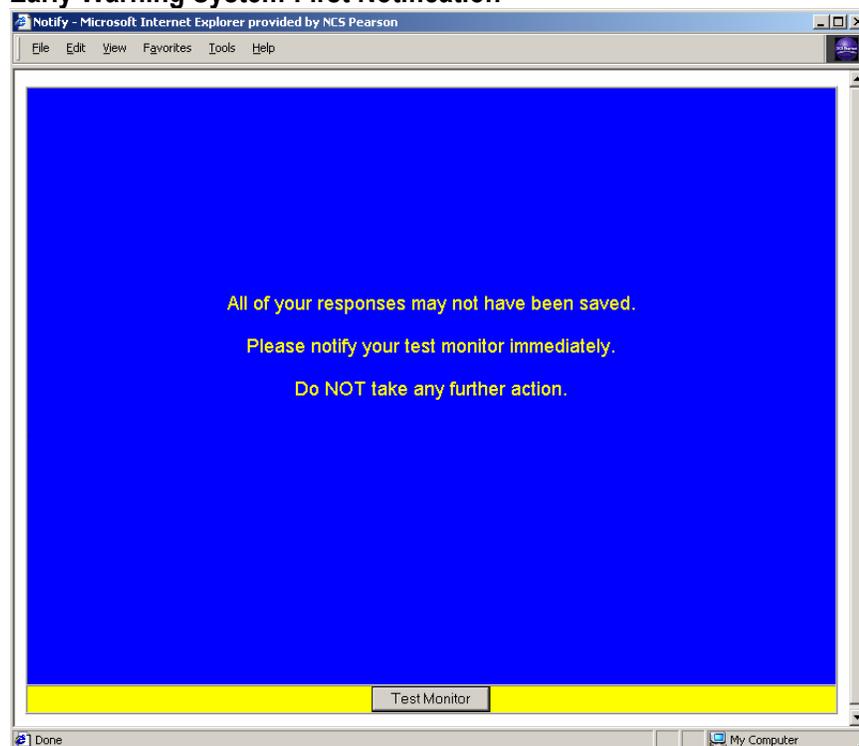
If the workstation has lost connection to the Internet, TestNav™ will notify the student that responses are not being transmitted to the PEM server. The following procedures should be followed if this occurs:

1. The TestNav™ client reaches a threshold where notification is required.
2. TestNav™ notifies the student that responses may not be saved.
3. The student notifies the Examiner as instructed on the screen.
4. The Examiner clicks on the *Test Monitor* button.
5. The Examiner chooses an option for recording the responses.
6. The Examiner then prints or views the student responses.
7. The Examiner can then determine to *Exit TestNav* and resume the student on another workstation or *Continue Testing* if he/she believes the problem is short lived.
8. If the Examiner exits TestNav™, then the student will be resumed in Test Session Management and re-launch TestNav™ on the same or different workstation.
9. The student would resume testing and re-enter any unsaved responses in TestNav™.

NOTE

The student is notified of the failure to transmit (not the Examiner). **If the student ignores the notification, the responses may be lost.**

Early Warning System-First Notification*



The above screen shot shows the first notification to the student that the system is unable to save the responses. The student must notify the Examiner of this situation. This screen is raised in the following circumstances:

1. TestNav™ has tried three consecutive times to transmit a response and was not successful.
2. TestNav client fails to fetch an item file after three consecutive attempts.
3. TestNav™ has not received a confirmation of a successful or unsuccessful transmission in 180 seconds while the student is testing.
4. The TestNav client has not received a confirmation of a successful or unsuccessful transmission of responses within 30 seconds of the student:
 - a. submitting the test, or
 - b. exiting the test (either intentionally or by a security breach).

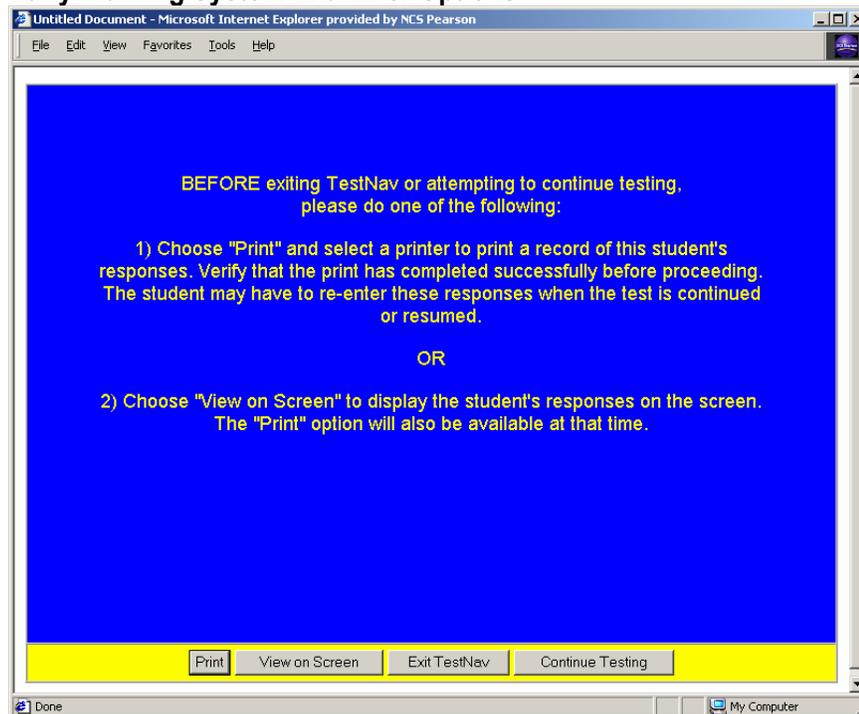
The default timeouts specified in #3 and #4 can be modified. The default values should not be changed unless you are experiencing *repeated* transmission difficulties. The Project Manager for the Virginia Web-based SOL Technology Initiative must contact Sarah Susbury (804-786-5823; ssusbury@mail.vak12ed.edu) or Ellen Kozlowski (804-225-4386; ekozlows@mail.vak12ed.edu) before changing the default values.

Timeout defaults are changed by modifying the values in the TestNav *proxysettings.properties* file. This file is located in the TestNav folder in the directory where TestNav is installed. Double click the *proxysettings.properties* file to open.

- The 180-second timeout (#3) can be adjusted by editing the "TestingTimeout=180" default setting.
- The 30-second timeout (#4) can be adjusted by editing the "SubmitTimeout=30" default setting.

Timeout values must be specified in seconds (minimum of 0 seconds; maximum of 300 seconds). Any setting greater than 300 seconds will default to 300 seconds.

Early Warning System-Examiner Options*



The above screen shot shows the choices that the Examiner will have for recording the student's responses. The Examiner can choose to view the responses online if there is no attached printer. In this case, the Examiner must record the response values manually on paper. The Examiner should verify the accuracy of the transcription of answers; VDOE recommends that a second adult confirm the answers along with the student. If the Examiner clicks *View on Screen*, the screen below will appear.

Early Warning System-View Student Responses*

The student has entered the responses shown below. The items that have not been saved appear in RED.

BEFORE exiting TestNav or attempting to Continue Testing, make a printout to obtain a record of this student's responses. (Click "Print" below, select a printer, and confirm that the print has completed successfully before exiting TestNav or continuing the test.) The student may have to re-enter these responses when the test is continued or resumed.

Student Name: Wayne C Ostler Login ID: 1234566

Section	Question	Option	Response	Saved?
1	Sample Question 1	1	A	Yes
1	Sample Question 2	2	B	Yes
2	Question 1	3	C	Yes
2	Question 2	4	D	No
2	Question 3	3	C	Yes
2	Question 4	2	B	Yes
2	Question 5	3	C	No
2	Question 6	2	B	No
2	Question 7	3	C	No
2	Question 8	2	B	No
2	Question 9		Not answered	N/A
2	Question 10	1	Short Response Value	Yes

Print Exit TestNav Continue Testing

The table displayed in the screen shot above will show all the current responses the student has made for all questions on the test. It is important to note that the saved column indicates which responses have been transmitted. The responses that have not been saved may not necessarily be in consecutive rows if the student has navigated backwards or with item review to change values. From this screen, the Examiner may still choose to print the responses if there is an attached printer.

*These screen shots are mock-ups. The actual screens may vary slightly.

MISCELLANEOUS

Test Administration Audits

There is no plan to conduct any audits of the online tests during the Spring 2004 Test Administration. If an audit is scheduled for a date during which online testing is occurring, the auditor should NOT be allowed to observe the online testing session.

Optional Scoring Services

Optional Scoring Services (OSS) for the SOL tests are available through Harcourt for an additional fee. The OSS order form allows divisions to order optional, additional reports and data files. These scoring services were designed for the paper/pencil processing system.

Any student-level optional reporting service processed at Phase 1 will only contain paper/pencil scores. Any summary-level optional reporting services processed at Phase 2 will contain both paper/pencil and online records as the online data is merged with the paper/pencil data before Phase 2 reports are run.

Re-rostered reports for the EOC tests will include the online records provided that the Local Use #2 field contains data utilized by Harcourt. Local Use #2 must be used for the next term's school building code number. If the code you enter in this field has less than four digits, you must enter leading zeros in front of the number so that your local code can be utilized by Harcourt. While the online system will accept alpha and numeric numbers, **you should only enter 4 numbers in this field**. If more than four numbers are entered, the field will be truncated to the first 4 numbers when the data is extracted and sent to Harcourt. If the school code entered does not match the Harcourt records (the building code in the division), the service requested will not be possible. In addition, the Re-rostering service will not be completed if the Optional Scoring Services Order Form received with your paper/pencil testing materials is not submitted with the applicable service selected.

At this time, the Class-Level Reports service is not available for the online student data. However, if you are interested in locally merging and/or sorting the online and paper student data electronically by teacher or group, be sure that the naming convention used for the field Group Name in your Mass Load file or the Group added to the hierarchy when hand-entering students matches the Teacher, Counselor, or Group Name section on side 2 of the Scoring Service Identification (SSID) Sheet. (The SSID Sheet has a character limit of 20 for the Teacher, Counselor, or Group Name section.) This will enable your division to locally combine the paper/pencil and online student data electronically. If you have any questions, please contact the eSOL team.

MASS LOAD PROCESS

Student data will be loaded into the eMeasurement™ Services web-based testing system via a process called Mass Load. Divisions who are participating in any Spring 2004 test administration can provide student data files prior to testing. **If your division will be hand-entering the student data instead of using the Mass Load process, the Virginia Department of Education (VDOE) will assign the Division Director of Testing the appropriate rights to begin hand-entering the data.**

The student data required for online SOL testing includes the same data that is currently required on the student answer documents for the paper and pencil SOL testing. The demographic data fields are listed in the complete Mass Load Directions found at <http://www.pen.k12.va.us/VDOE/Technology/soltech/docs/massloadir.pdf>.

A student data file may be prepared and submitted using one of the following methods:

1. A completed Excel spreadsheet using the provided template,
2. A tab delimited or comma delimited text file as exported from a student information system with data being provided in the order and format described in this document, or
3. A fixed-length ASCII text file exported from a student information system with data being provided in the order and format described in this document.

If student data files submitted for the Mass Load process are not correctly formatted, the student data will be returned to the division for corrections. This can delay the availability of the student data for creating sessions as well as for testing in the eMeasurement system.

When submitting your student data using options 1, 2, or 3 as listed above, Pearson Educational Measurement is requesting that only one data file per division be submitted listing all students from all schools that will be participating in the Spring 2004 online test administrations. Submit a separate student record for each End-of-Course test administered. For example, if a student is taking Earth Science and Algebra I, that student needs two records, one for Earth Science and a second for Algebra I. Please name your electronic data file using the following naming conventions: **TTYD** where **TT** refers to the test administration (SP=Spring), **YY** refers to the year (YY=04), and **DD** refers to your 3-digit division code. This will assist in expediting the Mass Load process. (This test administration is referred to as Spring 2004 test administration; therefore the TTYD in the file name should be SP04.)

Once the student data file has been prepared, e-mail the file as an attachment or mail a CD or diskette to the following:

Va_online@pearson.com

Pearson Educational Measurement
Attn: Tracey Oehler
2510 North Dodge Street
Iowa City, Iowa 52245

Pearson Educational Measurement has created a process for performing Mass Loads. If Pearson Educational Measurement receives your accurate student data file (properly formatted according to the template, within allowable character limits, and all required fields included) by Wednesday of a given week, the data will be loaded into the eMeasurement Services system and will be available for division and school use on the following Monday by noon.

If student data files are not properly formatted, the data will be returned with an explanation, and the data will **not** be available for division and school use the following Monday.

Changes can be made after the data file has been loaded into the eMeasurement Services system, but any changes will have to be made individually to each student record via the Student Data Management link from the Virginia Standards of Learning Web-based Assessments website, <http://etest.ncspearson.com/customers/Virginia/vasol/index.htm>. (Student Data Management tasks require an administrative user login to access.)

While not all student data fields are required to be entered prior to testing, school divisions are encouraged to include as many fields as possible in the submitted student data file in order to avoid making individual student record changes at a later time.

AUTHORIZATION TO PROCEED

The Authorization to Proceed (ATP) is a document sent to you from Harcourt with your Phase 1 paper/pencil reports. A copy of this form is also available on the following page. This document should only be submitted to VDOE by the DDOT when **all** records (paper/pencil and online including Expedited Retakes) have been reviewed and updated. Once your division's ATP is sent to VDOE, the online records are extracted and sent to Harcourt for inclusion in the Phase 2 summary reports. After the data is extracted, changes (student demographics or test specific) made in the eMeasurement™ system will not be reflected in your Phase 2 reports or the state-level data. Therefore, any changes after this time will require a record change.

To confirm that your school division's results from the SOL End-of-Course non-Writing tests are ready to be summarized, please complete the *Authorization to Proceed* form on the next page according to the following information. **Immediate attention is critical**—your school division cannot receive its summary reports until this step of the process is completed, and state reports cannot be run until all school divisions' summary reports have been processed. Please fax the completed form to the Division of Assessment and Reporting at (804) 371-8978 **no later than 14 days after receipt of your Phase 1b reports from your Expedited Retake administration.**

Do not submit the ATP until you have received/viewed *Student Performance Reports, Reports to Parents, School List Reports*, and electronic student data records for this SOL test administration. If you participated in online testing, you must also view the Student Data Alerts report available through the eMeasurement™ administrative system. Because incorrect coding of certain demographic information could affect interpretation of a student's test results, please review the reports for errors such as those described below.

- Correct ethnicity; add or delete retest, recovery, expedited retake (paper only); add or delete modified standard diploma (paper only).
- Remove student from one school list report and add to correct school.
- DNA ("did not attempt") is displayed although school records show that the student was tested.
- A score of "0" is displayed, but there is no record that the student refused to take the test or was disruptive (05), or that the student cheated (07).
- A note that "The student took a shortened form of the test" is displayed even though the student was not administered a Braille or large-print form of the test (paper only).
- A note that "The student had a non-standard accommodation in this content area" is displayed even though there is no record that the student took the test with a non-standard accommodation.
- Add or delete LEP code, transfer, alternate assessment, AYP adjustment, free/reduced price lunch code.

Corrections of these kinds of errors may be made using the *Record Change Request* form for paper/pencil. Record changes for the online administration should be made directly in the eMeasurement administrative system BEFORE submitting the *Authorization to Proceed*. It is important that record changes be executed prior to the running of the summary information. We will move to the production of your summary reports as soon as you indicate to us, by faxing the completed *Authorization to Proceed* form, which of the following conditions has been met:

- There are no record changes required for the following SOL test administrations in your school division; the Scoring Center may move immediately to summary status:
 - **regular** SOL test administration
 - **Expedited Retake** SOL test administration
 - **online** SOL test administration(s) (Term Graduate, Regular, Expedited Retake, Comparability Study)

OR

- Record changes for the paper/pencil administration are required and enclosed; once processed, the Scoring Center may move to summary status

We will forward your *Authorization to Proceed* (and, if necessary, *Record Change Requests*) to Harcourt immediately upon receipt in our office. If you have questions, please do not hesitate to call the Division of Assessment and Reporting at (804) 225-2102. We appreciate your help in bringing this SOL test administration to closure.

IMPORTANT: Information in the score reports unrelated to interpretation of student results is not included in this “clean up.” **The information listed below may not be edited via the record change process***, though your school division may make corrections as necessary on printed reports and/or in any electronic files:

- Student Name*
- Student Number*
- Gender*
- Date-of-Birth*
- Teacher Name
- School Name

*The divisions that administered online assessments **may** change these fields in Student Data Management prior to submitting your ATP. Any changes made after your ATP has been submitted will **not** be reflected in your summary reports.

Virginia

Standards of Learning Assessments

AUTHORIZATION TO PROCEED TO SOL
SUMMARY REPORTING

Spring 2004
End-of-Course (Non-Writing) Tests

TO: *Virginia Department of Education
Division of Assessment and Reporting*

FAX NO: (804) 371-8978

No. Pages: _____
(including any Record Changes)

DIVISION AUTHORIZATION TO PROCEED (ATP)

DDOT, please check below as required:

There are no record change requests for the following SOL test administrations in this school division. Proceed to the printing of summary reports.

- **regular** SOL test administration
- **Expedited Retake** SOL test administration
- **online** SOL test administration(s)

Please check the online administrations in which you participated:

- Spring 2004 Regular Administration
- Spring 2004 Term Graduate Administration
- Spring 2004 Comparability Administration
- Spring 2004 Expedited Retake Administration

Enclosed are _____ record changes (for the paper/pencil administration) for this school division. Once these record changes have been made, proceed to the printing of summary reports.

DIVISION:

Division name (please print or type)

DDOT:

Signature, Division Director of Testing

DATE:

NOTE: Return this form by fax to the Department of Education at (804) 371-8978 no later than 14 days after receipt of your Phase 1B reports from your Expedited Retake administration. DO NOT SEND THIS FORM TO HARCOURT.

FORMS MATRIX

Divisions have been identified as Early, Core 1, or Core 2 for the Spring 2004 Online Test Administration. The online forms your division administers are based on the designation. The three different forms matrices can be found on the following pages. Below is a list of the divisions according to the designation for this spring (Early, Core 1, Core 2). The forms matrix corresponding to your division's designation should be used to identify which forms are available for online administration and whether they are previously equated. Shaded gray areas in the matrix represent subjects where no online forms are available.

If your division is an Early division, please note that while the 2001 history forms are available to your division online, they are not previously equated. No scores will be available for any online 2001 history forms until late May/early June. If your division needs scores for 2001 history tests prior to early June, you should request appropriate paper-and-pencil tests to administer.

As you and your staff are creating online test sessions, the eMeasurement System will automatically assign the forms listed in the matrix based on the specific Test Administration you select in Session Management. Assigning the correct alternate or accommodation form to an individual student also will require identifying the correct Test Administration and then selecting the appropriate Form Group on the Student Test Detail screen. Please contact the eSOL team with any questions you have about the matrix or how to use the eMeasurement System to administer the correct form.

Early Divisions

Albemarle	Floyd	Nelson
Alleghany	Fluvanna	Northumberland
Appomattox	Franklin County	Nottoway
Augusta	Fredericksburg	Orange
Bath	Giles	Patrick
Bland	Goochland	Poquoson
Bristol	Grayson	Prince Edward
Buchanan	Greene	Pulaski
Buckingham	Greensville	Radford
Carroll	Henry	Rockbridge
Charles City	Highland	Scott
Charlotte	King and Queen	Shenandoah
Charlottesville	King George	Smyth
Clarke	King William	Southampton
Colonial Beach	Lancaster	Spotsylvania
Colonial Heights	Lee	Staunton
Covington	Lexington	Tazewell
Craig	Louisa	Warren
Culpeper	Lunenburg	Washington
Danville	Lynchburg	Waynesboro
Dickenson	Martinsville	Winchester
Essex	Mathews	Wise
	Montgomery	Wythe

Core 1 Divisions

Accomack	Mecklenburg	Sussex
Arlington	Middlesex	Alexandria
Bedford	New Kent	Falls Church
Brunswick	Northampton	Galax
Caroline	Pittsylvania	Hampton
Chesterfield	Powhatan	Hopewell
Cumberland	Prince George	Newport News
Fairfax	Prince William	Norfolk
Fauquier	Rappahannock	Portsmouth
Frederick	Richmond County	Williamsburg - James City
Gloucester	Roanoke County	Chesapeake
Halifax	Russell	Isle Of Wight
Manassas Park	Stafford	West Point

Core 2 Divisions

Botetourt	Loudoun	Rockingham
Campbell	Manassas City	Salem
Hanover	Page	Suffolk
Henrico	Richmond City	Virginia Beach
	Roanoke City	VSDB-Staunton

Early Divisions

Subject	Subject Code	Spring 2004 Administration April 12-June 25				Spring 2004 Term Graduates April 12-June 25				Spring 2004 Expedited Retake Administration April 12-July 9				
		MAIN	ALTERNATE	AUDIO ¹	READ-ALLOUD ¹	MAIN	ALTERNATE	AUDIO ¹	READ-ALLOUD ¹	MAIN	AUDIO ¹	READ-ALLOUD ¹	MAIN	AUDIO ¹
Algebra I (ER)	007											◆ 1F07R		◆ 1F07RR
Algebra I	020	◆ 1J07M		● 1K07RA	◆ 1J07MR				◆ 1J07MR					
Algebra II (ER)	009											◆ 1F47R		◆ 1F47RR
Algebra II	022	◆ 1J47M			◆ 1J47MR				◆ 1J47MR					
Geometry	021													
Biology	014	◆ 1F47S	◆ 1J47N	● 1K47SA	◆ 1F47SR	◆ 1F47S	◆ 1J47N	◆ 1F47SA	◆ 1F47SR	◆ 1E47N	◆ 1F47SA ⁵	◆ 1E47N	◆ 1F47SA ⁵	◆ 1E47NR
Earth Science	013	◆ 1F67S-C ³	◆ 1J67N-C ³		◆ 1F67S-CR ³	◆ 1F67S-C ³	◆ 1J67N-C ³		◆ 1F67S-CR ³	◆ 1E67N		◆ 1E67N		◆ 1E67NR
Chemistry	015	◆ 1F87S	◆ 1J87N-C ³		◆ 1F87SR	◆ 1F87S	◆ 1J87N-C ³		◆ 1F87SR	◆ 1J87N-C ^{3,4}		◆ 1J87N-C ^{3,4}		◆ 1J87NR
English: Reading	001	◆ 1F08T	◆ 1J08P	● 1K08TA	◆ 1F08TR	◆ 1F08T	◆ 1J08P	◆ 1F08TA	◆ 1F08TR	◆ 1E08P	◆ 1F08TA ⁵	◆ 1E08P	◆ 1F08TA ⁵	◆ 1E08PR
VA & US History (1995)	010	◆ 1F67R	◆ 1B67R		◆ 1F67RR	◆ 1F67R	◆ 1B67R		◆ 1F67RR	◆ 1B67R ⁴		◆ 1B67R ⁴		◆ 1B67RR
World History I (1995)	011	◆ 1F87R	◆ 1B87R		◆ 1F87RR	◆ 1F87R	◆ 1B87R		◆ 1F87RR	◆ 1B87R ⁴		◆ 1B87R ⁴		◆ 1B87RR
World History II (1995)	012	◆ 1F07S	◆ 1B07S		◆ 1F07SR	◆ 1F07S	◆ 1B07S		◆ 1F07SR	◆ 1B07S ⁴		◆ 1B07S ⁴		◆ 1B07SR
World Geography (1995)	017	◆ 1F27S ²			◆ 1F27SR	◆ 1F27S ²			◆ 1F27SR					
VA & US History (2001)	023	● 1K67R	◆ 1K72M	● 1K67RA	● 1K67RR	● 1K67R			● 1K67RR	● 1K72M ⁴		● 1K72M ⁴		● 1K72MR
World History I (2001)	024	● 1K87R	● 1K92M		● 1K87RR	● 1K87R			● 1K87RR	● 1K92M ⁴		● 1K92M ⁴		● 1K92MR
World History II (2001)	025	● 1K07S	● 1K12N		● 1K07SR	● 1K07S			● 1K07SR	● 1K12N ⁴		● 1K12N ⁴		● 1K12NR
World Geography (2001)	029	● 1K27S	● 1K32N		● 1K27SR	● 1K27S			● 1K27SR	● 1K32N ⁴		● 1K32N ⁴		● 1K32NR

● These forms have not been equated. Results from these tests will not be available until the equating process has been completed.

◆ These forms have been previously equated. Results from these tests are available after a student has submitted his/her test (except those forms designated with a ³).

¹A in the form number denotes the Audio form; R in the form number denotes Read-aloud form.

²An alternate form is NOT available online. Any students requiring the alternate form will have to be given a paper form.

³This form previously contained an incorrect item which has now been corrected. All answers for the item will be scored as correct. Therefore, this form will have a one-day delay for scoring.

⁴These forms are also alternate forms for the Spring 2004 Administration and/or the Spring 2004 Term Graduate Administration. If students received the alternate form online in either of these cases, they may not be administered an Expedited Retake

⁵These forms are also available in the Spring 2004 Term Graduate Administration. If students took the form online in the Spring 2004 Term Graduate Administration, they may not be administered an Expedited Retake online.

Core 1 Divisions

Subject	Subject Code	Spring 2004 Administration April 12-June 25				Spring 2004 Term April 12-June 25				Spring 2004 Expedited Retake Administration April 12-July 9			
		MAIN	ALTERNATE	AUDIO ¹	READ-ALOUD ¹	MAIN	ALTERNATE	AUDIO ¹	READ-ALOUD ¹	MAIN	AUDIO ¹	READ-ALOUD ¹	
Algebra I (ER)	007												
Algebra I	020	● 1K12M-1K16M 1K22M-1K26M	● 1K07R	● 1K07RA	● 1K12MR	◆ 1J07M			◆ 1J07MR	◆ 1F07R			◆ 1F07RR
Algebra II (ER)	009												
Algebra II	022	● 1K52M-1K56M 1K62M-1K66M	● 1K47R		● 1K52MR	◆ 1J47M			◆ 1J47MR	◆ 1F47R			◆ 1F47RR
Geometry	021												
Biology	014	● 1K52N-1K56N 1K62N-1K66N	● 1K47S	● 1K47SA	● 1K52NR	◆ 1F47S	◆ 1J47N	◆ 1F47SA	◆ 1F47SR	◆ 1E47N	◆ 1F47SA ⁵		◆ 1E47NR
Earth Science	013	● 1K72N-1K76N 1K82N-1K86N	● 1K67S		● 1K72NR	◆ 1F67S-C ³	◆ 1J67N-C ³		◆ 1F67S-CR ³	◆ 1E67N			◆ 1E67NR
Chemistry	015	● 1K92N-1K96N 1K03P-1K07P	● 1K87S		● 1K92NR	◆ 1F87S	◆ 1J87N-C ³		◆ 1F87SR	◆ 1J87N-C ^{3,4}			◆ 1J87NR
English: Reading	001	● 1K13P-1K17P 1K23P-1K27P 1K33P-1K37P	● 1K08T	● 1K08TA	● 1K13PR	◆ 1F08T	◆ 1J08P	◆ 1F08TA	◆ 1F08TR	◆ 1E08P	◆ 1F08TA ⁵		◆ 1E08PR
VA & US History (1995)	010	◆ 1F67R	◆ 1B67R		◆ 1F67RR	◆ 1F67R	◆ 1B67R		◆ 1F67RR	◆ 1B67R ⁴			◆ 1B67RR
World History I (1995)	011	◆ 1F87R	◆ 1B87R		◆ 1F87RR	◆ 1F87R	◆ 1B87R		◆ 1F87RR	◆ 1B87R ⁴			◆ 1B87RR
World History II (1995)	012	◆ 1F07S	◆ 1B07S		◆ 1F07SR	◆ 1F07S	◆ 1B07S		◆ 1F07SR	◆ 1B07S ⁴			◆ 1B07SR
World Geography (1995)	017	◆ 1F27S ²			◆ 1F27SR	◆ 1F27S ²			◆ 1F27SR				
VA & US History (2001)	023	● 1K72M-1K76M 1K82M-1K86M	● 1K67R	● 1K67RA	● 1K72MR					● 1K67R ⁴			● 1K67RR
World History I (2001)	024	● 1K92M-1K96M 1K02J-1K06J	● 1K87R		● 1K92MR					● 1K87R ⁴			● 1K87RR
World History II (2001)	025	● 1K12N-1K16N 1K22N-1K26N	● 1K07S		● 1K12NR					● 1K07S ⁴			● 1K07SR
World Geography (2001)	029	● 1K32N-1K36N 1K42N-1K46N	● 1K27S		● 1K32NR					● 1K27S ⁴			● 1K27SR

● These forms have not been equated. Results from these tests will not be available until the equating process has been completed.

◆ These forms have been previously equated. Results from these tests are available after a student has submitted his/her test (except those forms designated with a ⁵).

¹A in the form number denotes the Audio form; R in the form number denotes Read-aloud form.

²An alternate form is NOT available online. Any students requiring the alternate form will have to be given a paper form.

³This form previously contained an incorrect item which has now been corrected. All answers for the item will be scored as correct. Therefore, this form will have a one-day delay for scoring.

⁴These forms are also alternate forms for the Spring 2004 Administration and/or the Spring 2004 Term Graduate Administration. If students received the alternate form online in either of these cases, they may not be administered an Expedited Retake

⁵These forms are also available in the Spring 2004 Term Graduate Administration. If students took the form online in the Spring 2004 Term Graduate Administration, they may not be administered an Expedited Retake online.

Core 2 Divisions

Subject	Subject Code	Spring 2004 Administration April 12-June 25				Spring 2004 Term Graduates Administration April 12-June 25				Spring 2004 Expedited Retake Administration April 12-July 9			
		MAIN	ALTERNATE	AUDIO ¹	READ-ALLOUD ¹	MAIN	ALTERNATE	AUDIO ¹	READ-ALLOUD ¹	MAIN	AUDIO ¹	READ-ALLOUD ¹	
Algebra I (ER)	007												
Algebra I	020	●1K07R	●1K12M	●1K07RA	●1K07RR	◆1J07M			◆1J07MR			◆1F07RR	
Algebra II (ER)	009											◆1F47RR	
Algebra II	022	●1K47R	●1K52M			◆1J47M			◆1J47MR				
Geometry	021												
Biology	014	●1K47S	●1K52N	●1K47SA	●1K47SR	◆1F47S	◆1J47N	◆1F47SA	◆1F47SR	◆1F47SA ⁵		◆1E47NR	
Earth Science	013	●1K67S	●1K72N		●1K67SR	◆1F67S-C ³	◆1J67N-C ³		◆1F67S-CR ³			◆1E67NR	
Chemistry	015	●1K87S	●1K92N		●1K87SR	◆1F87S	◆1J87N-C ³		◆1F87SR	◆1J87N-C ^{3,4}		◆1J87NR	
English: Reading	001	●1K08T	●1K13P	●1K08TA	●1K08TR	◆1F08T	◆1J08P	◆1F08TA	◆1F08TR	◆1F08TA ⁵		◆1E08PR	
VA & US History (1995)	010	◆1B67R	◆1F67R		◆1B67RR	◆1F67R	◆1B67R		◆1F67RR	◆1B67R ⁴		◆1B67RR	
World History I (1995)	011	◆1B87R	◆1F87R		◆1B87RR	◆1F87R	◆1B87R		◆1F87RR	◆1B87R ⁴		◆1B87RR	
World History II (1995)	012	◆1B07S	◆1F07S		◆1B07SR	◆1F07S	◆1B07S		◆1F07SR	◆1B07S ⁴		◆1B07SR	
World Geography (1995)	017	◆1F27S ²			◆1F27SR	◆1F27S ²			◆1F27SR				
VA & US History (2001)	023	●1K67R	●1K72M	●1K67RA	●1K67RR	●1K67R						●1K72MR	
World History I (2001)	024	●1K87R	●1K92M		●1K87RR							●1K92MR	
World History II (2001)	025	●1K07S	●1K12N		●1K07SR							●1K12NR	
World Geography (2001)	029	●1K27S	●1K32N		●1K27SR							●1K32NR	

●These forms have not been equated. Results from these tests will not be available until the equating process has been completed.

◆These forms have been previously equated. Results from these tests are available after a student has submitted his/her test (except those forms designated with a ³).

¹A in the form number denotes the Audio form; R in the form number denotes Read-aloud form.

²An alternate form is NOT available online. Any students requiring the alternate form will have to be given a paper form.

³This form previously contained an incorrect item which has now been corrected. All answers for the item will be scored as correct. Therefore, this form will have a one-day delay for scoring.

⁴These forms are also alternate forms for the Spring 2004 Administration and/or the Spring 2004 Term Graduate Administration. If students received the alternate form online in either of these cases, they may not be administered an Expedited Retake

⁵These forms are also available in the Spring 2004 Term Graduate Administration. If students took the form online in the Spring 2004 Term Graduate Administration, they may not be administered an Expedited Retake online.

ONLINE TESTING RESOURCES

Resource	Location	Audience*	Description
Virginia Home Page	http://etest.ncs.com/customers/virginia/	D, S, E, T	All portals of online assessment program
Virginia Training Center	http://etest.ncs.com/customers/virginia/vasoltrng/index.htm	D, S, E, T	Training Center for test administrators; login ID and password required
Virginia SOL Web-based Assessment Program	http://etest.ncs.com/customers/virginia/vasol/index.htm	D, S, E, T	Live SOL testing; login ID and password required
Virginia SOL Web-based Assessment Resources	http://etest.ncs.com/customers/virginia/vasol/resources.htm	D, S, E, T	All electronic resources available for online testing
Virginia Practice Assessment Tools (ePat)	http://etest.ncs.com/customers/virginia/pat_home.htm	S, E	Stand-alone applications containing various released tests
TestNav™ Tutorial	http://etest.ncs.com/customers/virginia/vasol/resources.htm	S, E	Animated tutorial showing how to use the TestNav application
eTools™ Live	http://etest.ncs.com/customers/virginia/vasol/resources.htm	S, E	Stand-alone application explaining how to use online tools
Online Supplements	http://www.pen.k12.va.us/VDOE/Assessment/OnlineTesting/index.htm	D, S, E	Manuals for administering VA online tests
Online Reporting: Getting your Online Test Scores	http://www.pen.k12.va.us/VDOE/Technology/soltech/docs/OnlineReports.pdf	D, S	Table summarizing the various reports available from the online system
Best Practices for Online Testing	http://www.pen.k12.va.us/VDOE/Technology/soltech/docs/BestPractices.pdf	D, S	List of suggestions from divisions for successful online testing
Infrastructure Guidelines	http://www.pen.k12.va.us/VDOE/Technology/soltech/docs/infraguide.pdf	T	Instructions for preparing your infrastructure and workstations for online testing
Proctor Caching User's Guide	http://etest.ncs.com/ProctorCachingUsersGuide.pdf	T	Instructions for using proctor caching for online testing
Audio Test Configuration Guidelines	http://etest.ncs.com/customers/virginia/AudioGuidelines.pdf	T	Instructions regarding special technical requirements for administering online audio tests
Steps for Administering the End-of-Course Training Test	http://www.pen.k12.va.us/VDOE/Technology/soltech/docs/TrainingTest.pdf	D, S, T	Comprehensive list of steps to set-up and administer the End-of-Course SOL training test
Steps for Administering the End-of-Course Audio Training Test	http://www.pen.k12.va.us/VDOE/Technology/soltech/docs/AudioTrainingTest.pdf	D, S, T	Comprehensive list of steps to set-up and administer the End-of-Course audio training test
End-of Course Resources			
Spring 2004 Checklist	http://www.pen.k12.va.us/VDOE/Assessment/OnlineTesting/index.htm	D	Timeline for completing necessary activities during online testing
Mass load Directions	http://www.pen.k12.va.us/VDOE/Technology/soltech/docs/massloaddir.pdf	D, T	Instructions for providing PEM with a student data file to pre-load into online system
Mass Load Template	http://www.pen.k12.va.us/VDOE/Technology/soltech/docs/massloadtemp.pdf	D, T	Formatted spreadsheet for providing student data to pre-load into online system

Resource	Location	Audience*	Description
User's Guide	http://etest.ncs.com/customers/Virginia/UsersGuide.pdf	D, S, E, T	Instructions for using all administrative functions of online testing
Training Workbook	http://www.pen.k12.va.us/VDOE/Technology/soltech/docs/trainwkbk.pdf	D, S, E	Step-by-step activities using all administrative functions for online testing
Mark Test Complete Guidelines	http://www.pen.k12.va.us/VDOE/Technology/soltech/docs/MarkTestComplete.pdf	D, S	Instructions for how to account for students not tested in the online system
Spring 2004 Read-aloud Procedures	http://www.pen.k12.va.us/VDOE/Technology/soltech/docs/Read-aloud_Procedures.pdf	D, S	Procedures for administering online read-aloud tests
Read-aloud Request Form (Word)	http://www.pen.k12.va.us/VDOE/Technology/soltech/docs/Read-Aloud_Request_Form.doc	D, S	Form to request read-aloud test tickets for Examiners administering read-aloud tests
Read-aloud Request Form (PDF)	http://www.pen.k12.va.us/VDOE/Technology/soltech/docs/Read-Aloud_Request_Form.pdf	D, S	Form to request read-aloud test tickets for Examiners administering read-aloud tests
Spring 2004 Test Security Guidelines	http://www.pen.k12.va.us/VDOE/Technology/soltech/docs/SP04_Test_Security_Guidelines.pdf	D, S, E, T	Security guidelines that must be read and signed by any individual involved with online testing
Middle School Field Test Resources			
Spring 2004 Middle School Field Test Checklist	http://www.pen.k12.va.us/VDOE/Assessment/OnlineTesting/SP04_Gr67FT_Checlist.pdf	D	Timeline for completing necessary activities during online field testing
Mass Load Directions	http://www.pen.k12.va.us/VDOE/Technology/soltech/docs/Gr67FTmassloaddir.pdf	D, T	Instructions for providing PEM with a student data file to pre-load into online system
Mass Load Template	http://www.pen.k12.va.us/VDOE/Technology/soltech/docs/Gr67FTmassloadtemp.xls	D, T	Formatted spreadsheet for providing student data to pre-load into online system
User's Guide	http://www.pen.k12.va.us/VDOE/Technology/soltech/docs/Gr67FTusersguide.pdf	D, S, E, T	Instructions for using all administrative functions of online field testing
Training Workbook	http://www.pen.k12.va.us/VDOE/Technology/soltech/docs/Gr67FTtrainwkbk.pdf	D, S, E	Step-by-step activities using all administrative functions for online field testing
Read-aloud Request Form (Word)	http://www.pen.k12.va.us/VDOE/Technology/soltech/docs/MS_Read-Aloud_Request_Form.doc	D, S	Form to request read-aloud test tickets for Examiners administering read-aloud field tests
Read-aloud Request Form (PDF)	http://www.pen.k12.va.us/VDOE/Technology/soltech/docs/MS_Read-Aloud_Request_Form.pdf	D, S	Form to request read-aloud test tickets for Examiners administering read-aloud field tests
Spring 2004 Test Security Guidelines	http://www.pen.k12.va.us/VDOE/Technology/soltech/docs/MS_Test_Security_Guidelines.pdf	D, S, E, T	Security guidelines that must be read and signed by any individual involved with online field testing

*D=Division Director of Testing, S=School Test Coordinator, E=Examiner, T=Technology Staff

ONLINE TESTING CONTACT INFORMATION

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Attachment 13: Spring 2004 Checklist

Virginia SOL Web-based Assessment Program Spring 2004 Checklist



This checklist is provided to assist your division with planning for online testing. Unless otherwise noted, the procedures in this checklist refer to the Virginia SOL Web-based Assessments Program (the location for "live" SOL testing). In addition, the procedures refer to the Spring 2004 Administration, Spring 2004 Term Graduate Administration, and Spring 2004 Comparability Study Administration unless noted as **Expedited Retake**. Please refer to the *Division Director of Testing Supplement* (<http://www.pen.k12.va.us/VDOE/Assessment/OnlineTesting/index.htm>) for information about the procedures mentioned below.

Complete?	Procedure	Deadline
	DDOT submits Spring 2004 Online Enrollment survey.	January 26, 2004
	DDOT reviews Division Confirmation Report and verifies all information (i.e. test window dates, subjects, enrollments, etc). Any changes/updates must be provided to VDOE as soon as possible.	Within 14 days of receiving report and continuously until testing begins
	DDOT sets/confirms training date with VDOE (if needed).	March 8, 2004
	DDOT receives Login ID (train<div num>) and Password for Virginia Training Center (http://etest.ncspearson.com/customers/Virginia/vasoltrng/index.htm).. If you participated in Fall 2003 online training/testing, use your training center Login ID and Password from the fall.	March 8, 2004
	Division completes final review of online student data from fall administration.	March 17, 2004
	Division prints/saves final student- and summary-level reports and data extract from fall administration.	March 18, 2004
	DDOT receives Login ID (esol<div num>) and Password for Virginia SOL Web-based Assessments Program (http://etest.ncspearson.com/customers/Virginia/vasol/index.htm). If you participated in Fall 2003 online testing, use your Login ID and Password for the "live" side from the fall. DDOT will be given all Student Data Management, Test Session Management (except the <i>Get Authorizations</i> right), and Reporting rights.	Week of March 29, 2004 (NA for divisions who tested in the fall administration)
	DDOT, Project Managers, and/or STCs participate in training with VDOE (if needed).	At least 4 weeks before online test window start date
	DDOT and Project Manager determine division's online test schedule (number of concurrent tests, number of sessions each day, number of available labs/computers, etc.) based on number of students testing and School Readiness Certification results.	At least 4 weeks before online test window start date
	Project Manager tests infrastructure either with Load Test software or by simulating a testing environment using the Training Test. Be sure the newest version of the test delivery application, TestNav™ (4.7.XXX), has been installed if using the Training Test. If network performance problems occur, contact VDOE as soon as possible.	At least 4 weeks before online test window start date
	Division submits School Readiness Certification to VDOE (if not currently on file) for any high school or middle school participating in online testing.	At least 3 weeks before online test window start date

Virginia SOL Web-based Assessment Program
Spring 2004 Checklist



Complete?	Procedure	Deadline
	Division trains all STCs and/or Examiners that did not attend a scheduled VDOE training session. Please review the School Test Coordinator and Examiner Supplements (http://www.pen.k12.va.us/VDOE/Assessment/OnlineTesting/index.htm) during training. In addition, the Training Workbook may be used as a resource (http://www.pen.k12.va.us/VDOE/Technology/soltech/docs/trainwkbk.pdf).	At least 3 weeks before online test window start date
	Division sends student data in the Mass Load spreadsheet (http://www.pen.k12.va.us/VDOE/Technology/soltech/docs/massloadtemp.pdf) to Pearson Educational Measurement (PEM) (va_online@pearson.com) or hand-enters students in the eMeasurement™ administrative component.	At least 2 weeks before online test window start date
	DDOT distributes Login Ids and Passwords to STC for Virginia SOL Web-based Assessments Program. STC may be given all Student Data Management and Test Session Management rights (except <i>Get Authorizations</i>) at this time. Refer to the User Profiles located in the DDOT Supplement for authorized STC rights.	After STC has been trained or at least 2 weeks before online test window start date
	DDOT or STC ¹ distributes Login Ids and Passwords to Examiners (if needed) for Virginia SOL Web-based Assessments Program. Examiners should only be given the "Edit Student" right within Student Data Management at this time. Refer to the User Profiles located in the DDOT Supplement for authorized Examiner rights.	After Examiners have been trained or at least 2 weeks before online test window start date
	DDOT receives <i>Get Authorizations</i> rights from VDOE.	2 weeks before online test window start date
	DDOT notifies VDOE of number of Examiners tickets needed for each EOC test to be administered with the "read aloud" accommodation.	2 weeks before online test window start date
	DDOT (or STC) and Project Manager identify the workstations to be used for administering the audio online test and installs (or verifies installation of) Audio TestNav™ on the workstations. Because Proctor Caching must be used with Audio TestNav™, those workstations must be configured to retrieve the test content from the Proctor Caching workstation (http://etest.ncs.com/ProctorCachingUsersGuide.pdf). In addition, headphones may be necessary for students taking the audio online test.	2 weeks before online test window start date
	Division trains students to use TestNav™ using the Training Test. Students requiring an audio accommodation should be trained using the Audio Accommodation Form in the Training Center (http://www.pen.k12.va.us/VDOE/Technology/soltech/docs/AudioTrainingTest.pdf). Proctor Caching (http://etest.ncs.com/ProctorCachingUsersGuide.pdf) must be used for the audio online test.	At least 1 week before online test window start date
	DDOT or STC schedules school online test sessions. Choose the appropriate administration (Spring 2004 Administration, Spring 2004 Term Graduate Administration, or Spring 2004 Comparability Study Administration) when creating test sessions to ensure that the correct form is administered to your students. Be sure to create an <i>Irregularity</i> session for each subject administered. Make-up test sessions may be created in advance so that absent students may be moved easily. Proctor Caching (http://etest.ncs.com/ProctorCachingUsersGuide.pdf) must be used for the audio online test. (Please notify PEM HelpDesk at 1-888-597-1103 immediately if any testing after 5:00 PM will be conducted in your division's schools.)	At least 1 week before online test window start date
	DDOT collects signed Test Security Guidelines from STCs, Examiners, Proctors, etc. for the Virginia SOL Web-based Assessments Program. Users may print and sign the Test Security Guidelines that appear on the computer when initially logging in or copy and sign the guidelines in the Appendix of the supplements. The Test Security Guidelines for online testing vary slightly from the paper/pencil Test Security Guidelines. Therefore, it is necessary to collect a signed Test Security Guideline from your staff for each method of test delivery.	NO LATER THAN 1 week before online test window start date
	DDOT gives STC <i>Get Authorizations</i> rights.	4 days before online test window start date

Virginia SOL Web-based Assessment Program
Spring 2004 Checklist



Complete?	Procedure	Deadline
	DDOT completes the 96-Hour Checklist (available in the Appendix of the DDOT Supplement) with the Project Manager.	4 days before online test window start date
	STC prints <i>Student Authorization</i> tickets and secures until day of testing.	4 days before online test window start date
	DDOT or STC ¹ removes the "Edit Student" right within Student Data Management from and grants the "Edit Sessions" right within Test Session Management to Examiners (if needed).	NO EARLIER THAN online test window start date
	DDOT or STC starts test sessions. Audio online test is pre-cached using Proctor Caching. If Proctor Caching is being used for tests other than the audio online test, all test forms to be administered must be pre-cached.	NO EARLIER THAN the morning of the test session
	DDOT or STC stops test sessions. All test forms (audio or otherwise) that were pre-cached are to be purged from the Proctor Caching server.	NO LATER THAN the end of the day the test session began
	STC or Examiner administers the paper/pencil test to the students participating in the Comparability Study (Geometry).	During regular testing window
	STC or Examiner administers the online test to the students participating in the Comparability Study (Geometry). Comparability Study surveys are distributed and completed by students participating.	3-10 days after taking the paper/pencil test
	STC collects and returns completed Comparability Study surveys to Pearson Educational Measurement.	NO LATER THAN the end of your online test window
	STC or Examiner enters all test specific information for students when applicable (test accommodations, EOC Math Recovery, Retest, etc.).	NO LATER THAN online test window end date
	STC ensures that all students currently enrolled in a course requiring an SOL test are accounted for in the online system. Refer to the Mark Test Complete Guidelines (http://www.pen.k12.va.us/VDOE/Technology/soltech/docs/MarkTestComplete.pdf).	NO LATER THAN online test window end date
	DDOT or STC removes the "Edit Sessions" right within Test Session Management from Examiners.	NO LATER THAN online test window end date
	DDOT removes the "Get Authorizations" right within Test Session Management from STCs.	NO LATER THAN online test window end date
	DDOT grants reporting rights to STC for Virginia SOL Web-based Assessments Program. ²	After online test window end date

Virginia SOL Web-based Assessment Program
Spring 2004 Checklist



Complete?	Procedure	Deadline
	DDOT views the Online Student Data Alerts report and addresses alerts identified. DDOT must resolve alerts or notify STC to do so. ²	Before printing reports and submitting your division's ATP ⁴
	DDOT or STC finalizes student demographics and test specific information.	Before printing reports and submitting your division's ATP ⁴
	DDOT or STC prints Student Performance Reports and Report to Parents from necessary administrations (Spring 2004 Administration, Spring 2004 Term Graduate Administration, Spring 2004 Comparability Study Administration). The Information Statement for Report to Parents may be printed or copied on the back of all Report to Parents. ²	After alerts and data have been finalized, before test administration online data is archived
	DDOT or STC saves (on disk or CD ROM) Student Performance Reports and Report to Parents as PDF files and stores in a secure location. ²	After alerts and data have been finalized, before test administration online data is archived
	DDOT and/or STC determines students eligible for Expedited Retakes. ²	After online test window end date and NO LATER THAN July 9, 2004
	If division is participating in online Expedited Retakes , DDOT or STC schedules online Expedited Retake test sessions. Be sure to create an <i>Irregularity</i> session for each subject administered. Make-up test sessions may be created in advance so that absent students may be moved easily. Refer to the online test forms available for Expedited Retakes in the Appendix of the supplements.	Within 3 weeks of receiving scores and NO LATER THAN July 9, 2004
	DDOT reinstates the "Get Authorizations" right within Test Session Management to STCs.	Before online Expedited Retake testing begins
	DDOT or STC ¹ reinstates the "Edit Sessions" right within TestSession Management to Examiners (if needed).	Before online Expedited Retake testing begins
	Division administers Expedited Retakes to students meeting the criteria. Follow same testing procedures listed above for the other administrations.	Within 3 weeks of receiving scores and NO LATER THAN July 9, 2004
	DDOT or STC ¹ removes the "Edit Sessions" right within Test Session Management from Examiners (if needed). DDOT and/or Project Manager verify that any test forms administered via Proctor Caching have been purged from the Proctor Caching servers.	After online Expedited Retake testing ends
	DDOT removes the "Get Authorizations" right within Test Session Management from STCs.	
	DDOT views the Online Student Data Alerts report for Expedited Retakes and addresses alerts identified. DDOT must resolve alerts or notify STC to do so.	Before printing reports and submitting your division's ATP ³
	DDOT or STC finalizes student demographics and test specific information for Expedited Retakes . Be sure that a RETEST value is selected on the <u>Student Test Details</u> screen for every student who was retaking the test for verified credit in the Expedited Retake administration.	Before printing reports and submitting your division's ATP ³

Virginia SOL Web-based Assessment Program
Spring 2004 Checklist



Complete?	Procedure	Deadline
	DDOT or STC prints Student Performance Reports and Report to Parents from the Spring 2004 Expedited Retake Administration. The Information Statement for Report to Parents may be printed or copied on the back of all Report to Parents.	After alerts and data have been finalized, before test administration online data is archived
	DDOT or STC saves (on disk or CD ROM) Student Performance Reports and Report to Parents from the Spring 2004 Expedited Retake Administration as PDF files and stores in a secure location.	After alerts and data have been finalized, before test administration online data is archived
	DDOT submits Authorization to Proceed (ATP) ³ .	After reviewing all paper/pencil and online records including those from Expedited Retakes
	DDOT removes all Student Data Management and Test Session Management rights from STCs.	After division submits ATP ³
	DDOT downloads the Electronic Online Student Data File from Virginia SOL Web-based Assessments Program. A separate file will need to be requested for each administration (Spring 2004 Administration, Spring 2004 Term Graduate Administration, Spring 2004 Comparability Study Administration, and Spring 2004 Expedited Retake Administration).	After division submits ATP ³
	VDOE removes Student Data Management and Test Session Management rights from DDOT. (Reporting authority will remain until the data from the testing administration has been archived.)	After division submits ATP ⁴

¹ DDOT may direct the STC to manage the rights of the Examiners in their respective schools. Your division may decide NOT to create Examiners as users in the online system.

² Tests administered in the Spring 2004 Term Graduate Administration are previously equated forms. Scores for these forms will be accessible immediately after a student has submitted their test for scoring. Tests administered in the Spring 2004 Administration will be post-equated). Scores for these forms will be available after the equating process has been completed. If your division is identified as an "early tester", you will receive previously equated forms in the Spring 2004 Administration. Scores for these forms will be accessible immediately after a student has submitted their test for scoring. Divisions chosen as "early testers" will be notified.

³ The Authorization to Proceed (ATP) is a document sent to you from Harcourt with your Phase 1 paper/pencil reports. A copy of this form is also available in the Appendix of the Division Director of Testing Supplement. This document should only be submitted to VDOE when **all** records (paper/pencil and online including Expedited Retakes) have been reviewed and updated. Once your division's ATP is sent to VDOE, the online records are extracted and sent to Harcourt for inclusion in the Phase 2 summary reports. After the data is extracted, changes (student demographics or test specific) made in the eMeasurement™ system will not be reflected in your Phase 2 reports or the state-level data. Therefore, any changes after this time will require a record change.



Attachment 14: Mark Test Complete Guidelines

To alleviate confusion regarding the *Mark Test Complete* functionality, the following guidelines have been developed. The guidelines are explained in terms of non-test irregularity and test irregularity situations. In the case of test irregularities, follow the procedures established by VDOE (Division Director of Testing Supplement, http://www.pen.k12.va.us/VDOE/Assessment/OnlineTesting/Fall03OnlineDDOT_120403.pdf, Section 11.0) before marking a test complete. Once a test is in Stopped status, an alternate form cannot be assigned.

Refer to Section 4.0 in the eMeasurement™ Services *User's Guide for Virginia Standards of Learning Web-based Assessments* for information on how to mark a test complete.

Non-Test Irregularity Situations

There are some situations **not involving a test irregularity** in which the students were not tested but must be in Stopped status. The following situations are only valid if your division must account for the students currently enrolled in a course (with a corresponding SOL test) that will be completed by the end of the semester. These situations **do not** apply to students who are retesting for verified credit. It's recommended that the following situations be addressed after your testing is complete (including make-up testing, but **not** including Expedited Retakes).

- If a student took a substitute test instead of an SOL test, mark the test complete and select "Yes" from the Substitute Test field. **No** value is selected from the Testing Status field.
- If a student is absent during your entire test window, mark the test complete and assign Testing Status "01-Absent".
- If a student becomes ill while taking an online test and is unable to return to school for the remainder of your test window, mark the test complete and assign Testing Status "04-Medical Emergency". This assumes that the irregularity was previously filed with VDOE, and the student was moved to an Irregularity session.
- If a student is enrolled in the course (due to previously failing the course), but has already passed the corresponding SOL test, mark the test complete and assign Testing Status "09-Student has already passed this test".

Test Irregularity Situations

In the event of a test irregularity, you will be given specific instructions about how to handle the student record. Before marking a test complete, **please wait for a response from VDOE regarding the irregularity**. In general, the following irregularities may require a test to be marked complete.

- If a student is caught cheating on an online SOL test either before or after he/she logs in to the test, mark the test complete and assign "Testing Status 07-Student Cheated".
- If a student is found to be disruptive or refuses to take/finish an online SOL test either before or after he/she logs in to the test, mark the test complete and assign Testing Status "05-Refusal/Disruptive".
- If a student becomes ill after he/she has logged in to an online test **on the last day of your test window**, mark the test complete and assign Testing Status "04-Medical Emergency".

While not all of the situations described above require a Testing Status, the following table is provided to explain the options for completing Testing Status to explain why a student did not take a specific test. (Any student who is enrolled at the time of testing but did not take the corresponding SOL test must be accounted for.) A student must be in Stopped status before a Testing Status is chosen. **It is recommended that this field be completed only after all make-up testing has been finished.**

TESTING STATUS:	WHEN TO USE:	PROCEDURE TO FOLLOW:
01 - Absent	If the student was absent during the test session and all make-up sessions.	Click <i>Mark Test Complete</i> on the <u>Student Test Details</u> screen and select 01-Absent in the Testing Status field.
04 - Medical Emergency	If the student is unable to take the test during the test window due to a medical emergency.	Click <i>Mark Test Complete</i> on the <u>Student Test Details</u> screen and select 04-Medical Emergency in the Testing Status field.
05 - Refusal / Disruptive	If the student is too disruptive or refused to take the test.	Click <i>Mark Test Complete</i> on the <u>Student Test Details</u> screen and select 05-Refusal/Disruptive in the Testing Status field.
07 - Student Cheated	If it is determined that a student cheated.	Click <i>Mark Test Complete</i> on the <u>Student Test Details</u> screen and select 07-Student Cheated in the Testing Status field.
09 - Student has already passed this test.	If the student previously passed this test but is retaking the class/course.	Click <i>Mark Test Complete</i> on the <u>Student Test Details</u> screen and select 09-Student has already passed this test in the Testing Status field.

If you have any questions or are unsure about when to use *Mark Test Complete*, please contact VDOE.



Attachment 15: Online Reporting: Getting your Online Test Scores

The information below is a summary of the online reports available through the eMeasurement System. Results will not be available until after the equating process has been completed with the exception of the test administrations that are using previously-equated forms (Term Graduates, Expedited Retakes) or select divisions considered “early testers”. Those using previously-equated forms will be able to view results after a student has submitted his/her test.

Title	Type	Availability	Sort Order	Information
Online Student Data Alerts	asynchronous ¹	Request placed in the continuous queue, processed in the order received	School/Last Name	Identifies online alerts to be addressed before printing reports and submitting ATP
Expedited Retake Eligibility Report	synchronous	Report generated in real-time and displayed in a separate browser window	Group Name/Last Name	Identifies all students who failed an SOL test; asterisk designates score of 375-399
Online Group List Report <i>View on Web</i>	synchronous	Report generated in real-time and displayed in a separate browser window	Last Name	Lists students' total scores and Reporting Category scores at the group level Single-subject Student Performance Report available from this report
Online Group List Report <i>Request printable PDF</i>	asynchronous ¹	Request placed in continuous queue, processed in the order received	Last Name	Lists students' total scores and Reporting Category scores at the group level
Online School List Report	asynchronous ¹	Request placed in off-hours queue, usually available the following day	Last Name	For selected subject(s), lists students' total scores and Reporting Category scores at the school level
Online Division List Report	asynchronous ¹	Request placed in off-hours queue, usually available the following day	School/Last Name	For selected subject(s), lists students' total scores and Reporting Category scores at the division level
Group-level Student Performance Report	asynchronous ¹	Request placed in off-hours queue, usually available the following day	Last Name	Provides basic student demographic information and total and Reporting Category scores for one subject; report may be placed in students' cumulative folders

¹All asynchronous reports are current as of the date and time they were generated. If any changes are made in Student Data Management or Test Session Management, a new report will need to be requested.

Title	Type	Availability	Sort Order	Information
School-level Student Performance Report	asynchronous ¹	Request placed in off-hours queue, usually available the following day	Last Name/Subject	Provides basic student demographic information and total and Reporting Category scores for all subjects taken; recommended report to be placed in students' cumulative folders
Group-level Report to Parents	asynchronous ¹	Request placed in off-hours queue, usually available the following day	Last Name	Provides basic student demographic information and total and Reporting Category scores for one subject; report may be mailed to parents
School-level Report to Parents	asynchronous ¹	Request placed in off-hours queue, usually available the following day	Last Name/Subject	Provides basic student demographic information and total and Reporting Category scores for all subjects taken; recommended report to be mailed to parents
Electronic Online Student Data File	asynchronous ¹	Request placed in off-hours queue, usually available the following day	No specific sort order	Provides text file of student-level data; import into spreadsheet, database, or other application for analysis
School Summary Report	asynchronous ¹	Request placed in off-hours queue, usually available the following day	No specific sort order	Provides a one-page summary at the school level
Division Summary Report	asynchronous ¹	Request placed in off-hours queue, usually available the following day	No specific sort order	Provides a one-page summary at the division level

¹All asynchronous reports are current as of the date and time they were generated. If any changes are made in Student Data Management or Test Session Management, a new report will need to be requested.

Online Reporting Checklist

Please follow the procedures listed below when accessing your online reports. For more information about each report, refer to the descriptions above.

(When you generate a synchronous report, the system may ask you to enter your Login ID and Password a second time.)

- View your Online Student Data Alerts. This report will identify any alerts that need to be addressed BEFORE your reports are printed.
- Resolve any alerts.
- Generate your Student Data Alerts Report again and verify that all alerts have been resolved. The alert report will state, "There are no alerts at this time" when all alerts have been resolved.
- View/request the Online Group/School List Report and/or the Electronic Online Student Data File
- Examine all student and test data (using either the list report or data file) making any corrections directly in the online administrative system.
- View/print the Student Performance Reports to be filed in the cumulative folders.
- View/print the Report to Parents to be mailed to students' parents.
- Print/copy the Report to Parents Information statement on the back of the Report to Parents.
- Save your Student Performance Reports and Report to Parents (on a diskette or CD ROM) and store them in a secure location in the event that a report is misplaced.
- Submit your division's ATP and request a final Electronic Online Student Data File of your online test results.
- View the Electronic Online Student Data File Record Layout Report before importing your online data into your student information system.
- View and print the School Summary and Division Summary Reports as needed.



Attachment 16: Online Resources

Virginia SOL Web-based Assessment Program
Resources for Online Testing



Resource	Location	Audience*	Description
Virginia Home Page	http://etest.ncs.com/customers/virginia/	D, S, E, T	All portals of online assessment program
Virginia Training Center	http://etest.ncs.com/customers/virginia/vasoltrng/index.htm	D, S, E, T	Training Center for test administrators; login ID and password required
Virginia SOL Web-based Assessment Program	http://etest.ncs.com/customers/virginia/vasol/index.htm	D, S, E, T	Live SOL testing; login ID and password required
Virginia SOL Web-based Assessment Resources	http://etest.ncs.com/customers/virginia/vasol/resources.htm	D, S, E, T	All electronic resources available for online testing
Virginia Practice Assessment Tools (ePat)	http://etest.ncs.com/customers/virginia/pat_home.htm	S, E	Stand-alone applications containing various released tests
TestNav™ Tutorial	http://etest.ncs.com/customers/virginia/vasol/resources.htm	S, E	Animated tutorial showing how to use the TestNav application
eTools™ Live	http://etest.ncs.com/customers/virginia/vasol/resources.htm	S, E	Stand-alone application explaining how to use online tools
Online Supplements	http://www.pen.k12.va.us/VDOE/Assessment/OnlineTesting/index.htm	D, S, E	Manuals for administering VA online tests
Online Reporting: Getting your Online Test Scores	http://www.pen.k12.va.us/VDOE/Technology/soltech/docs/OnlineReports.pdf	D, S	Table summarizing the various reports available from the online system
Best Practices for Online Testing	http://www.pen.k12.va.us/VDOE/Technology/soltech/docs/BestPractices.pdf	D, S	List of suggestions from divisions for successful online testing
Infrastructure Guidelines	http://www.pen.k12.va.us/VDOE/Technology/soltech/docs/infraguide.pdf	T	Instructions for preparing your infrastructure and workstations for online testing
Proctor Caching User's Guide	http://etest.ncs.com/ProctorCachingUsersGuide.pdf	T	Instructions for using proctor caching for online testing
Audio Test Configuration Guidelines	http://etest.ncs.com/customers/virginia/AudioGuidelines.pdf	T	Instructions regarding special technical requirements for administering online audio tests
Steps for Administering the End-of-Course Training Test	http://www.pen.k12.va.us/VDOE/Technology/soltech/docs/TrainingTest.pdf	D, S, T	Comprehensive list of steps to set-up and administer the End-of-Course SOL training test
Steps for Administering the End-of-Course Audio Training Test	http://www.pen.k12.va.us/VDOE/Technology/soltech/docs/AudioTrainingTest.pdf	D, S, T	Comprehensive list of steps to set-up and administer the End-of-Course audio training test
End-of Course Resources			
Spring 2004 Checklist	http://www.pen.k12.va.us/VDOE/Assessment/OnlineTesting/index.htm	D	Timeline for completing necessary activities during online testing
Mass load Directions	http://www.pen.k12.va.us/VDOE/Technology/soltech/docs/massloaddir.pdf	D, T	Instructions for providing PEM with a student data file to pre-load into online system
Mass Load Template	http://www.pen.k12.va.us/VDOE/Technology/soltech/docs/massloadtemp.pdf	D, T	Formatted spreadsheet for providing student data to pre-load into online system
User's Guide	http://etest.ncs.com/customers/Virginia/UsersGuide.pdf	D, S, E, T	Instructions for using all administrative functions of online testing

*D=Division Director of Testing, S=School Test Coordinator, E=Examiner, T=Technology Staff

Resource	Location	Audience*	Description
Training Workbook	http://www.pen.k12.va.us/VDOE/Technology/soltech/docs/trainwkbk.pdf	D, S, E	Step-by step activities using all administrative functions for online testing
Mark Test Complete Guidelines	http://www.pen.k12.va.us/VDOE/Technology/soltech/docs/MarkTestComplete.pdf	D, S	Instructions for how to account for students not tested in the online system
Spring 2004 Read-aloud Procedures	http://www.pen.k12.va.us/VDOE/Technology/soltech/docs/Read-aloud_Procedures.pdf	D, S	Procedures for administering online read-aloud tests
Read-aloud Request Form (Word)	http://www.pen.k12.va.us/VDOE/Technology/soltech/docs/Read-Aloud_Request_Form.doc	D, S	Form to request read-aloud test tickets for Examiners administering read-aloud tests
Read-aloud Request Form (PDF)	http://www.pen.k12.va.us/VDOE/Technology/soltech/docs/Read-Aloud_Request_Form.pdf	D, S	Form to request read-aloud test tickets for Examiners administering read-aloud tests
Spring 2004 Test Security Guidelines	http://www.pen.k12.va.us/VDOE/Technology/soltech/docs/SP04_Test_Security_Guidelines.pdf	D, S, E, T	Security guidelines that must be read and signed by any individual involved with online testing
Middle School Field Test Resources			
Spring 2004 Middle School Field Test Checklist	http://www.pen.k12.va.us/VDOE/Assessment/OnlineTesting/SP04_Gr67FT_Checlist.pdf	D	Timeline for completing necessary activities during online field testing
Mass Load Directions	http://www.pen.k12.va.us/VDOE/Technology/soltech/docs/Gr67FTmassloaddir.pdf	D, T	Instructions for providing PEM with a student data file to pre-load into online system
Mass Load Template	http://www.pen.k12.va.us/VDOE/Technology/soltech/docs/Gr67FTmassloadtemp.xls	D, T	Formatted spreadsheet for providing student data to pre-load into online system
User's Guide	http://www.pen.k12.va.us/VDOE/Technology/soltech/docs/Gr67FTusersguide.pdf	D, S, E, T	Instructions for using all administrative functions of online field testing
Training Workbook	http://www.pen.k12.va.us/VDOE/Technology/soltech/docs/Gr67FTtrainwkbk.pdf	D, S, E	Step-by step activities using all administrative functions for online field testing
Read-aloud Request Form (Word)	http://www.pen.k12.va.us/VDOE/Technology/soltech/docs/MS_Read-Aloud_Request_Form.doc	D, S	Form to request read-aloud test tickets for Examiners administering read-aloud field tests
Read-aloud Request Form (PDF)	http://www.pen.k12.va.us/VDOE/Technology/soltech/docs/MS_Read-Aloud_Request_Form.pdf	D, S	Form to request read-aloud test tickets for Examiners administering read-aloud field tests
Spring 2004 Test Security Guidelines	http://www.pen.k12.va.us/VDOE/Technology/soltech/docs/MS_Test_Security_Guidelines.pdf	D, S, E, T	Security guidelines that must be read and signed by any individual involved with online field testing

*D=Division Director of Testing, S=School Test Coordinator, E=Examiner, T=Technology Staff



Attachment 17: Technology Training Presentation



Virginia's Web-based Standards of Learning Technology Initiative

An Overview of Technical Requirements

Spring 2004

The Web-based SOL Technology Initiative

- Goals:
 - Provide student access to computers at a ratio of one computer for every five students;
 - Create Internet-ready local area network capability in every school;
 - Assure adequate high-speed, high-bandwidth capability for instructional, remedial, and testing needs; and
 - Establish a statewide Web-based Standards of Learning test delivery system.



2

Test Administration System

- Web-based
- Accessible with an industry-standard Web browser
- Secure connection via SSL (port 443)
- All functionality needed for high stakes, standardized test administrations
 - Data management
 - Test management
 - Reporting
 - Security (access control)



3

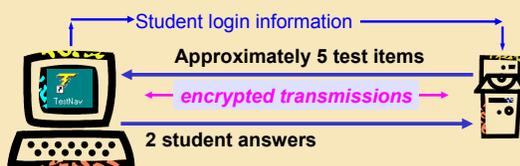
Test Delivery System

- Uses a locally installed Java application (TestNav)
- Delivers test items to students and receives student responses for scoring
- Client/server communications for TestNav occur via http (port 80)
- Content encryption
- Configured for proxy server environments
- Need to configure Internet content filters



4

How does TestNav™ work?



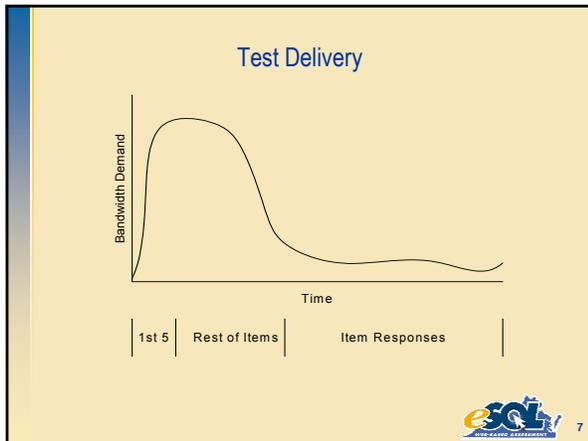
The student opens TestNav™ and authenticates at the Pearson Educational Measurement Server.

Test Delivery System

- Current SOL test size = 500 – 1,000Kb (except Audio Tests)
- Individual SOL item files = 6K – 120K (except Audio Test items)
- Student may begin testing after approximately 5 items are downloaded.
- Remaining items are downloaded in the background.
- Item responses (approx. 2Kb) are transmitted during the testing time.
- Scheduled bursts of traffic



6

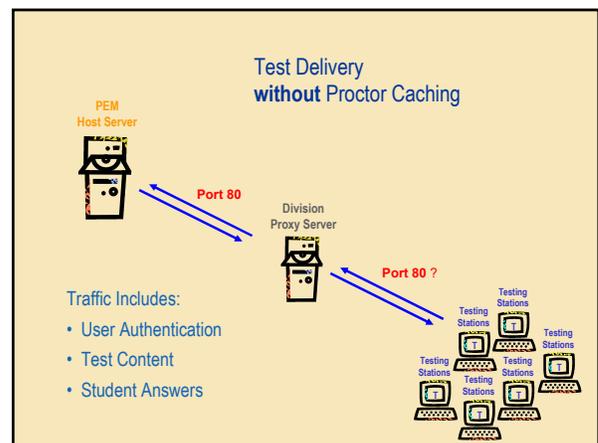


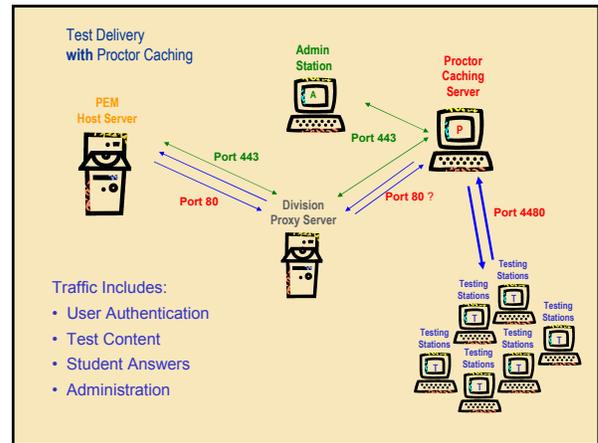
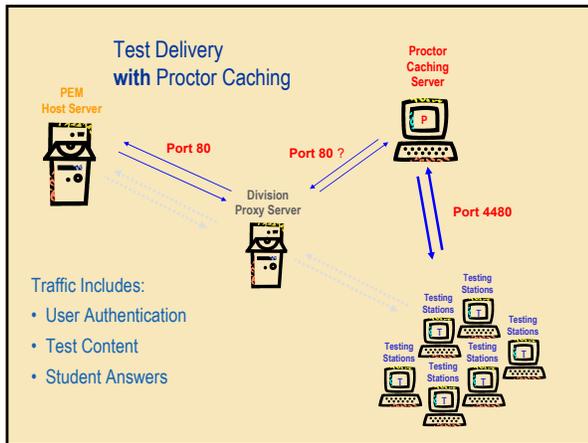
- ### Performance Issues
- Percent utilization of:
- bandwidth (Internet connection and WAN lines)
 - routers and switches
 - servers
- Awareness of one-time events
-
- 8

- ### Potential Solutions
- Caching
 - Control bandwidth/network use
 - Limit Internet traffic
 - Stagger testing start times by 5 to 10 min
 - Increase available bandwidth
 - Test fewer students simultaneously
-
- 9

- ### Infrastructure Guidelines
- Hardware requirements
 - Test Administration
 - Test Delivery
 - Operating System requirements
 - Test Administration
 - Test Delivery
 - Special situations
 - Proctor caching
 - Audio Test
-
- 10

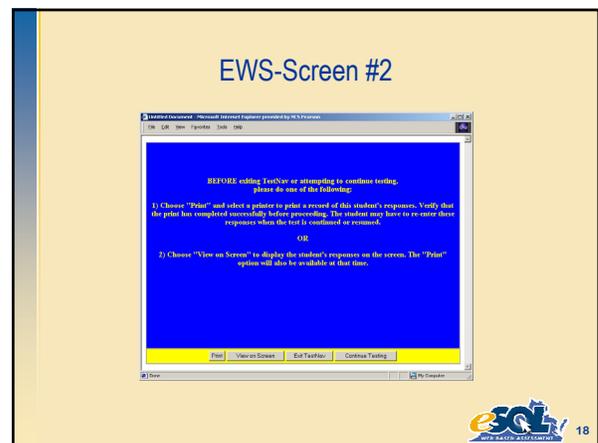
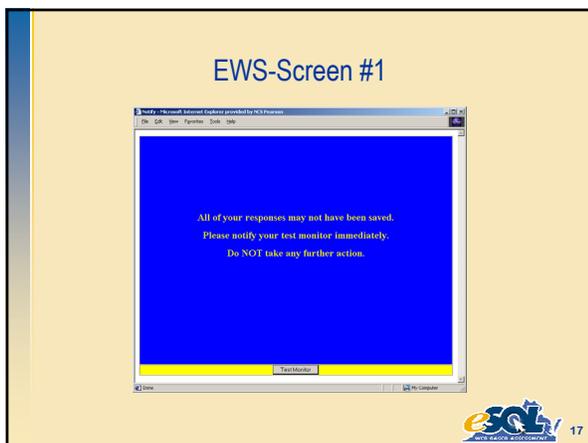
- ### Proctor Caching
- Software-based caching solution
 - Designed to accelerate delivery of test content
 - Specific for TestNav and eMeasurement content
-
- 11





- ### Points to consider
- Placement of Proctor Caching Server
 - Performance
 - Security
 - Responsibility of pre-caching content
 - Who
 - At the proctor caching server or remotely
 - Configured and tested with the Training Test

- ### Early Warning System (EWS)
- EWS Triggers:
- TestNav has tried 3 consecutive times to transmit a response and was not successful.
 - The TestNav client fails to fetch an item file after three consecutive attempts.
 - TestNav client has not received a confirmation of a successful or unsuccessful transmission in 180 seconds while the student is testing.
 - The TestNav client has not received a confirmation of a successful or unsuccessful transmission of responses within 30 seconds of the student:
 - submitting the test, or
 - exiting the test (either intentionally or by a security breach).



EWS-Screen #3

The student has entered the responses shown below. The items that have not been saved appear in RED.

BEFORE exiting TestNav or attempting to Continue Testing, make a printout to obtain a record of this student's responses. (Click "Print" below, select a printer, and confirm that the print has completed successfully, before exiting TestNav or continuing, per test.) The student may have to re-enter these responses when the test is reinitiated or resumed.

ItemID	Question	Options	Response	Saved?
1	Question 1	A	B	Yes
1	Question 2	A	B	Yes
1	Question 3	A	C	Yes
1	Question 4	A	C	Yes
1	Question 5	A	B	Yes
1	Question 6	A	C	Yes
1	Question 7	A	B	Yes
1	Question 8	A	B	Yes
1	Question 9	A	B	Yes
1	Question 10	Not answered	Not answered	NO
1	Question 11	Not answered	Not answered	NO

Other System Features

- Reporting
 - Synchronous
 - Asynchronous
 - Data extract
- Audio TestNav

Planning: Points to Consider

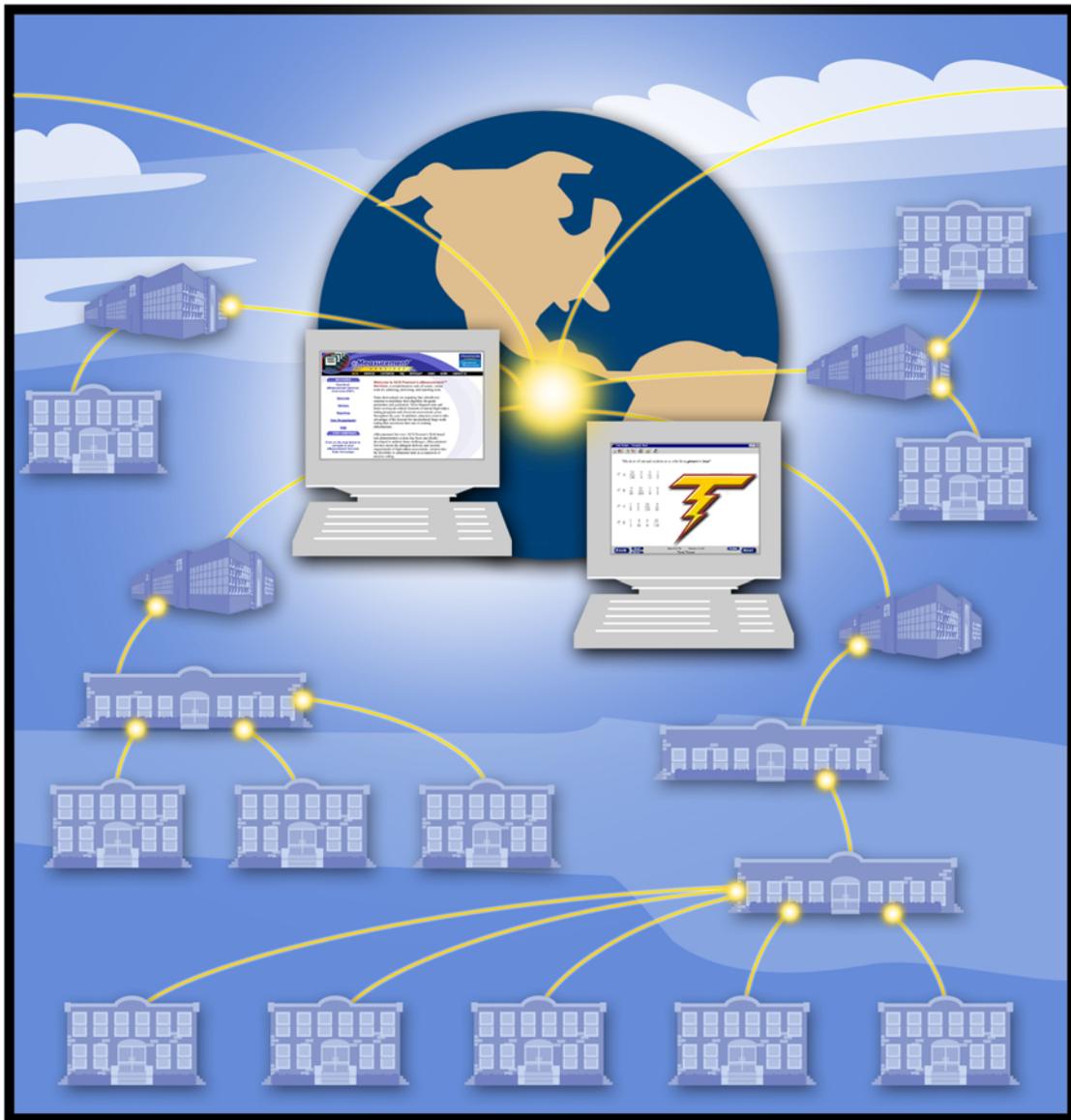
- Proxy environment
- Workstations to be used for load testing
 - Processor Speed
 - RAM
 - Operating System
- LAN/WAN configuration
- Wireless environments

Questions?



Attachment 18: eMeasurement Infrastructure Guidelines

eMeasurement™ Services Infrastructure Guidelines



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Change History Log

January 3, 2003	<ul style="list-style-type: none"> • Initial version
March 10, 2003	<ul style="list-style-type: none"> • Section 9.0 – Added information about installing TestNav on a file server.
March 27, 2003	<ul style="list-style-type: none"> • Section 3.2 & Appendix A – Updated OS/Browser matrix for Macintosh OS X v10.2/IE5.1 and 5.2. • Section 4.0 & Appendix A – Changed recommended Adobe Acrobat Reader version to v5.0.
April 16, 2003	<ul style="list-style-type: none"> • Section 3.1 & Appendix A – Updated OS/Browser matrix for Macintosh/Internet Explorer. IE 4.5 no longer supported.
May 8, 2003	<ul style="list-style-type: none"> • Section 3.1 & Appendix A – Updated OS/Browser matrix. Netscape 6.0 no longer supported.
August 19, 2003	<ul style="list-style-type: none"> • Section 2.0 – Updated minimum and recommended hardware requirements. • Section 3.3 – Deleted reference to Load Tester. • Sections 7.1, 7.2, and 7.2.1 – Removed outdated URLs. • Appendix A – Reformatted.
September 12, 2003	<ul style="list-style-type: none"> • Section 4.0 – Updated recommended Adobe Acrobat Reader version to v5.0 or higher. • Section 9.0 – Added installation instructions for TestNav Upgrade.
October 17, 2003	<ul style="list-style-type: none"> • Section 9.0 – Updated screen shots for TestNav Full Installation
March 5, 2004	<ul style="list-style-type: none"> • Section 7.1 and 7.2.1 – Added new IP addresses. • Section 8.0 – Updated TestNav download and install instructions.
April 6, 2004	<ul style="list-style-type: none"> • Appendix B – Removed OS/Browser matrix for Authoring.
April 23, 2004	<ul style="list-style-type: none"> • Section 8.0 – Expanded instructions for installing TestNav on a file server.
May 14, 2004	<ul style="list-style-type: none"> • Section 2.0 – Increased minimum and recommended RAM for PCs and Macs.
July 30, 2004	<ul style="list-style-type: none"> • Section 3.0 – Updated hardware requirements/ • Section 4.0 – Updated operating system/browser matrices. • Sections 8.1, 8.2, and 8.2.1 – Updated domain names and IP addresses.

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► eMeasurement Services infrastructure requirements are regularly reviewed and updated as needed. To verify that you have the most recent *Infrastructure Guidelines*, compare the publication date on the cover of this document (if you are using a hardcopy version) with the publication date on the electronic version of the *Infrastructure Guidelines* on your eMeasurement Services web site.

Technology is evolving rapidly. Before upgrading your infrastructure based on these guidelines, we strongly suggest that you contact your Pearson Educational Measurement representative.

1.0 Introduction

eMeasurement™ Services comprises a suite of tools that deliver tests and their results electronically via the Internet. This document provides a set of guidelines that assist you in determining the readiness of your infrastructure to successfully use the various components of eMeasurement Services.

Requirements are provided for hardware/software, network connectivity, and intermediate network devices. Also included are detailed instructions for installation of TestNav.

In addition, a Self-assessment Checklist (Appendix A) helps you to assess whether your computer infrastructure meets the minimum requirements needed to deliver tests electronically with the eMeasurement Services system.

1.1 Terminology

In this guide workstations are referred to either as *Administrative* or as *Test Delivery*, depending on their function.

- *Administrative* workstations are typically used by teachers, test administrators, test monitors, etc. to perform test administration functions (e.g., creating and managing test sessions, adding students to a session, monitoring a session, running a report, etc.).
- *Test Delivery* workstations are used to deliver tests to students. Students access the tests within eMeasurement Services by means of TestNav™, our proprietary test delivery application. TestNav is a client-installed Java application that is used instead of a browser to access the Internet and the tests within eMeasurement Services.

2.0 Technical Support

For technical support, please contact the Pearson Educational Measurement Help Desk toll-free at **1-888-597-1103** (M-F, 6:00 a.m. – 5:00 p.m., Central Time).

3.0 Hardware Platforms

The minimum and recommended PC and Apple/Macintosh hardware requirements for all workstations using the eMeasurement Services are listed below.

3.1 Windows Hardware



Windows-based PCs

Minimum	Recommended
<ul style="list-style-type: none">• Pentium II 266 Mhz• 128 MB RAM• 500 MB Available Disk• VGA Display (640 x 480)• Mouse/Pointing Device	<ul style="list-style-type: none">• Pentium II 400 Mhz• 256 MB RAM• 500 MB Available Disk• VGA Display (800 x 600)• Mouse/Pointing Device

3.2 Apple/Macintosh Hardware



Apple/Macintosh

Minimum	Recommended
<ul style="list-style-type: none">• iMAC 233 Mhz• 128 MB RAM• 500 MB Available Disk• VGA Display (640 x 480)• Mouse/Pointing Device	<ul style="list-style-type: none">• iMAC 333 Mhz• 256 MB RAM• 500 MB Available Disk• VGA Display (800 x 600)• Mouse/Pointing Device

4.0 Operating Systems and Browsers

Each function within eMeasurement Services (i.e., administrative, proctor caching, test delivery) has specific operating system/browser requirements. The tables shown on the following pages are used by Pearson Educational Measurement to prioritize the operating system/browser combinations that are tested and certified for each function.

4.1 Administrative Workstations

The tables below show the testing matrices used to prioritize the operating system/browser combinations that are tested and certified for the eMeasurement Services administrative component, which encompasses all test administration functions (e.g., creating and managing test sessions, adding students to a session, etc.). Typical users of the administrative component are teachers, test administrators, test monitors, etc.

4.1.1 Windows Operating Systems/Browsers

 Windows OS	 Internet Explorer		 Netscape Navigator	
	5.5	6.0	6.1	7.1
Windows 98 rel 1	1	2	2	1
Windows 98 rel 2	1	2	2	1
Windows 2000	1	1	2	1
Windows XP	2	1	2	1

1 = fully supported 2 = minimally supported 3 = not supported

4.1.2 Apple/Macintosh Operating Systems/Browsers

 Mac OS	 Internet Explorer		 Netscape Navigator		 Apple Safari
	5.1.7	5.2.3	6.2	7.1	1.0
Mac OS 9	1	n/a	1	n/a	n/a
Mac OS 9.1	1	n/a	1	n/a	n/a
Mac OS 9.2	1	n/a	1	n/a	n/a
Mac OS X	3	n/a	n/a	n/a	2
Mac OS X v10.1	3	1	n/a	1	2
Mac OS X v10.2	3	1	n/a	1	2

1 = fully supported 2 = minimally supported 3 = not supported

4.2 Proctor Caching Workstations

Proctor Caching provides a tool to accelerate the delivery of test content to students and to reduce the amount of bandwidth required for electronic testing.

► For specific eMeasurement Services proctor caching configuration guidelines, please refer to the *Proctor Caching User's Guide* located on the Resources page of your eMeasurement Services website

The tables below show the testing matrices used to prioritize the operating system/browser combinations that are tested and certified by eMeasurement Services for use on a proctor caching workstation.

4.2.1 Windows Operating Systems/Browsers

 Windows OS	 Internet Explorer		 Netscape Navigator	
	5.5	6.0	6.1	7.1
Windows 98 rel 1	1	2	2	1
Windows 98 rel 2	1	2	2	1
Windows 2000	1	1	2	1
Windows XP	2	1	2	1

1 = fully supported 2 = minimally supported 3 = not supported

4.2.2 Apple/Macintosh Operating Systems/Browsers

 Mac OS	 Internet Explorer		 Netscape Navigator		 Apple Safari
	5.1.7	5.2.3	6.2	7.1	1.0
Mac OS 9	1	n/a	1	n/a	n/a
Mac OS 9.1	1	n/a	1	n/a	n/a
Mac OS 9.2	1	n/a	1	n/a	n/a
Mac OS X	3	n/a	n/a	n/a	2
Mac OS X v10.1	3	1	n/a	1	2
Mac OS X v10.2	3	1	n/a	1	2

1 = fully supported 2 = minimally supported 3 = not supported

4.3 Test Delivery Workstations

TestNav™ is locally installed Java application that delivers a test to students. It must be installed either on all individual computers used for delivering a test to students, or on a server that is accessible by all computers used for delivering a test to students. Note that TestNav does not use a browser.

This table shows which operating systems are supported for the TestNav test delivery system.

Test Delivery Workstations

 Windows OS	OS Supported for TestNav	 Macintosh OS	OS Supported for TestNav
Windows 95	no	Mac OS 7.6.1	no
Windows 95 SR1(A)	no	Mac OS 8.0	no
Windows 95 SR2(B)	no	Mac OS 8.1	yes
Windows 95 SR3(C)	yes	Mac OS 8.6	yes
Windows 98 rel 1	yes	Mac OS 9	yes
Windows 98 rel 2	yes	Mac OS 9.1	yes
Windows NT 4.0	yes	Mac OS 9.2	yes
NT 4.0 SP3	yes	Mac OS X – native ¹	yes
NT 4.0 SP4	yes	Mac OS X v10.1 – native ¹	yes
NT 4.0 SP5	yes	Mac OS X v10.2 – native ¹	yes
Windows 2000	yes	Mac OS X – classic ²	no
Windows M.E.	yes	Mac OS X v10.1 –classic ²	no
Windows XP	yes	Mac OS X v10.2 – classic ²	no

¹ native mode = Mac OS X installed without Mac OS 9.x
²classic mode = Mac OS X installed with Mac OS 9.x

5.0 Additional Software

1. Adobe Acrobat Reader® 5.0 (or higher) must be installed in order to view and print reports in a PDF format.

► Adobe Acrobat is required only on Administrative workstations that are used for viewing and printing reports or student “test tickets.”

2. Macromedia Flash® 5.0 (or higher) must be installed on Test Delivery and Administrative workstations in order to view the TestNav tutorial via a browser.

6.0 Issues/Special Considerations

If the test is secured, eMeasurement Services’ TestNav delivery engine does not permit access to other desktop applications (including applications that may be launched automatically) without terminating the test.

Any applications that may automatically launch on a computer should be configured not to launch during testing sessions.

Common applications that may launch automatically include:

- Anti-virus software performing automatic updates
- Power management software on laptops warning of low battery levels
- Screen savers
- E-mail with auto message notification

7.0 Network Connectivity

All communications for administrative tasks and test delivery occur via TCP/IP. All workstations must have TCP/IP installed and the network must be capable of routing traffic to the Internet.

Prior to testing, an analysis should be performed to determine whether network bottlenecks exist and at what level of usage they potentially will impact testing.

The protocol/port combinations used by eMeasurement Services are:

Protocol/Port	Function
http/80	Test Delivery and Administrative workstations
https/443	Administrative workstations

In general, the amount of bandwidth required for a given environment will be dependent on 1) number of students testing simultaneously, 2) size of test being administered, 3) Internet caching, and 4) WAN topology.

As a rule of thumb, testing will require a minimum of 6 Kilobits/second of network bandwidth end-to-end for each user.

This is the minimum bandwidth; additional bandwidth will speed the test delivery process. Note that this bandwidth requirement assumes linear (not adaptive) test delivery with traditional test items. Delivery of audio files, for example, significantly increases bandwidth consumption and requires greater network bandwidth.

The 6 Kilobits/second represents the amount of bandwidth available versus leased. For example, if a school district has a 1.54 Mb/s connection to the Internet, but it is 50% busy prior to testing, testing should have 512 Kb/s available for the entire district. Content caching servers (i.e., Proctor Caching) can significantly reduce the amount of bandwidth required when implemented correctly. (For more information about caching, see Section 8.3.)

7.1 Local Area Network (LAN)

eMeasurement Services products are not dependent on the type of LAN technology used. Token Ring, Ethernet, and Wireless Ethernet (802.11b) are all known to work well. Most LANs run at speeds of 10Mb/s or greater. This should be sufficient bandwidth on the LAN for testing, assuming that the LAN is not already congested.

7.2 Wide Area Network (WAN)

eMeasurement Services products are not dependent on the type of WAN technology used. However, bandwidth should be carefully reviewed for all WAN links to ensure that each examinee workstation has a minimum of 6 Kilobits/second available during testing sessions.

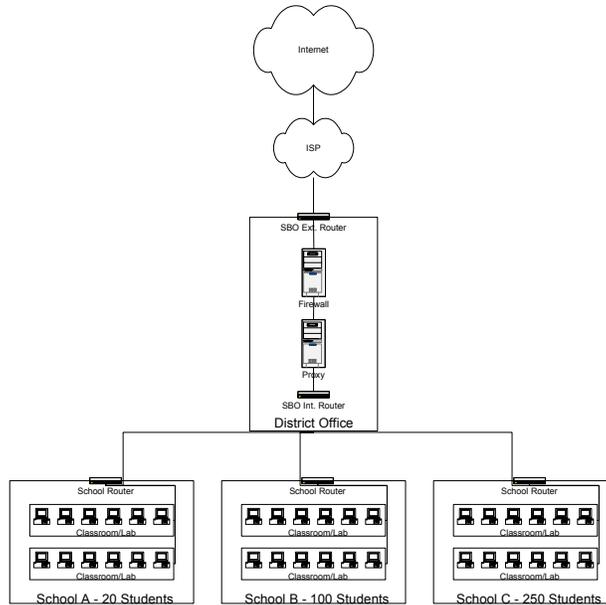
7.3 Internet Connectivity

Internet connectivity is the most common bottleneck when delivering tests. The amount of connectivity to the Internet is dependent on the total number of requests that the Internet connection must service in a given time period.

When determining how much Internet bandwidth will be needed for electronic testing, it is important to consider the total number of students accessing the Internet *concurrently* in a given testing session. Many school districts share a common connection to the Internet and therefore must size the Internet connection appropriately to handle all concurrent testing across the district. Again, the rule of thumb is 6 Kilobits/second per student.

The schematic below shows a district's Internet connection that is shared by three schools connected through the district office.

Infrastructure Guidelines



School A anticipates 20 students testing simultaneously, School B anticipates 100 students, and School C anticipates 250 students. To calculate required bandwidth from school to district office for each school in this district, multiply the number of students testing simultaneously by 6 Kilobits/second per student. For example:

School	# Students x 6 Kb/s Per Student	Total Bandwidth
School A	20 students x 6 Kb/s per student =	120 Kb/s
School B	100 students x 6 Kb/s per student =	600 Kb/s
School C	250 students x 6 Kb/s per student =	1,500 Kb/s
School District	370 students x 6 Kb/s per student =	2,200 Kb/s

Thus, the bandwidth required from the district office to the Internet is the sum of the bandwidth requirements for each school within the district (2,200 Kb/s).

8.0 Intermediate Network Devices

This section presents guidelines for schools using firewalls, proxy servers, and Internet caching for eMeasurement Services test delivery.

8.1 Firewall

If there is a firewall between the workstations being used for electronic testing and the Internet, the following destination/protocol/port combinations must be allowed through the firewall:

Domain Name	IP Address	Protocol/Port
etest.ncspearson.com	165.193.128.162	TCP/http port: 80
etest.pearson.com	165.193.128.162 206.17.160.33	TCP/http port: 80
www1.etest.ncspearson.com	165.193.128.163	TCP/https port: 443
www4.etest.pearson.com	165.193.128.29 206.17.160.34	TCP/https port: 443
www5.etest.ncspearson.com	165.193.128.30	TCP/http port: 80
www7.etest.pearson.com	165.193.128.30 206.17.160.37	TCP/http port: 80
www6.etest.ncspearson.com	165.193.128.112	TCP/https port: 443
www8.etest.pearson.com	165.193.128.112 206.17.160.38	TCP/https port: 443

8.2 Proxy Servers/Content Filtering

The following URLs must not be blocked on any proxy servers or by any software that is used for Internet content filtering:

etest.ncspearson.com
etest.pearson.com
www1.etest.ncspearson.com
www4.etest.pearson.com
www5.etest.ncspearson.com
www7.etest.pearson.com
www6.etest.ncspearson.com
www8.etest.pearson.com

Proxy Environments

Many school districts use proxy servers in their network environments. Proxy servers are placed between client nodes and the Internet and are used to forward requests from internal nodes to the Internet. Proxy servers may perform some or all of the following functions:

- *Protocol Filtering* to control which protocols are forwarded to the Internet
- *User Authentication* to control who can access the Internet
- *Machine Authentication* to control which workstations can access the Internet
- *Content Filtering* to control which Internet content users can access
- *Content Caching* to speed access for frequently visited sites

In order for an application to access the Internet in a proxy server environment, the application must know the hostname and port number of the proxy server. Once the application is made aware of the proxy server, it sends all requests for network services to the proxy server for processing. The proxy server receives the incoming requests and must determine what to do with them. If all of the functions listed above have been implemented, the proxy server will:

1. Verify that the protocol of the request is serviceable (e.g., ICMP, UDP, etc., may be blocked by the proxy server).
2. Ask the user to authenticate that the proxy server does not already recognize him/her as being logged in.
3. Verify that the source address of the request is on the list of allowed workstations.
4. Verify that the requested network object is not blocked by an Internet content filter. (Most Internet content filter vendors provide lists of sites organized by category that administrators can decide to block or allow.)
5. Check the proxy server's local disk to see whether the requested object exists in cache. (If the object is in cache, the proxy server will send it directly to the requestor without having to access it from the Internet.)

Assuming that the request passes all of the above steps, the proxy server then stores a record of the request in memory and issues its own request for the same object out to the Internet. When the reply returns to the proxy server, the server matches the reply to the original request stored in memory and forwards the reply to the original requestor.

8.2.1 Configuring a Proxy Environment for TestNav

- **Protocols:** TestNav uses the same protocol to communicate on the Internet as a web browser: TCP/http. Proxy servers and firewalls must be configured to allow http on port 80 to the Internet.

▶ If your school is using Symantec Web Security as an Internet content filter AND has it configured to require individual user authentication, follow these steps for launching TestNav:

1. Open an industry-standard browser.
2. Login to Symantec Web Security.
3. Keep the browser open.
4. Launch TestNav.

- **User Authentication:** If user authentication is enabled on a proxy server or firewall, the session timeout value should be set to at least be equal to the length of the test. This will help prevent users from losing their session with the proxy server or firewall while taking a test.
- **Machine Authentication:** If machine authentication is necessary, all workstations running TestNav must be recognized by the proxy server as valid clients.
- **Content Filtering:** The following URLs must be allowed through any content filters that have been implemented:

etest.ncspearson.com
etest.pearson.com
www1.etest.ncspearson.com
www4.etest.pearson.com
www5.etest.ncspearson.com
www7.etest.pearson.com
www6.etest.ncspearson.com
www8.etest.pearson.com

- **Name Resolution:** TestNav uses DNS to resolve the above hostnames to IP addresses when communicating. Clients must be able to query DNS to resolve the hostnames listed above. If there are problems with DNS functioning correctly, a local host's file can be used with the following entries:

etest.ncspearson.com	165.193.128.162
etest.pearson.com	165.193.128.162 206.17.160.33
www1.etest.ncspearson.com	165.193.128.163
www4.etest.pearson.com	165.193.128.29 206.17.160.34
www5.etest.ncspearson.com	165.193.128.30
www7.etest.pearson.com	165.193.128.30 206.17.160.37
www6.etest.ncspearson.com	165.193.128.112
www8.etest.pearson.com	165.193.128.112 206.17.160.38

8.2.2 Configuring TestNav for a Proxy Environment

1. After TestNav is installed, go to the directory in which you installed TestNav.
2. Double-click the "TestNav" folder.
3. Double-click the **proxysettings.properties** file.
4. Complete the "Proxy_Host =" command by entering the IP address of your proxy server (e.g., Proxy_Host =10.2.201.217).
5. Complete the "Proxy_Port =" command by entering the port number of your proxy server (e.g., Proxy_Port =80).

If a proxy server is in use, but you do not know the IP address and port number of your proxy server, follow these steps:



Internet Explorer

1. Open Internet Explorer.
2. Go to Tools > Internet Options.
3. Select the Connections tab.
4. Click the *LAN Settings* button to see the proxy IP address and port number. (It may be necessary to click the *Advanced* button to see the values.) Use the information appearing in the HTTP Proxy field.



Netscape Navigator

1. Open Netscape Navigator.
2. Go to Edit > Preferences.
3. Expand the Advanced category by clicking the "+" sign.
4. Select Proxies. Your proxy server IP address and port should appear in the HTTP Proxy field.

8.3 Proctor Caching

Caching Internet content (i.e., proctor caching) greatly reduces the amount of bandwidth required for electronic testing. We recommend that customers use proctor caching for test delivery. For specific eMeasurement Services proctor caching configuration recommendations, please refer to the *Proctor Caching User's Guide* located on the Resources page.

9.0 Downloading and Installing TestNav

Students access the tests within eMeasurement Services by means of TestNav, our test delivery application. TestNav is used instead of a browser to access the Internet and the tests within eMeasurement Services. TestNav uses HTTP to communicate with the server applications in the same manner a browser connects to host systems.

One of the first steps for ensuring a successful on-line administration is to download and install TestNav onto your computer system.

There are two approaches to installing TestNav:

1. Install TestNav on each workstation that will be used for accessing the eMeasurement Services tests.
-- OR--
2. Install TestNav on a file server within your LAN environment and place shortcuts on each workstation. Note that this is the **preferred** approach for this installation. Please consult your local technology administrator if you need help placing shortcuts on the workstations.

► File Server Installation

1. Download and install TestNav to the file server as you would on a client machine (see Section 9.1).
2. Add a shortcut of *TestNav.exe* to each client machine. Students will need only read access to the TestNav directory. (If using TestNav Audio for **audio** testing, students will need write access to the temp folder within the TestNav directory.)
 - When installing TestNav to a file server, you must ensure that clients refer to the TestNav installation consistently. If a drive mapping is used, all clients must use the same drive mapping (e.g., t:\testnav) to access the TestNav application. TestNav must be installed using the same mappings that clients will use to access the program. (Note that Novell file servers typically use file mapping.)
 - To ensure a consistent installation, install TestNav to the file server from the client machine. To do this, access the shared drive on the server from the client machine and execute the installation file.

9.1 Downloading TestNav

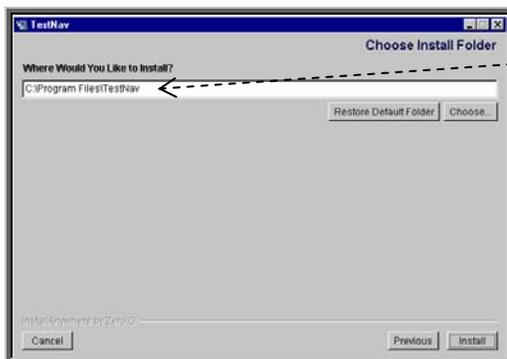
To access the TestNav download file, use your web browser and follow these steps:

1. Go to your testing program's home page, then click the *Test Delivery* link to access the Test Delivery screen.
2. Click the appropriate *Download Installer* link to download the TestNav application to your machine.
3. Make note of the name and location of the downloaded file on your machine.

9.2 Installing TestNav

To install the downloaded TestNav application:

1. Go to the downloaded TestNav application on your machine.
2. Double click the TestNav application to begin the installation. The Introduction screen will appear.
3. Read the instructions, then click the *Next* button. The Installation Folder screen will appear. The default installation folder will appear in the text box.



The default installation folder will appear here.

If you want to install the TestNav in a folder other than the default folder, click the *Choose* button and choose the new location.

4. After selecting the TestNav installation folder, click the *Install* button to begin the install process. The Installing TestNav screen will appear.



5. After installation is complete, a confirmation message will appear.

9.3 Launching TestNav

1. When students take a “live” test online, TestNav is launched by clicking on the TestNav icon on the desktop.
2. To access the test, enter the URL from the Student Authorization Letter (Test Ticket) in the TestNav address field.

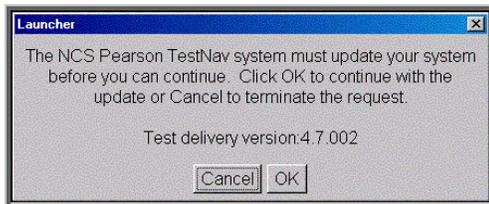
► If your school is using Symantec Web Security as an Internet content filter AND has it configured to require individual user authentication, follow these steps for launching TestNav:

1. Open an industry-standard browser.
2. Login to Symantec Web Security.
3. Keep the browser open.
4. Launch TestNav.

9.4 TestNav Auto Update

When you select (or enter) your testing program’s URL on the TestNav screen, the system automatically detects the version of TestNav that is currently installed.

1. If the system detects that your TestNav version needs to be updated, the following pop-up message will be displayed.



If this pop-up does not appear, then your TestNav does not require an automatic update.

2. Click *OK* to start the automatic TestNav update. A “Loading” pop-up will indicate that the TestNav update is in progress.
3. When the Loading pop-up disappears, your TestNav has been successfully updated and the TestNav login screen be displayed.
4. Log in to TestNav.

Appendix A – Self-assessment Checklist

Use this checklist to verify that infrastructure requirements have been met.

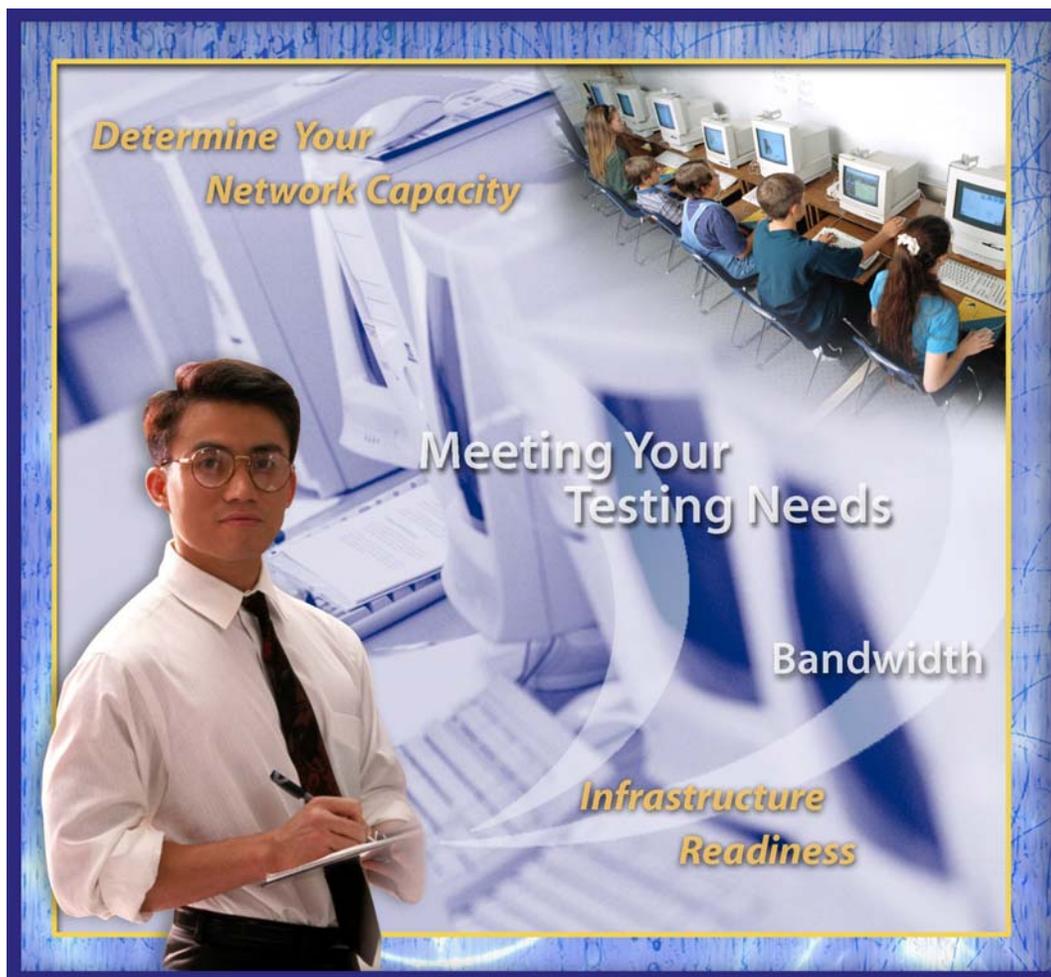
► Not all users will use all functions listed below. Check only those that apply to your situation.

√	Requirement	Section
	Minimum hardware requirements have been satisfied.	3.0
	Operating system/browser combinations for Administrative workstations have been satisfied.	4.1
	Operating system/browser combinations for workstations running Proctor Caching have been satisfied.	4.2
	Operating system requirements for Test Delivery workstations running TestNav have been satisfied.	4.3
	Adobe Acrobat Reader® 5.0 (or higher) is installed on all test administrator workstations.	5.0
	Macromedia Flash® 5.0 (or higher) is installed on all workstations to be used for viewing the TestNav tutorial via a browser.	5.0
	Applications that could launch automatically have been disabled on all workstations running TestNav.	6.0
	Client workstations have TCP/IP installed and the network is capable of routing traffic to the Internet.	7.0
	Internet bandwidth has been tested. (Internet bandwidth testing site: http://www.dslreports.com/stest)	7.0
	A minimum of 6 Kilobits/second per student of network bandwidth is available.	7.0
	If there is a firewall between the workstations being used for electronic testing and the Internet, ALL destination/port/protocol combinations are allowed through the firewall.	8.1
	Clients are able to query DNS to resolve hostnames.	8.2.1
	URLs are allowed through Internet content filters.	8.2.1
	TestNav is downloaded, installed, verified, and accessible.	9.0



Attachment 19: eMeasurement Proctor Caching Guidelines

eMeasurement™ Services Proctor Caching User's Guide



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1.0 Purpose

eMeasurement™ Services Proctor Caching product provides a tool to accelerate the delivery of test content to students and to reduce the amount of bandwidth required for electronic testing. This guide provides instructions for installing, configuring, and using Proctor Caching in Windows and Macintosh environments.

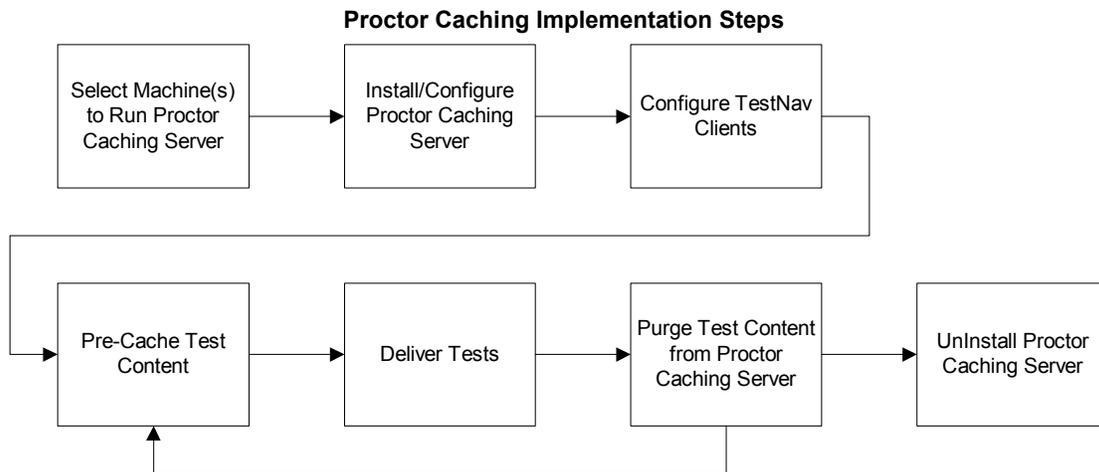
2.0 Definition of Products

eMeasurement Services Proctor Caching consists of two primary components:

- **The Proctor Caching Server:** A software package that is installed within a school to provide caching for eMeasurement Services. The Proctor Caching Server is available in both Macintosh and Windows versions.
- **Test Content Pre-Caching:** The Test Session Management module on your program's eMeasurement Services web site includes functionality that allows proctors to populate a Proctor Caching Server with test content prior to administering a test.

3.0 Proctor Caching Overview

The diagram below gives a high level overview of the steps involved in implementing eMeasurement Services Proctor Caching. Each step represented in the diagram is described in detail in this guide.



3.1 Proctor Caching Server Placement

Proctor Caching Servers accelerate the delivery of test content by placing a cached copy of the test content on the network closer to the computers used for testing.

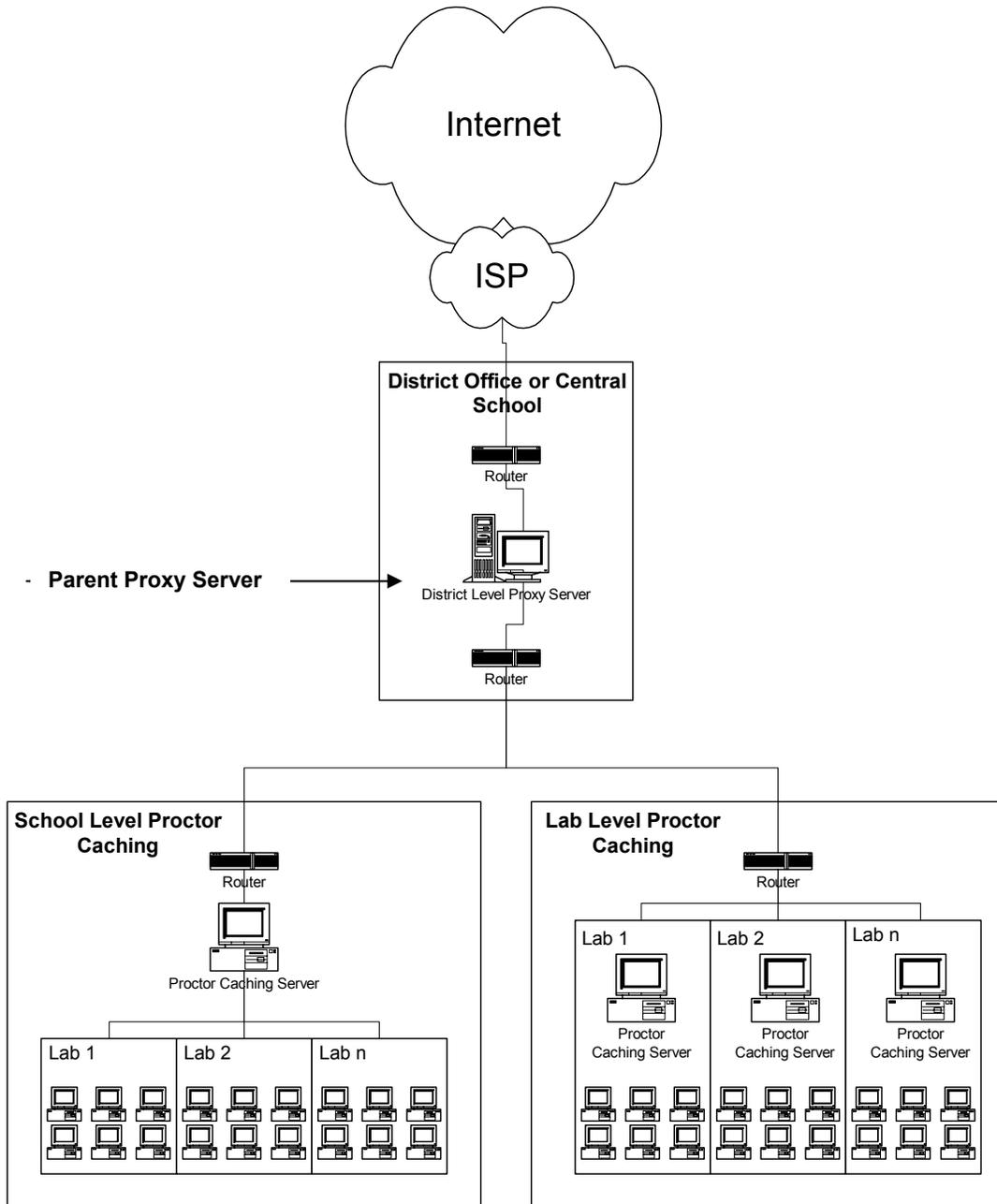
The machine selected to run the Proctor Caching Server should therefore be located as close as possible on the network to the TestNav clients. Intermediate network devices (routers, bridges, etc.) may become bottlenecks and reduce the effectiveness of the Proctor Caching Server. For

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Proctor Caching to function, TestNav clients must be able to communicate with the Proctor Caching Server using HTTP/HTTPS on ports 80, 443, and 4480.

Depending on your environment, Proctor Caching Servers can be located at the school level, at the lab level, or a combination of both. The diagram below illustrates school and lab level placements. When deciding where to place Proctor Caching Servers, please keep in mind the maximum recommended clients per server (as shown in the table later in this section).

Placement of Proxy Caching Servers



3.2 Proctor Caching Server Hardware Requirements

► Before using Proctor Caching, please refer to eMeasurement Services *Infrastructure Guidelines* to ensure that you have met the minimum Proctor Caching hardware requirements, and that your operating system/browser combinations are certified for Proctor Caching.

To ensure that Proctor Caching Servers have sufficient capacity to handle all TestNav requests, it is important to limit the number of client computers using each Proctor Caching Server. The table below lists the maximum recommended number of clients per Proctor Caching Server for various hardware and software combinations. Multiple Proctor Caching Servers may be implemented to best meet the needs of a school's computing environment.

Maximum Recommended Clients per Proctor Caching Server

Windows Platforms						
	Windows 95	Windows 98	Windows Me	Windows NT4	Windows 2000	Windows XP
PI 166 Mhz	100	100	100	100	100	100
PI 200 Mhz	100	100	100	100	100	100
PII 233 Mhz	100	100	100	100	100	100
PII 266 Mhz	100	100	100	200	200	200
PII 300 Mhz	100	100	100	200	200	200
PII 350 Mhz	100	100	100	200	200	200
PII 400 Mhz	100	100	100	200	200	200
PIII 500 Mhz	100	100	100	200	200	200
All Other PIII/P4's	100	100	100	200	200	200

Macintosh Platforms		
	OS X Client	OS X Server
iMac Power PC 750 Mhz	100	100
iMac G4 800 Mhz and Up	200	200

3.2.1 Audio Testing

For audio testing, please limit the number and type of client computers using each Proctor Caching Server in accordance with the tables below:

Maximum Recommended Clients per Proctor Caching Server for Audio Testing

Windows Platforms						
	Windows 95	Windows 98	Windows Me	Windows NT4	Windows 2000	Windows XP
PI 166 Mhz	n/a	n/a	n/a	n/a	n/a	n/a
PI 200 Mhz	n/a	n/a	n/a	n/a	n/a	n/a
PII 233 Mhz	n/a	n/a	n/a	n/a	n/a	n/a
PII 266 Mhz	n/a	n/a	n/a	n/a	n/a	n/a
PII 300 Mhz	n/a	n/a	n/a	n/a	n/a	n/a
PII 350 Mhz	n/a	n/a	n/a	n/a	n/a	n/a
PII 400 Mhz	n/a	n/a	n/a	n/a	n/a	n/a
PIII 500 Mhz	n/a	n/a	n/a	n/a	n/a	n/a
All Other PIII/P4's	n/a	n/a	10	n/a	10	10

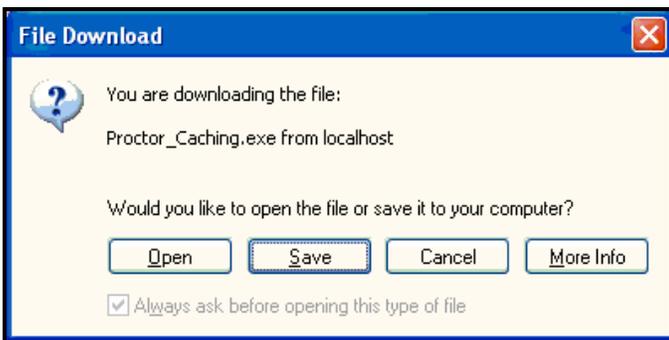
Macintosh Platforms		
	OS X Client	OS X Server
iMac Power PC 750 Mhz	10	10
iMac G4 800 Mhz and Up	10	10

4.0 Implementing Proctor Caching in a Windows Environment

4.1 Installing Proctor Caching Server on Windows Platforms

Links for downloading the necessary components for Proctor Caching are contained on your program's eMeasurement Services web site. A link to the Proctor Caching download page can be found on the Session Roster screen within the Test Session Management module. To access the download screen, you must have an eMeasurement Services login ID/password.

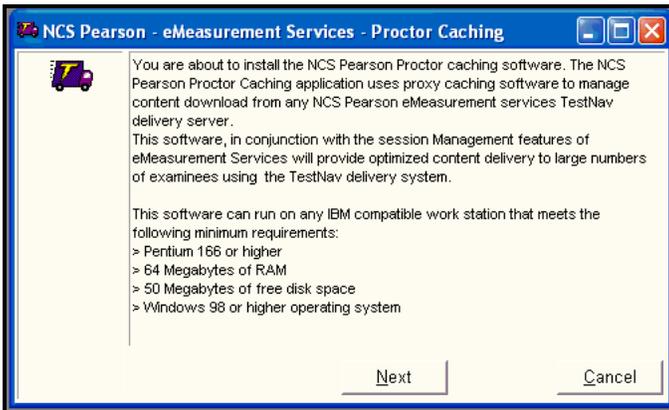
1. To begin the installation process, click on the Download button on the download page.
2. When prompted to open or save the file, select Open.



3. Select Install when the Proctor Caching informational screen is presented.

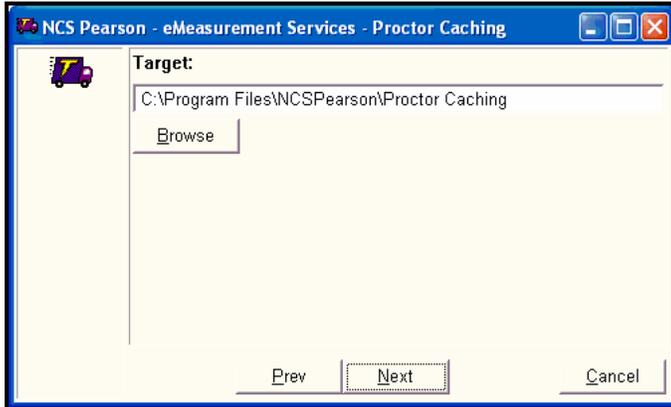


4. Click Next after reading the overview and minimum requirements.

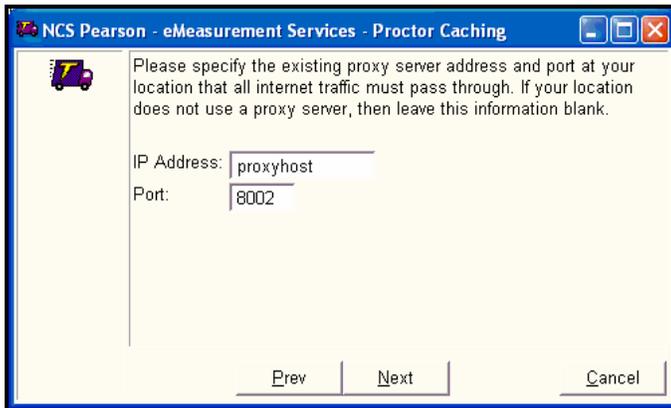


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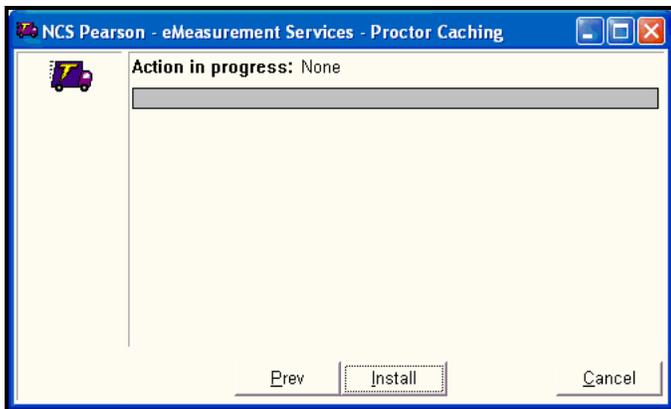
5. Enter the path to the directory in which you would like the Proctor Caching Server to be installed. Click Next.



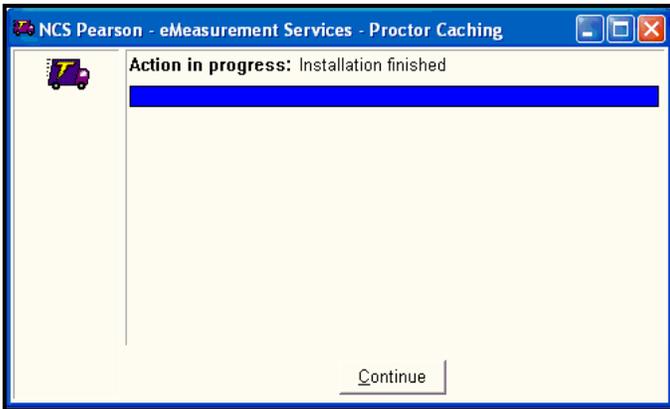
6. If the Proctor Caching Server will need to use an upstream proxy server to access the Internet, enter that proxy's hostname and port information. Click Next.



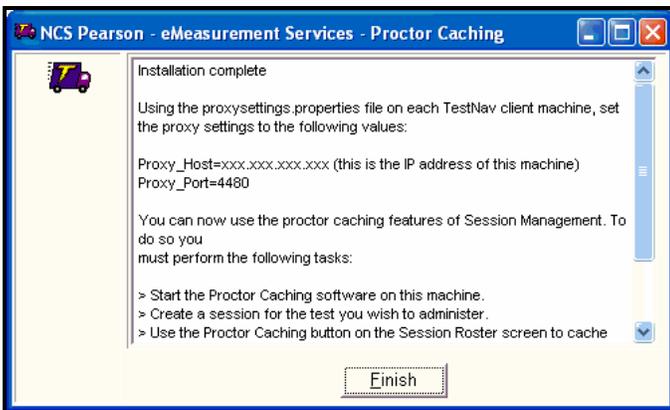
7. Click Install to begin copying files.



8. Click Continue once the installation has completed.



9. Click Finish after reading the instructions for using the Proctor Caching Server.



10. The Proctor Caching Installation is now complete. The software can be started by clicking Start → Programs → Proctor Caching → Proctor_Caching.

4.2 Configuring TestNav Clients to Use Proctor Caching

For the Proctor Caching Server to receive requests for test content, TestNav must be configured to use the Proctor Caching Server as a proxy server. To configure TestNav to use Proctor Caching:

1. Using a text editor, such as notepad, open the "proxysettings.properties" file located in the same directory in which TestNav is installed.
2. On the "Proxy_Host=" line, enter the IP address of the Proctor Caching Server.
3. On the "Proxy_Port=" line, enter 4480.
4. The "Proxy_Auth_Required=" line can be left blank.

4.3 Pre-Caching Test Content

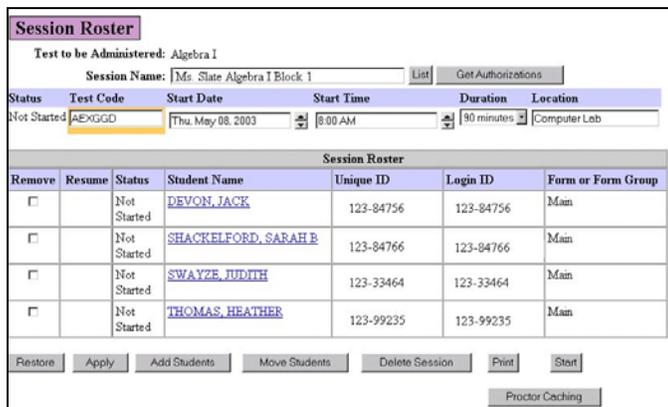
To get the maximum benefit from a Proctor Caching Server, test content should be pre-cached so that it is locally available on the Proctor Caching Server when students begin testing. Your program's eMeasurement Services web site includes "pre-fetch" functionality to enable test proctors to load the Proctor Caching Server with content. The "pre-fetch" functionality can be accessed by clicking on the Proctor Caching button on the Session Roster screen within the Test Session Management module.

To Pre-Cache test content for a test session:

1. Configure the web browser you use to pre-cache test content to use the Proctor Caching Server as its proxy server. (Make note of the original proxy settings within the web browser; these settings should be re-configured once the pre-cache process is complete.)

Configuring a web browser to pre-cache test content	
 Internet Explorer <ol style="list-style-type: none"> 1. Go to Tools → Internet Options. 2. Select the Connections tab and click the <i>LAN Settings</i> button 3. In the area labeled "Proxy Server," check the box to enable the use of a proxy server and enter the IP address and port of the Proctor Caching Server (port = 4480). 4. Click OK to close all dialogue boxes 	 Netscape Navigator <ol style="list-style-type: none"> 1. Go to Edit → Preferences. 2. Select Advanced → Proxies 3. Click the radio button next to Manual Configuration, then click the View button. 4. In the HTTP field, enter the IP address of the Proctor Caching Server and 4480 for the port. 5. Click OK to close all dialogue boxes

2. On your program's eMeasurement Services web site, navigate to the Session Roster page (within the Session Management module) for the test you want to pre-cache. Then click on the Proctor Caching button at the bottom of the screen to begin the pre-cache process.

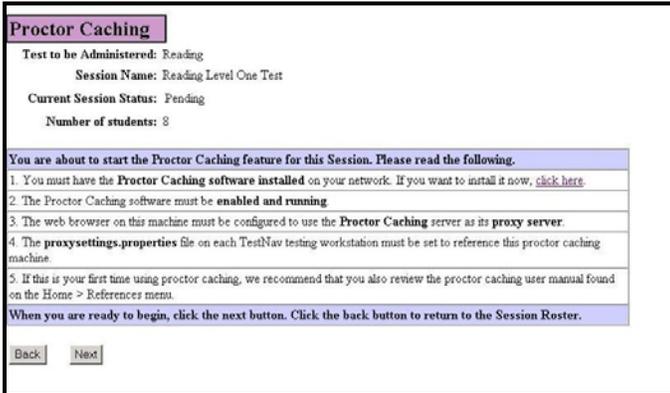


The screenshot shows the "Session Roster" interface. At the top, it indicates the test to be administered is "Algebra I" and the session name is "Ms. Slate Algebra I Block 1". Below this is a table with columns: Status, Test Code, Start Date, Start Time, Duration, and Location. The first row shows "Not Started", "AEXGGD", "Thu, May 08, 2003", "8:00 AM", "90 minutes", and "Computer Lab".

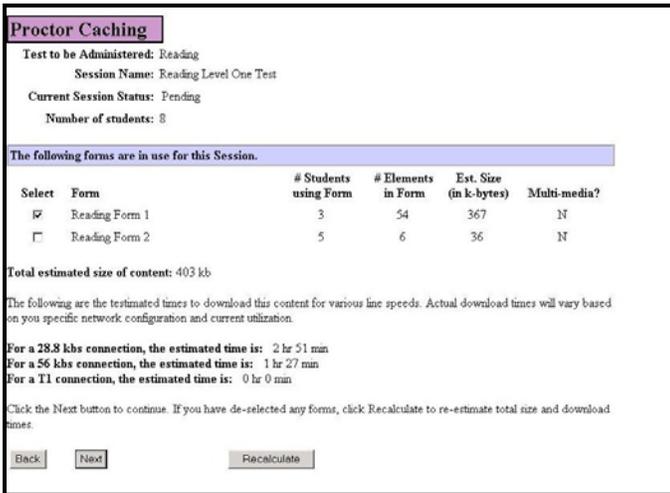
Below the first table is another "Session Roster" table with columns: Remove, Resume, Status, Student Name, Unique ID, Login ID, and Form or Form Group. It lists four students: DEVON, JACK; SHACKELFORD, SARAH B.; SWAYZE, JUDITH; and THOMAS, HEATHER. Each student has a checkbox in the "Remove" column and a "Not Started" status.

At the bottom of the interface, there are several buttons: Restore, Apply, Add Students, Move Students, Delete Session, Print, Start, and a "Proctor Caching" button.

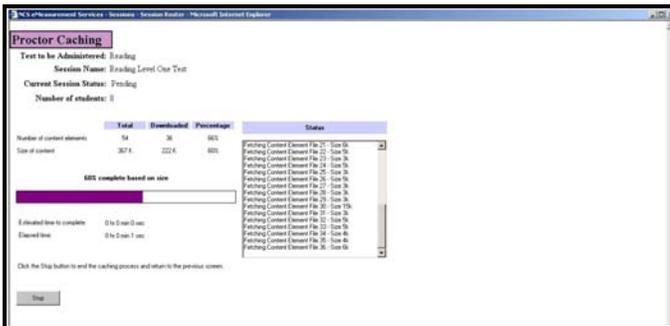
- Click Next after confirming the test information at the top of the screen and reading the directions.



- Place a check mark next to all forms for the selected test that you would like pre-cached.
- Click Next.



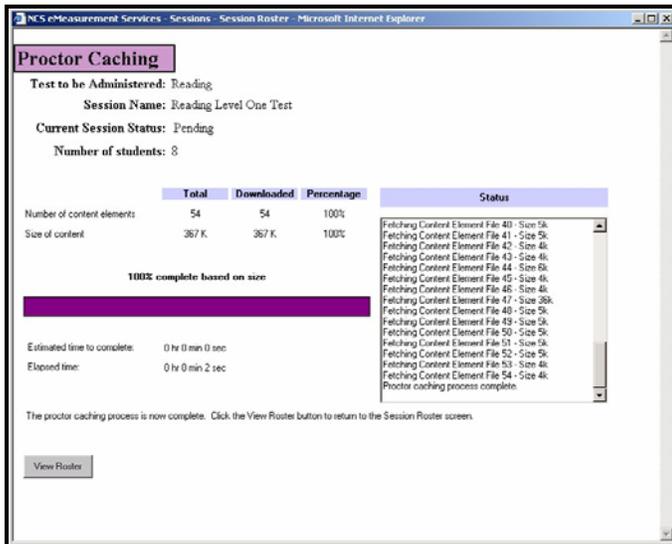
- An applet that will begin the pre-cache process, displaying the status as it progresses.



► If your web browser is not configured to use a Proctor Caching Server for a proxy, the message shown below will be displayed. (See “Configuring a web browser to pre-cache test content” in section 4.3 above.)



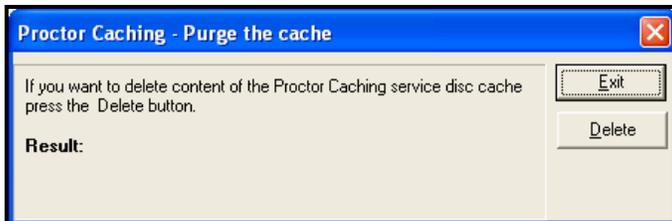
7. After all test items have been retrieved, the status page will present a confirmation message. At this point, the Proctor Caching Server should be ready for students to begin testing. Click on the View Roster button to return to the session roster page.



4.4 Purging Test Content from Proctor Caching Server

The Proctor Caching Server includes functionality to remove all cached test content from the Windows machine it is running on. To purge the test content:

1. Click Start → Programs → Proctor Caching → Purge Cache.
2. Click Delete to confirm that you would like to purge the contents of the cache.



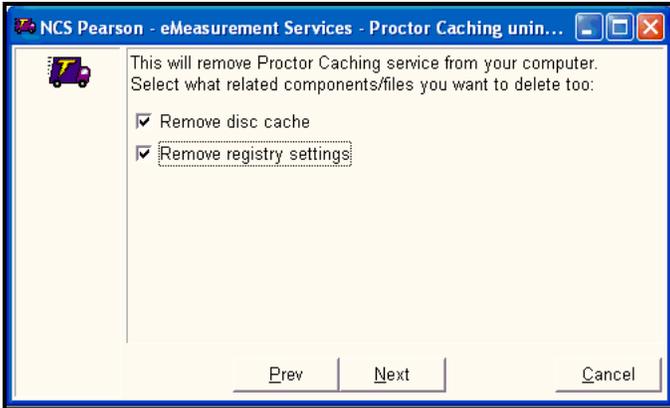
► If the Proctor Caching Server is not currently running, the cached items will not be removed until the next time it is started.

4.5 Uninstalling the Proctor Caching Server on Windows Platforms

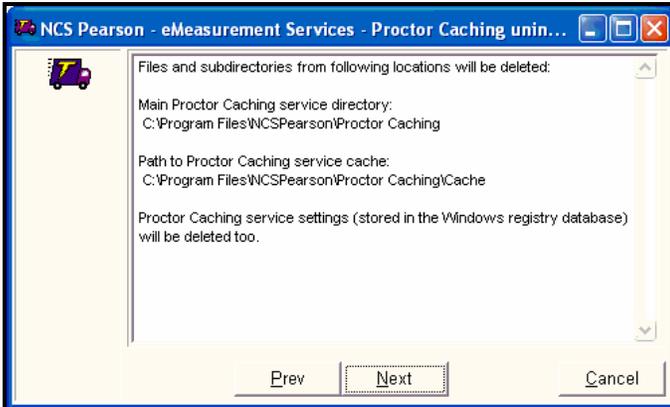
1. Click Start→Settings→Control Panel→Add or Remove Programs
2. Within the Add or Remove Programs applet, select eMeasurement Services Proctor Caching and click the Change/Remove button.



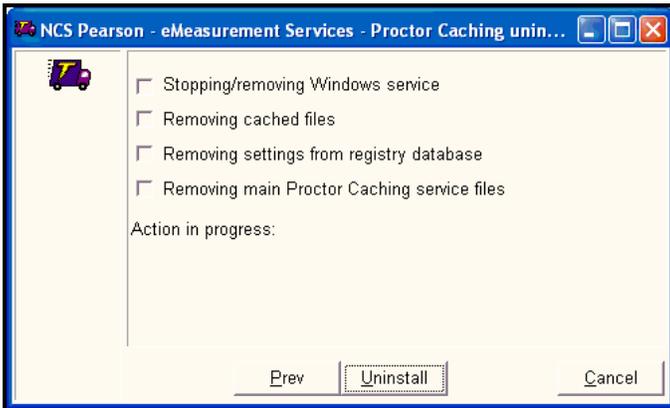
3. Place a check mark in the box next to all components to remove the entire product. Click Next to continue.



4. A screen will confirm the items to be removed. Click Next.



5. Click the Uninstall button, then the Finish button to remove the Proctor Caching Server.



5.0 Implementing Proctor Caching in a Macintosh Environment

5.1 Installing Proctor Caching Server for Macintosh Platforms

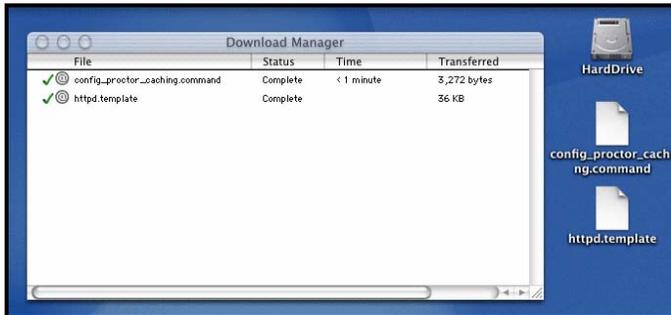
Links for downloading the necessary components for Proctor Caching are contained on your program's eMeasurement Services web site. A link to the Proctor Caching download page can be found on the Session Roster screen within the Test Session Management module. To access the download screen, you must have an eMeasurement Services login ID/password.

Proctor Caching in a Macintosh environment uses the native proxy server that is built into the OS X operating system. *(Note that Proctor Caching is not currently supported on OS X v10.2).* To configure this proxy server to perform Proctor Caching functions follow the steps listed below.

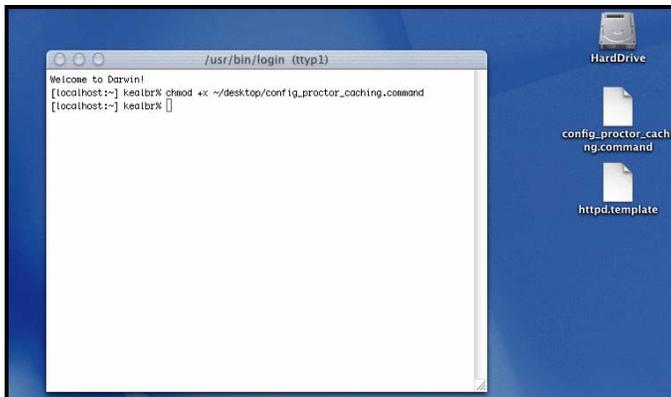
► Administrator level access is required to perform these steps.

1. Click on the links to download the configuration script and the default configuration file to your OS X desktop.

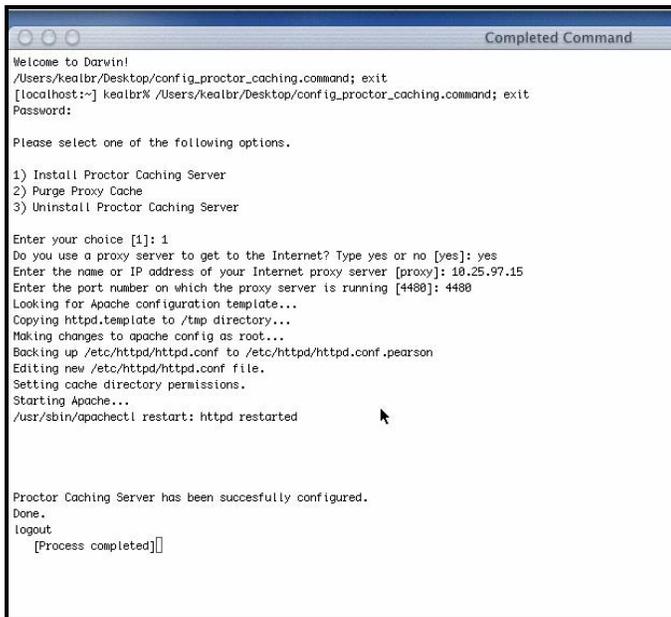
► If the files open in your web browser instead of being saved to your disk, hold the mouse button down while clicking on the link. Then select Save to Disk...



2. Open a terminal window and run the following command to enable the script file to execute:
`chmod +x ~/desktop/config_proctor_caching.command`



3. Double click on the `config_proctor_caching.command` icon on your desktop to launch the script.
4. When prompted, enter your password, then select option #1 – Install Proctor Caching Server.



```
Completed Command
Welcome to Darwin!
/Users/kealbr/Desktop/config_proctor_caching.command; exit
[localhost:~] kealbr% /Users/kealbr/Desktop/config_proctor_caching.command; exit
Password:

Please select one of the following options.

1) Install Proctor Caching Server
2) Purge Proxy Cache
3) Uninstall Proctor Caching Server

Enter your choice [1]: 1
Do you use a proxy server to get to the Internet? Type yes or no [yes]: yes
Enter the name or IP address of your Internet proxy server [proxy]: 10.25.97.15
Enter the port number on which the proxy server is running [4480]: 4480
Looking for Apache configuration template...
Copying httpd.template to /tmp directory...
Making changes to apache config as root...
Backing up /etc/httpd/httpd.conf to /etc/httpd/httpd.conf.pearson
Editing new /etc/httpd/httpd.conf file.
Setting cache directory permissions.
Starting Apache...
/usr/sbin/apachectl restart: httpd restarted

Proctor Caching Server has been successfully configured.
Done.
logout
[Process completed]
```

5. If this Proctor Caching Server must go through an upstream proxy server to get to the Internet, enter the IP address and port number of the upstream proxy server when prompted.
6. Once the script has finished configuring proctor caching, it will display a confirmation message.

► If Apache is unable to contact the upstream proxy server, it will forward all Internet requests to the default router. Please ensure that the Mac running the Proctor Caching Server is unable route traffic to the Internet without passing through the upstream proxy.

5.2 Configuring TestNav Clients to Use Proctor Caching

In order for the Proctor Caching Server to receive requests for test content, TestNav must be configured to use the Proctor Caching Server as a proxy server. To configure TestNav to use Proctor Caching:

1. Using a text editor, open the “`proxysettings.properties`” file located in the same directory in which TestNav is installed.
2. On the “`Proxy_Host=`” line, enter the IP address of the Proctor Caching Server.
3. On the “`Proxy_Port=`” line, enter 4480.
4. The “`Proxy_Auth_Required=`” line can be left blank.

5.3 Pre-Caching Test Content

To get maximum benefit from a Proctor Caching Server, test content should be pre-cached so that it is locally available on the Proctor Caching Server when students begin testing. The eMeasurement Services administrative web site includes “pre-fetch” functionality to enable test proctors to load the Proctor Caching Server with content. The “pre-fetch” functionality can be accessed by clicking on the Proctor Caching button on the Session Roster screen within Session Management.

To pre-cache test content for a test session, follow these steps:

1. Configure the web browser you use to pre-cache test content to use the Proctor Caching Server as its proxy server.

► The PC-based version of the Proctor Caching Server will only allow access to Pearson Educational Measurement sites.)

2. On your program’s eMeasurement Services web site, navigate to the Session Roster page (within the Session Management module) for the test you want to pre-cache. Then click the Proctor Caching button at the bottom of the screen to begin the pre-cache process.

Session Roster

Test to be Administered: Algebra I
 Session Name: Ms. Slate Algebra I Block 1 List Get Authorizations

Status	Test Code	Start Date	Start Time	Duration	Location
Not Started	AEXGGD	Thu, May 08, 2003	8:00 AM	90 minutes	Computer Lab

Session Roster

Remove	Resume	Status	Student Name	Unique ID	Login ID	Form or Form Group
<input type="checkbox"/>		Not Started	DEVON, JACK	123-84756	123-84756	Main
<input type="checkbox"/>		Not Started	SHACKELFORD, SARAH B	123-84766	123-84766	Main
<input type="checkbox"/>		Not Started	SWAYZE, JUDITH	123-33464	123-33464	Main
<input type="checkbox"/>		Not Started	THOMAS, HEATHER	123-99235	123-99235	Main

Restore Apply Add Students Move Students Delete Session Print Start

Proctor Caching

3. Confirm the test information at the top of the screen and read the directions. Click Next.

Proctor Caching

Test to be Administered: Reading
 Session Name: Reading Level One Test
 Current Session Status: Pending
 Number of students: 8

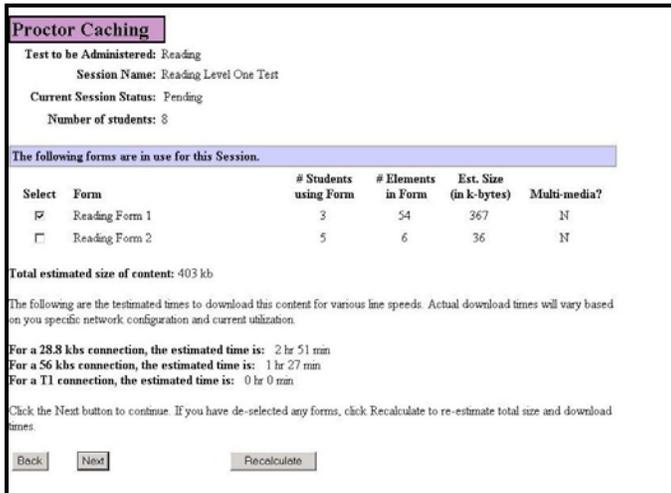
You are about to start the Proctor Caching feature for this Session. Please read the following.

1. You must have the **Proctor Caching software installed** on your network. If you want to install it now, [click here](#).
2. The Proctor Caching software must be **enabled and running**.
3. The web browser on this machine must be configured to use the **Proctor Caching server as its proxy server**.
4. The **proxysettings.properties** file on each TestNav testing workstation must be set to reference this proctor caching machine.
5. If this is your first time using proctor caching, we recommend that you also review the proctor caching user manual found on the Home > References menu.

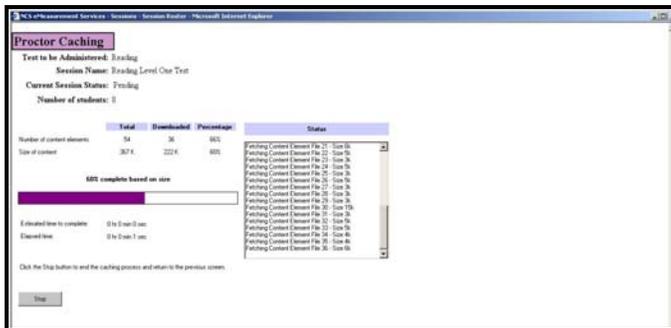
When you are ready to begin, click the next button. Click the back button to return to the Session Roster.

Back Next

- Place a check mark next to all forms for the selected test that you would like pre-cached, then click Next.



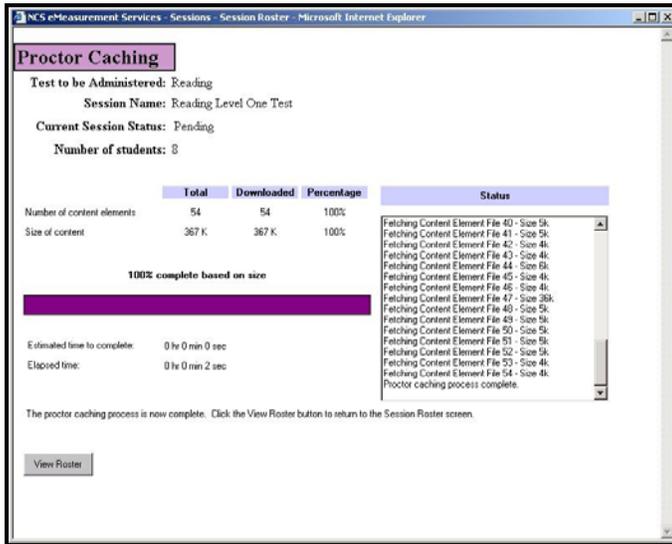
- The following screen contains an applet that will begin the pre-cache process, displaying the status as it progresses.



► If your web browser is not configured to use a Proctor Caching Server for a proxy, the message shown below will be displayed. (See “Configuring a web browser to pre-cache test content” in section 4.3 above.)



- After all test items have been retrieved, the status page will display a confirmation message. At this point, the Proctor Caching Server should be ready for students to begin testing. Click on the View Roster button to return to the session roster page.



5.4 Purging Test Content from Proctor Caching Server

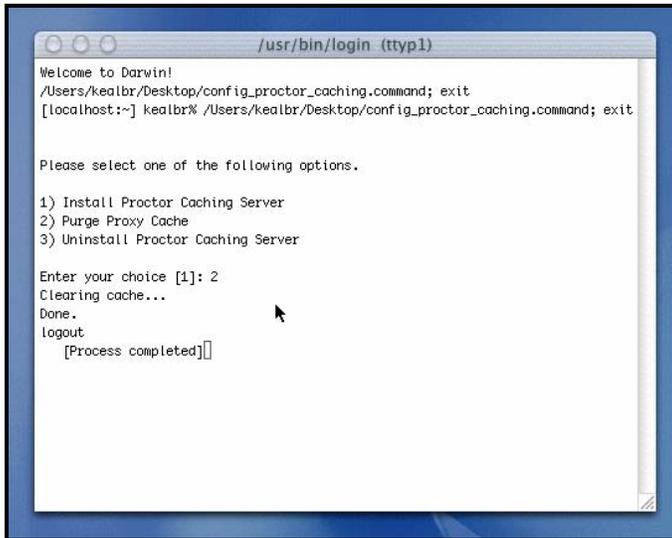
The Proctor Caching Server includes functionality to purge all content from cache. This can be used to ensure that test content does not exist on the Proctor Caching Server after it is no longer needed for testing purposes.

Purging the cache on a Macintosh can be achieved using the same script that was used to install the Proctor Caching Server.

► Administrator level access is required to perform these steps.

- Double click on the config_proctor_caching.command icon located on the desktop.
- Enter your password (if prompted).

3. When presented a list of options, select option #2 – Purge Proxy Cache.



```

/usr/bin/login (tty1)
Welcome to Darwin!
/Users/kealbr/Desktop/config_proctor_caching.command; exit
[localhost:~] kealbr% /Users/kealbr/Desktop/config_proctor_caching.command; exit

Please select one of the following options.

1) Install Proctor Caching Server
2) Purge Proxy Cache
3) Uninstall Proctor Caching Server

Enter your choice [1]: 2
Clearing cache...
Done.
logout
[Process completed]

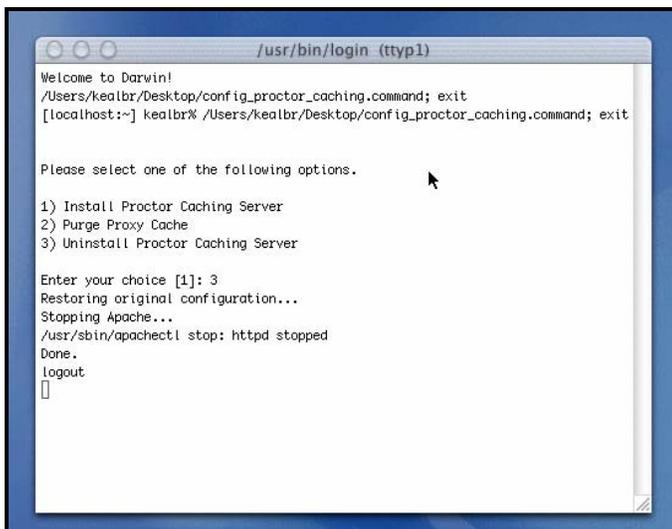
```

5.5 Uninstalling Proctor Caching Server on Macintosh Platforms

To uninstall the Proctor Caching Server on Macintosh Platforms, use the same script used to install the Proctor Caching Server.

► Administrator level access is required to perform these steps.

1. Double click on the config_proctor_caching.command icon located on the desktop.
2. Enter your password (if prompted).
3. When presented a list of options, select option #3 – Uninstall Proctor Caching Server.



```

/usr/bin/login (tty1)
Welcome to Darwin!
/Users/kealbr/Desktop/config_proctor_caching.command; exit
[localhost:~] kealbr% /Users/kealbr/Desktop/config_proctor_caching.command; exit

Please select one of the following options.

1) Install Proctor Caching Server
2) Purge Proxy Cache
3) Uninstall Proctor Caching Server

Enter your choice [1]: 3
Restoring original configuration...
Stopping Apache...
/usr/sbin/apachectl stop: httpd stopped
Done.
logout

```

6.0 Configuration for Specific Proxy Environments

The most commonly encountered issues when implementing Proctor Caching Server are related to authentication with a school's existing proxy server. The table below outlines symptoms and solutions for using Proctor Caching Server in a Symantec Web Security environment and in a Microsoft ISA environment (this applies to all ISA based solutions, such as N2H2, CyberPatrol, etc.).

Proctor Caching Environment	TestNav Error Message	Solution
PC w/ Web Security	# 20040	User must authenticate with Web Security through the Proctor Caching Server (see section 6.1 below).
PC w/ ISA	# 20040	Proctor Caching Server must be configured with a valid NT domain ID and password (see section 6.2 below).
Mac w/ Web Security	# 20040	User must authenticate with Web Security through the Proctor Caching Server (see section 6.1 below).
Mac w/ ISA	# 20040	ISA server must be set to not "ask unauthenticated users for identification" on the outgoing web requests tab (see section 6.2 below).

6.1 Symantec Web Security

Authentication – If your Web Security server requires users to authenticate prior to accessing the Internet, one user must authenticate with the Web Security server through the Proctor Caching Server. This is achieved by temporarily setting one machine's web browser proxy settings to use the Proctor Caching Server and then authenticating with the parent proxy server.

Pearson Educational Measurement recommends that the timeout period for logins within Web Security be set to a value high enough to ensure that users will not be logged off during a test session.

If it is desirable for a given environment, Web Security can be configured to allow all requests that come through the Proctor Caching Server to be granted access to the Internet without authentication. To configure Web Security to behave this way:

1. Add the IP address of your Proctor Caching Server(s) as a client within Web Security.
2. Under the Client → Schedule page within the Web Security admin pages, select the Proctor Caching Server IP address and set defaults.
3. Set the default login mode to "Guest Mode."

Browser Comforting – By default, Web Security implements a feature called "browser comforting." This feature sends "please wait" messages to web browsers while Web Security is scanning Internet content for viruses. **Browser comforting is not compatible with eMeasurement Services products and must be disabled in order for Proctor Caching and TestNav to function correctly.**

For instructions on disabling browser comforting within Web Security, please refer to the Web Security User's guide, or go to www.symantec.com.

6.2 Microsoft ISA Server

Authentication – Microsoft's ISA server is often configured to use Windows NT domain accounts to authenticate users. If ISA is also configured to ask unauthenticated users for identification, the ISA server must be configured to allow "basic" authentication, and a valid NT user ID and password must be entered into the Proctor Caching Server's configuration. (Please contact the eMeasurement Services Call Center to obtain the login ID and password necessary to access the Proctor Caching Server administrative interface.)

To configure the PC version of the Proctor Caching Server to use an NT domain account:

1. Confirm that the Proctor Caching Server application is running.
2. Using a web browser, go to the IP address of the Proctor Caching Server on port 4400 (i.e., <http://10.25.97.15:4400>).
3. When prompted to log in to the Proctor Caching Server Admin Site, enter the login ID and password provided by the eMeasurement Services Helpdesk.
4. Within the Proctor Caching Server administration site, click on Proxies... → Cascading → Parent Proxy Server.
5. Enter a valid NT domain user ID and password in the fields provided. The ID should be entered in the following format: *domain\username*.
6. Click the Save button to save your changes.
7. Restart the Proctor Caching Server software to enable the changes.

► The Macintosh version of the Proctor Caching Server is not capable of authenticating with an ISA server. If the Macintosh version is used in conjunction with an ISA server, the ISA server must be configured not to ask unauthenticated users for identification.

7.0 Proctor Caching Security

The Proctor Caching Server stores a copy of live test content on the local hard drive of the machine on which it runs. This test content is encrypted prior to being sent across the Internet from the eMeasurement Services web servers. At no time in the test delivery process does the Proctor Caching Server un-encrypt the test items. All data transmitted and stored by the Proctor Caching Server are in an encrypted format.

The Proctor Caching Server product includes a "purge cache" function that deletes all encrypted test content from the hard drive of the Proctor Caching Server.

Pearson Educational Measurement strongly recommends that test content be purged from the Proctor Caching Server after each testing session.



Attachment 20: Spring 2004 Read-aloud Procedures

Students with the read-aloud accommodation specified in their IEPs, 504 management tools, or LEP SOL Participation Plans may be tested online. Examiners that will be reading an online test aloud to students who require this accommodation will be given access to an online test to be viewed on the Examiner's workstation. This online test will not be scored or reported in the online system. Access to the test is being provided to allow the Examiner to read the questions and options to the student(s) on a computer monitor that is not part of a student's workstation.

Examiners must be very careful when reading the test aloud so that they do not lead the student to correct responses by intonation or by repeating any part of the test that is not specifically requested by the student. Special attention must be given to the IEP, 504 documentation, or LEP SOL Participation Plan for specific accommodations regarding reading the test aloud. For example, a student's accommodation may require the entire test to be read orally or may require having words, questions, or sentences read orally only when requested by the student. In particular, care must be taken to describe graphics without leading the student to the correct response. The Examiner who is to read the tests aloud should consult the audiotape or the online Audio training test (located in the Training Center, <http://etest.ncs.com/customers/Virginia/vasoltrng/index.htm>) for a standard approach to reading test questions.

Make sure that all persons in your school who will have access to or assist with the administration of the online SOL tests have read the Test Security Guidelines and signed the Test Security Agreement before they administer any online tests. This security agreement requires that persons involved in test administration exercise the necessary precautions to ensure the security of content and all test materials.

In addition, when a user initially logs in to the Virginia Standards of Learning Web-based Assessments website (<http://etest.ncspearson.com/customers/Virginia/vasol/index.htm>), he/she will be prompted to read and accept the Test Security Guidelines. After doing so, a "printable" version of the security guidelines will appear including signature lines. You may direct the user to print and sign this version.

NOTE

Some divisions do not set up the Examiners and Proctors as users on the online testing system. Therefore, they would never log in to the system to view the Test Security Guidelines mentioned above. In this case, a copied version of the Test Security Agreement should be made for the Examiners and/or Proctors to sign.

You may make as many copies of the security agreement as necessary. Do not use file photocopies from previous administrations. Signed forms should be forwarded to the DDOT.

Individuals who are involved with online testing as well as paper/pencil testing should sign both the online and paper/pencil test security agreements. The security agreements for each delivery system do vary slightly. Persons who have not signed the online Test Security Agreement may not be allowed access to the online SOL tests.

Steps for Online Read-aloud Tests

1. Prior to administering any online tests that are to be read aloud, the Division Director of Testing (DDOT) must fax the *Spring 2004 Read-aloud Examiner Test Ticket Request Form* with the necessary information to the Division of Assessment and Reporting (DAR) so that the division can be provided with the Examiner test tickets. For **every** test session that the Examiner will be reading aloud, a separate Examiner test ticket will be needed. Divisions may request Examiner test tickets as many times as needed. When possible, please request the Examiner test tickets at least one week in advance.
2. When DAR receives the *Spring 2004 Read-aloud Examiner Test Ticket Request Form*, the Examiner test tickets will be faxed to the DDOT for distribution to the School Test Coordinators.
3. The DDOT must verify that the number and type of Examiner test tickets stated on the returned *Spring 2004 Read-aloud Examiner Test Ticket Request Form* were received. After checking the received Examiner test tickets, the DDOT should sign the bottom of the *Spring 2004 Read-aloud Examiner Test Ticket Request Form* and fax it back to DAR. If there is a discrepancy between what was received and was indicated as faxed from DAR, please contact DAR **ASAP** at 804-225-2102.
4. All test tickets are "live" at the time they are faxed and must remain in a secure location until needed. The DDOT should consider this when determining how to distribute the Examiner test tickets to the School Test Coordinator (STC).
5. The STC must have each Examiner sign out the test tickets on the *SOL Read-aloud Examiner Test Ticket Transmittal Form/Affidavit*.
6. The read-aloud administration of the test must be audio taped. (The taped record of the testing session shall be retained on file in the office of the DDOT until scores are received and verified.)
7. The Examiner will access the test (using TestNav) from the same web address as the students, which is printed on the test tickets.
8. The Examiner must not answer any of the questions before, during, or after administering the test.
9. The Examiner must *Submit* the test after each test session so that the questions cannot be viewed at a later time.

NOTE

If the Examiner's test is interrupted during the read-aloud administration and needs to be resumed, contact the eSOL Team or the PEM Help Desk for assistance. The information on the Examiner's test ticket will be needed when this call is made.

eSOL Team

ESOL@mail.vak12ed.edu

Sarah Susbury, 804-786-5823, ssusbury@mail.vak12ed.edu

Ellen Kozlowski, 804-225-4386, ekozlows@mail.vak12ed.edu

Ronald Sutton, 804-225-2913, rsutton@mail.vak12ed.edu

Pearson Educational Measurement

Va_online@pearson.com

Help Desk, 1-888-597-1103, 7:00 AM – 6:00 PM Eastern, M-F

Virginia Standards of Learning Web-based Assessments Spring 2004 READ-ALOUD EXAMINER TEST TICKET REQUEST FORM

TO: Division of Assessment and Reporting, VDOE
Phone: 804-225-2102
Fax: 804-371-8978
FROM: _____
 Division: _____
 Division Director of Testing (DDOT): _____
 DDOT Phone Number: _____
 DDOT Fax Number: _____
 Date: _____

Please fax me Read-aloud Examiner test tickets for the following subjects and quantities:

Subjects	Quantity by Administration		
	Spring 2004 Administration	Spring 2004 Term Graduate	Spring 2004 Expedited Retakes
Algebra I			
Algebra II			
Geometry			
Biology			
Earth Science			
Chemistry			
English: Reading			
VA & US History (1995)			
World History I (1995)			
World History II (1995)			
World Geography (1995)			
VA & US History (2001)			
World History I (2001)			
World History II (2001)			
World Geography (2001)			

PLEASE SIGN AND FAX TO VDOE AFTER RECEIVING YOUR TEST TICKETS

I verify that I have received the correct number of Read-aloud Examiner test tickets based on the above request.

_____ DDOT Signature _____ Date

VDOE USE ONLY			
Date Received	_____	Time Received	_____
Date DDOT Contacted	_____	Time DDOT Contacted	_____
Date Tickets Faxed	_____	Time Tickets Faxed	_____
Date Confirmation Received	_____	Time Confirmation Received	_____

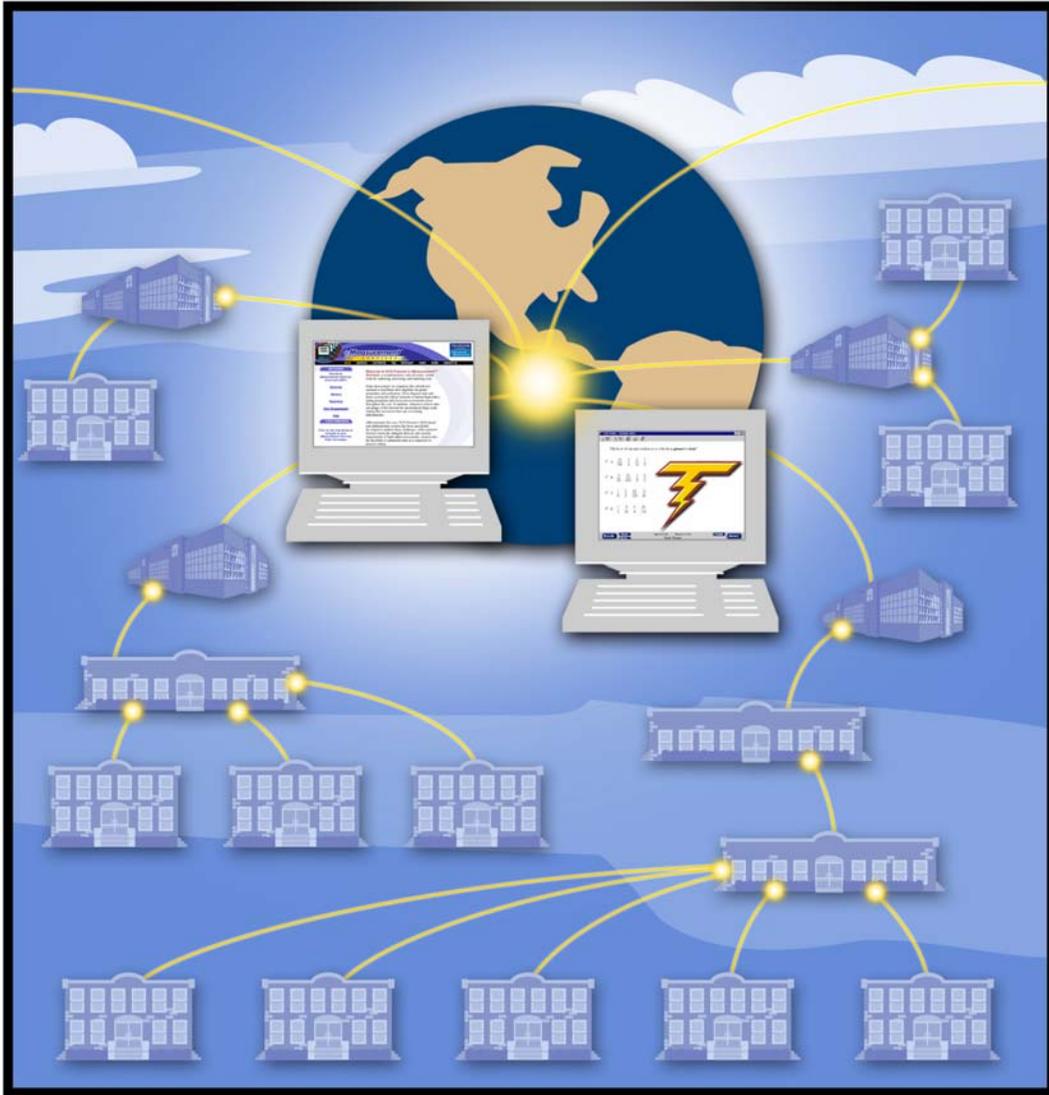


Attachment 21: Audio Test Configuration Guidelines

eMeasurement™ Services

🔊 Audio Test Configuration Guidelines

(Supplement to eMeasurement Services Infrastructure Guidelines)



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Published April 7, 2004

Audio Testing

All schools administering audio tests must to use the **audio** version of TestNav™. To access the audio version of TestNav, use your Internet Explorer or Netscape browser and enter the appropriate URL in the address field on your browser.

PC:

http://www5.etest.ncspearson.com/TestNavWin40/Install49Audio.exe

APPLE/MACINTOSH:

http://www5.etest.ncspearson.com/installs/v40/InstData/MacOSX/Install49Audio.zip

Proctor Caching

The proctor caching functionality **must** be used when delivering an audio form of a test. Proctor caching allows test proctors to “pre-fetch” test content. This accelerates the delivery of test content to students and reduces the amount of bandwidth required for electronic testing. Because audio files consume a large amount of bandwidth, proctor caching is required when delivering an audio test to a student.

For more information about proctor caching, see the *Proctor Caching User’s Guide* available on the Resources page (<http://etest.ncs.com/ProctorCachingUsersGuide.pdf>).

TestNav Audio Installations

For optimal performance, TestNav Audio must be installed on each student workstation. TestNav Audio buffers the audio content served by the Proctor Caching server and writes the file to disk in the “temp” directory. This file is then streamed to the media player embedded in TestNav for presentation to the student.

Audio Test Configuration Guidelines

Hardware Minimum for the TestNav Client

Audio files are typically larger and consequently more resource-intensive than non-audio test files. Increased hardware requirements help ensure the quality of the student testing experience for audio tests. Following are the increased minimum and recommended hardware requirements for audio testing.

PC HARDWARE	
<u>Minimum</u>	<u>Recommended</u>
<ul style="list-style-type: none">• Pentium III (700 Mhz)• 128 MB RAM• 500 MB Available Disk• VGA Display 800x600• Mouse/Pointing Device• Headphones/Speakers	<ul style="list-style-type: none">• Pentium IV• 256 MB• 500 MB Available Disk• VGA Display 800 x 600• Mouse/Pointing Device• Headphones/Speakers
APPLE/MACINTOSH HARDWARE	
<u>Minimum</u>	<u>Recommended</u>
<ul style="list-style-type: none">• Power PC, G3, G4, G5 (333 Mhz)• 128 MB RAM• 500 MB Available Disk• VGA Display 800x600• Mouse/Pointing Device• Headphones/Speakers	<ul style="list-style-type: none">• G4 or G5 (700 Mhz)• 256 MB• 500 MB Available Disk• VGA Display 800 x 600• Mouse/Pointing Device• Headphones/Speakers

Operating System Minimum Requirements for the TestNav Client

TESTNAV

PC OPERATING SYSTEM	OS SUPPORTED
Windows 95	No
Windows 95 SR1(A)	No
Windows 95 SR2(B)	No
Windows 95 SR3(C)	Yes (Audio: No)
Win 98 Release 1	Yes (Audio: No)
Win 98 Release 2	Yes (Audio: No)
Windows NT 4.0	Yes (Audio: No)
NT 4.0 SP3	Yes (Audio: No)
NT 4.0 SP4	Yes (Audio: No)
NT 4.0 SP5	Yes (Audio: No)
Windows 2000	Yes
Windows M.E.	Yes
Windows XP	Yes

MACINTOSH OPERATING SYSTEM	OS SUPPORTED
MAC OS 7.6.1	No
MAC OS 8.0	No
MAC OS 8.1	Yes (Audio: No)
MAC OS 8.6	Yes (Audio: No)
MAC OS 9	Yes (Audio: No)
MAC OS 9.1	Yes (Audio: No)
MAC OS 9.2	Yes (Audio: No)
MAC OS X – classic mode ¹	Yes (Audio: No)
MAC OS X – native mode ²	No (Audio: Yes)
MAC OS X v10.1 – classic mode ¹	Yes (Audio: No)
MAC OS X v10.1 – native mode ²	No (Audio: Yes)
MAC OS X v10.2 – classic mode ¹	Yes (Audio: No)
MAC OS X v10.2 – native mode ²	No (Audio: Yes)

¹ classic mode = MAC OS X installed with MAC OS 9.x
² native mode = MAC OS X installed without MAC OS 9.x

Audio Test Configuration Guidelines

Proctor Caching Client/PC Ratio for Audio

It is required that schools administering audio tests use the proctor caching capability. The audio files are very large content elements and must be staged to the school prior to the test beginning. Because of the size of the content elements, we are also increasing the requirements for the proctor caching workstation and decreasing the proctor caching workstation to PC ratio. **This applies only to the audio version of TestNav.**

Proctor Caching-to-PC Ratio for Audio Testing

Windows Platforms	Windows 95	Windows 98	Windows ME	Windows NT4	Windows 2000	Windows XP
PI 166 Mhz	N/A	N/A	N/A	N/A	N/A	N/A
PI 200 Mhz	N/A	N/A	N/A	N/A	N/A	N/A
PII 233 Mhz	N/A	N/A	N/A	N/A	N/A	N/A
PII 266 Mhz	N/A	N/A	N/A	N/A	N/A	N/A
PII 300 Mhz	N/A	N/A	N/A	N/A	N/A	N/A
PII 350 Mhz	N/A	N/A	N/A	N/A	N/A	N/A
PII 400 Mhz	N/A	N/A	N/A	N/A	N/A	N/A
PIII 500 Mhz	N/A	N/A	N/A	N/A	N/A	N/A
All Other PIII/P4s	N/A	N/A	10	N/A	10	10

Macintosh Platforms	OS X Client	OS X Server
iMac Power PC 750 Mhz	10	10
iMac G4 800 Mhz and Up	10	10

Contact Information

Website	http://etest.ncspearson.com
Help Desk	1-888-597-1103 (Monday through Friday, 7:00 AM to 6:00 PM, Eastern Time)
E-mail	va_online@pearson.com



Attachment 22: Audio Test Administration Process

The purpose of these directions is to assist your division with training the students who will be taking an Audio Test online. In addition, they will help train the staff on the necessary steps when administering Audio Tests on the live side of the administration system. With the exception of entering generic students into the system using the *Setup Student Registrations* functionality, all of these steps should be followed when preparing to administer Audio Tests on the live side.

Add Generic Students to Training Center

- 1) Open your Internet browser and type the following URL to access the Virginia home page (<http://etest.ncs.com/customers/Virginia/index.htm>).
- 2) Click on the *Training Center* link.
- 3) Click on the *Student Data* link.
- 4) Click on *View or maintain the organizational group data* on the menu that appears.
- 5) Enter your Login ID and Password when prompted.
- 6) In the Organizational Hierarchy section click on the “+” in front of your division.
- 7) Click on the “+” in front of a school.
- 8) Click on the name of the subject (Training Subject). Notice when the subject is selected, the Add A New Group section appears on the bottom right side of the screen.
- 9) In the Add A New Group section:
 - Select New Group Type – Group
 - Enter New Group Name – The teacher name and section reference if necessary (i.e. VHS Smith Section 1). **Note:** Group Name can be a maximum of 25 characters.
 - Leave the New Group Code blank – this is an optional field.
- 10) Click the *Apply* button.
- 11) When the verification screen appears, click *OK*. You will notice your group has been added to the Organizational Hierarchy and is highlighted.
- 12) Click the *Setup Student Registration* button.
- 13) In the Create Registrations screen, enter the number of new students you want to train on Audio TestNav in the Number Of Students To Register field. You may add up to 99 students at a time.
- 14) Click the *Create Registrations and Download PDF Report* button to print the student Registration Letters. (Adobe Acrobat Reader is needed to view the Registration Letters. Adobe Acrobat Reader can be downloaded and installed free of charge from <http://www.adobe.com/products/acrobat/readstep2.html>.)
- 15) When prompted, enter your Login ID and Password.
- 16) When the Adobe Acrobat Reader screen appears on your computer, close the screen by clicking on the “X” in the upper right-hand corner. **You do not need to print these registration letters.**
- 17) When you close this screen, your group roster will show generic students with the name “NEW STUDENT” and a computer-generated Unique ID number. You will **not** need to enter any additional information for the students.

Set Up Audio Training Test Session

- 18) Click on the *Session* link on the black toolbar.
- 19) Click on the *Create a new session* link to display the Create Session screen.
- 20) Select the appropriate Test Administration (Training Administration).
- 21) Select the Test To Be Administered (Training).

- 22) Enter a descriptive Session Name so that you or someone else will recognize this session on the day of training. Begin the Session Name with your school's initials and include "Audio".
- 23) Enter the Scheduled Start Date (you can select the date by clicking on it in the calendar).
- 24) Enter the Scheduled Start Time.
- 25) Enter the Estimated Duration.
- 26) Enter your 3-digit division code in the Location/Room field. You may also enter a room number or location after the division code.
- 27) Click the *Next* button to display the Select Student Group screen.
- 28) On the Select Student Group screen, select the group of students to be assigned to the test session. Click the "+" or "-" to display or hide groups in the hierarchy.
- 29) After highlighting the appropriate group, click the *Next* button to continue to the Add/Remove Students to Session screen.
- 30) Click on the *Add All* button so all of the students will be moved to the Students Assigned box.
- 31) Click the *Next* button to add the selected students and view the Session Roster screen. All students added should appear in the session roster.
- 32) Click on each Student Name to view the Student Test Details screen.
- 33) Select "Accommodation" in the Assigned Form Group drop-down menu.
- 34) Select "Audio Test" in the Assign Accommodation Form drop-down menu.
- 35) Click *Apply*.
- 36) Click *Back*. "Audio Test" will appear in the Form or Form Group field on the Session Roster.
- 37) Repeat steps 32-36 for every student in the test session until all have been assigned the Audio Test.
- 38) Click the *Get Authorizations* button to print the Student Authorization tickets that contain students' generic user names and passwords for the training test. (Adobe Acrobat Reader is needed to view and print Student Authorization tickets. Adobe Acrobat Reader can be downloaded and installed free of charge from <http://www.adobe.com/products/acrobat/readstep2.html>.)
- 39) After printing the test tickets, click the "X" in the upper right-hand corner of the Adobe Acrobat Reader screen.

Install Proctor Caching on Workstation

- 40) On a workstation designated for Proctor Caching, open your Internet browser and type the following URL to access the Virginia home page (<http://etest.ncs.com/customers/Virginia/index.htm>).
- 41) Click on the *Training Center* link.
- 42) Click on the *Session Management* link.
- 43) Click on *Proctor Caching software* on the menu that appears.
- 44) Click on the *Download* button to begin the installation process.
- 45) When prompted to open or save the file, select *Open*.
- 46) Select *Install* when the Proctor Caching information screen is presented.
- 47) Click *Next* after reading the overview and minimum requirements.
- 48) Enter the path to the directory in which you would like the Proctor Caching Server to be installed and click *Next*.
- 49) If the Proctor Caching Server will need to use an upstream proxy server to access the Internet, enter that proxy's hostname and port information. Click *Next*.
- 50) Click *Install* to begin copying files.
- 51) Click *Continue* once the installation has completed.

- 52) Click *Finish* after reading the instructions for using the Proctor Caching Server.
- 53) Start the Proctor Caching software by clicking *Start>Programs>Proctor Caching>Proctor_Caching*.

Determine IP Address for Proctor Caching Workstation

- 54) On Proctor Caching workstation, click *Start>Programs>Accessories>Command Prompt*.
- 55) At the C:\> prompt, type "ipconfig".
- 56) Write down the combination of numbers indicating the IP Address.
- 57) At the C:\> prompt, type "exit".
- 58) Leave the Proctor Caching workstation on with the Proctor Caching software running.

Pre-cache the Audio Test

- 59) Return to the workstation used for creating and managing test sessions.
- 60) Open your Internet browser and click *Tools* from the menu bar.
- 61) Choose *Internet Options*.
- 62) Select the *Connection* tab and click the *LAN Settings* button.
- 63) In the area labeled Proxy Server, check the box to enable the use of a proxy server and enter the IP Address written down in step 56.
- 64) Enter "4480" in the Port field.
- 65) Click *OK* to close all dialogue boxes.
- 66) In the Address field of your browser, type the following URL to access the Virginia home page (<http://etest.ncs.com/customers/Virginia/index.htm>).
- 67) Click on the *Training Center* link.
- 68) Click on the *Session Management* link.
- 69) Click the *View or maintain an existing session* link.
- 70) Select the appropriate Test Administration and Test to be Administered.
- 71) Choose the selection **Not Started and Started** for the View Sessions With Status field. (This is the default option.)
- 72) Click on the school so that the school name is highlighted.
- 73) Click the *Next* button.
- 74) Click on the name of a session created for the Audio training test.
- 75) Click the *Proctor Caching* button at the bottom of the screen to begin the pre-cache process.
- 76) Click *Next* after confirming the test information at the top of the screen and reading the directions.
- 77) Place a check mark next to the Audio form and click *Next*.
- 78) After all test items have been retrieved, the status page will present a confirmation message. At this point, the Proctor Caching Server should be ready for the students to begin testing. Click on the *View Roster* button to return to the Session Roster screen.
- 79) Click the *Start* button on the bottom right-hand side of the Session Roster to start the session.

Configuring the Student's Workstations

- 80) If a version of TestNav is installed on the workstations designated for Audio TestNav, uninstall TestNav.
- 81) Visit one of the following links to download the audio version of TestNav to each workstation.

- PC-<http://www5.etest.ncspearson.com/TestNavWin40/Install47Audio.exe>
 - Mac-<http://www5.etest.ncspearson.com/installs/v40/InstData/MacOSX/Install47Audio.zip>
- 82) Open the Program Files folder on the workstation's hard drive.
- 83) Open the TestNav Audio folder.
- 84) Open the proxysettings.properties file using a text editor such as Notepad.
- 85) Enter the following information into the proxysettings.properties file:
- Proxy_Host=Enter the IP Address written down in step 56.
 - Proxy_Port=Enter "4480"
 - TestingTimeout=180 (do not change this setting)
 - SubmitTimeout=30 (do not change this setting)
 - AudioTimeout=30 (do not change this setting)
- 86) Save the proxysettings.properties file and close the file.
- 87) Close the TestNav Audio and Program Files folders.

Purging the Audio Training Test Content

- 88) After the audio training test session is completed, return to the Proctor Caching Workstation.
- 89) Close the Proctor Caching software by clicking the "X" in the upper right-hand corner of the display screen.
- 90) Click *Start>Programs>Proctor Caching>Purge_Cache*.
- 91) Click *Delete* to confirm that you would like to purge the contents of the cache.



Attachment 23: Virginia Middle School Online Field Test Site

Grade 6 & 7 Field Testing for Reading and Mathematics Home - Welcome! - Microsoft Internet Explorer

File Edit View Favorites Tools Help eSend

Back Forward Stop Home Favorites Media Print

Address http://etest.ncs.com/Customers/Virginia/vams/index.htm Links SnagIt



Grade 6 & 7 Field Testing FOR READING AND MATHEMATICS

MAIN FAQ LOGOUT

U.S. Map
Regional Map
State
Homepage

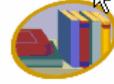
Grade 6 & 7 Field Testing for Reading and Mathematics

Welcome to the Web-based Grade 6 & 7 Field Testing for Reading and Mathematics. Pearson Educational Measurement is proud to be a partner with Virginia in administering Web-based assessments. The services below currently are available to Virginia middle school field test administrators. Click on the links to access the services. Many links require a user login. You will not need nor have access to Test Administration or Authoring.

Student and Test Management

		
<u>Student Data</u>	<u>Session Management</u>	<u>Test Delivery</u>
Manage individual student data, student groups, district and school data.	Assign students to take a test, start and stop the test sessions.	Download TestNav, student tutorials for taking tests on TestNav, take a test.

System Management and Operations

			
<u>Test Administration</u>	<u>Authoring</u>	<u>Resources</u>	<u>Security</u>
Setup a test administration, assign tests and forms to the administration, and establish dates and times tests are available.	Manage tests and test items, view item statistics, and publish tests.	Access informational resources, user manuals, and documentation.	Manage user profiles, assign roles and data access privileges, reset passwords.

Internet



Annual Report, September 2004

Chapter 5: Instructional Software

The intent of the Web-based Standards of Learning Technology Initiative is to use Web-enabled systems to improve instruction, remediation, and testing capabilities in Virginia's schools. One of the objectives of the initiative is to have up-to-date instructional and remedial software applications available for teachers and students.

As part of the Web-based SOL Technology Initiative, the DOE provides a Web page with detailed instructional software reviews written by teachers in Virginia's school divisions. The individuals writing the reviews selected the software titles to be purchased by their school division as part of the Web-based SOL Technology Initiative. The software reviews are posted at <http://www.pen.k12.va.us/VDOE/Technology/softwarereview.html>²⁴.

During the past year, school divisions continued using the Electronic Practice Assessment Tool (ePAT) as part of the Web-based SOL Technology Initiative. ePAT is a stand-alone version of the TestNav™ application into which Pearson Educational Measurement has loaded previously released SOL test items. The benefits of ePAT are two-fold. First, students are given the opportunity to review content by reviewing and answering previously released SOL test items. The second benefit of the ePAT application is that students experience test items in the same environment in which they will experience taking a live SOL test online. The same tools are available so the look and feel of the test taking environment in ePAT very closely reflects the characteristics of the live SOL testing environment found in the TestNav application.

The released multiple-choice test items are presented in ePAT, and students are encouraged to select the option they believe best answers the question. Once answering the question, the student clicks on a tool bar to open an additional browser window that displays all of the answer choices, indicates the correct answer, and presents text explaining why each of the answers is correct or incorrect. The student then proceeds to the next question.

In addition to using ePAT as a test preparation tool, school division also use the application as a remediation tool for students needing to retake a recently failed test. The software has been widely used as one of the remediation tools in the Project Graduation programs that began in Summer 2003 and continued throughout the past year.

The software application runs in a Windows or Macintosh environment and is loaded directly onto the workstation from the Internet. Other than the initial download of the application, an Internet connection is not required to use ePAT. The application is a free public download available at http://etest.ncs.com/Customers/Virginia/pat_home.htm²⁵.

Currently, the subjects available in the ePAT application include English: Reading (End-of-Course and Grade 8), English: Writing (End-of-Course and Grade 8), Algebra I, and Geometry. Geometry was added as an ePAT topic in Fall 2003 to provide students with an additional opportunity to practice using the online compass prior to taking a Geometry SOL test online.

²⁴ Attachment 24: Sample software review

²⁵ Attachment 25: ePAT home page



Attachment 24: Sample Software Review page

EVALUATION OF INSTRUCTIONAL AND REMEDIAL SOFTWARE FOR SOL INSTRUCTION

Part II Contact Information

Must Complete Form Using Arial 10, Or Times New Roman 10, Or Similar Font

School Division: Virginia Beach City Public Schools
Division Software Committee Contact: Erin Warham

Title: Instructional Technology Coordinator- Integration and Instruction
Phone #: 757-427-4001 Email: ejwarham@vbcps.k12.va.us Fax: 757-427-8085

Part III Software/Web site Review Submission Form

(NOTE: All information and procedures in Parts I and II should be completed before beginning this form.)

(NOTE: Submit one form for each individual software title or Web site being reviewed.)

Review Form

Must Complete Form Using Arial 10, Or Times New Roman 10, Or Similar Font

Submit only reviews of software/Web site that are found to be effective for instruction or remediation.

PRODUCT INFORMATION

- Title: Timeliner
- Version #: 5.0
- Copyright Date: 2001

- Title of Series: Timeliner 5.0
- Title of Component [module] if applicable:

- Publisher/producer: Tom Snyder Productions
- System Requirements:
 - Windows Requirements: Pentium 133 or higher, Windows 95 or higher, 32MB RAM, 256-color 640x480 resolution monitor or higher, 70 MB of free HD, and double-speed CD-ROM or higher.
 - MAC: Macintosh Power PC or higher, 8.1 or later, 24MB RAM, 256-color 640x480 resolution monitor or higher, 55MB of free HD, and double-speed CD-ROM or higher

INSTRUCTIONS

Identify specific academic content area(s), curriculum strand/s, and Standards of Learning (SOL) addressed by this software/Web site.

If the software/Web site addresses more than one academic content area or curriculum strand - example: History and Social Science - Economics, and English – Research, and English – Writing

-- address each in your reviews and ratings below.

CONTENT OF SOFTWARE

Check each appropriate content area/strand and list each of the appropriate SOL:

Indicate the degree (Exceptional, Moderate, Minimum, Inadequate, or Not Applicable) of alignment/correlation with each SOL listed, ex.: **X** Mathematics SOL: 6.1 (Mod), 6.4 (E), 6.7(Min)

Must Complete Form Using Arial 10, Or Times New Roman 10, Or Similar Font

Submit only reviews of software/Web site that are found to be effective for instruction or remediation.

******CLICK ON EACH shaded box TO INSERT YOUR answer, or for a complete drop-down list of rating choices ******

MATHEMATICS:

Discrete Mathematics SOL #DM.10 (Minimum), SOL # (Exceptional), SOL # (Exceptional)

Algebra I SOL #A.5 (Exceptional), SOL # (Exceptional), SOL # (Exceptional)

SCIENCE:

Science # (Exceptional), SOL # (Exceptional), SOL # (Exceptional)

Life Science SOL # (Exceptional), SOL # (Exceptional), SOL # (Exceptional)

Physical Science SOL # (Exceptional), SOL # (Exceptional), SOL # (Exceptional)

Earth Science SOL # (Exceptional), SOL # (Exceptional), SOL # (Exceptional)

Biology SOL # (Exceptional), SOL # (Exceptional), SOL # (Exceptional)

Chemistry # (Exceptional), SOL # (Exceptional), SOL # (Exceptional)

Physics SOL # (Exceptional), SOL # (Exceptional), SOL # (Exceptional)

Science - Remediation SOL # (Exceptional), SOL # (Exceptional), SOL # (Exceptional)

ENGLISH /LANGUAGE ARTS:

English – Oral Language - Speaking SOL # (Exceptional), SOL # (Exceptional), SOL # (Exceptional)

English – Oral Language - Listening SOL # (Exceptional), SOL # (Exceptional), SOL # (Exceptional)

English – Reading/Literature SOL # (Exceptional), SOL # (Exceptional), SOL # (Exceptional)

- English – Writing SOL # (Exceptional), SOL # (Exceptional), SOL # (Exceptional)
- English – Research SOL# (Exceptional), SOL # (Exceptional), SOL # (Exceptional)
- English - Remediation SOL # (Exceptional), SOL # (Exceptional), SOL # (Exceptional)

HISTORY AND SOCIAL SCIENCE:

- World History & Geography:1500A.D.to the Present A.D. SOL #WHII.1 (Exceptional), SOL # (Exceptional), SOL # (Exceptional)
- Virginia and United States History SOL #VUS.14 (Exceptional), SOL # (Exceptional), SOL # (Exceptional)

UTILIZATION AND TEACHER PREPARATION

Must Complete Form Using Arial 10, Or Times New Roman 10, Or Similar Font

Submit only reviews of software/Web site that are found to be effective for instruction or remediation.

Key in you response in the shaded box, which will expand as you type.

Briefly describe classroom applications of the software/Web site in your division, including grade/ability level, student grouping, and special needs?

Used for creating, printing, presenting, and merging time lines in grades 9-12. Science, Math, History, and English classes can utilize this program. Anything that has sequential order can be displayed with Timeliner. The graphics, movies, and sounds allow teachers and students to create multimedia and interactive time lines.

Briefly describe the type and degree of teacher training required to support effective utilization of the software/Web site.

This program is user friendly and can be introduced and taught in a short period of time to a beginning computer user. Basic keyboarding, mouse, and application knowledge helpful. Computer Resource Specialist conduct after school training providing a handout that includes tips, tricks, and reminders to help teachers back in their classroom.

******CLICK ON EACH shaded box *for complete drop-down list of rating choices* ******

Vendor teacher training available for this product – Not sure

If “YES”, is cost: included in purchase price;

is training: on-site with company presenter ;

quality of training: exceeded expectations

YOUR ADDITIONAL COMMENTS:

(Key in you response in the shaded box; it will expand as you type.)

TECHNICAL ASPECTS and TEACHER SUPPORT MATERIALS

Must Complete Form Using Arial 10, Or Times New Roman 10, Or Similar Font

Indicate if the software/Web site has been reviewed in either of the following sources:

- In *EvaluTech* (<http://www.evalutech.sreb.org/>) - Yes or No: No
- if yes - date reviewed:

- In *Educational Software Preview Guide* (ISTE) (<http://www.pen.k12.va.us/VDOE/Technology/imt.html>) - Yes or No: Yes
-
- if yes - date reviewed: Date not stated

IF you answered **YES** to either of the above, you have completed the review and do NOT need to complete the following.

IF you answered NO to both *EvaluTech* and *Educational Software Preview Guide* (ISTE), please rate the following:

******CLICK ON EACH shaded box for complete drop-down list of the above rating choices ******

Ease of use Exceptional

Ease of installation and/or setup and/or login Exceptional

Scope of content Exceptional

Accuracy of content. Exceptional

Teacher's Guide and/or teacher support materials. Exceptional

Assessment - record keeping and reporting for student progress. Exceptional

Access for students with special needs Exceptional

Authoring system which teachers can use to insert own problems and/or data Exceptional

Pacing – control of by teacher Exceptional. Pacing – control by student Exceptional

Bilingual Exceptional

Encourages student interactivity – creativity, higher order thinking, and problem solving Exceptional

Demonstration – specific aspect of a curriculum area Exceptional

Drill and practice with feedback to students Exceptional

Game format – comments and scoring appropriate Exceptional

Exploration by students Exceptional

Guided Practice Exceptional

Software program's Internet/Web use – the connection/linking from a non-Web-based program to Web sites Exceptional

Internet/Web-based program/activity - the site's links to other sites Exceptional

Multimedia media authoring – for student use to develop presentations Exceptional

Logic and problem solving – student strategies and input Exceptional

Electronic reference Exceptional

Simulation Exceptional

Within program or Web site - Test/Quiz feature Exceptional

Personal productivity tools available for student or teacher use Exceptional

Tutorial mode Exceptional

Test/Quiz Generator mode – teacher tool Exceptional

Data Recovery System Exceptional

Addresses student/user security issues Exceptional

If requires use of Web browser, list browser requirements, including lowest usable version #

If requires the use of “plug-ins”, list required plug-ins:

List the major strengths of this program/Web site:



Attachment 25: ePAT Home Page



Practice Assessment Tool

Welcome to the Practice Assessment Tools (ePAT) homepage. The resources here are intended to support and enhance student preparation for the Standards of Learning Assessment. These tutorials provide direct exposure to the format and structure of the questions, and enable users to receive direct feedback for each item. Users can also download and print resource information for tips, techniques, and strategies related to reading and writing.

For additional information about ePAT, contact Tracy Robertson (troberts@mail.vak12ed.edu), specialist for reading and language arts (804) 371-7585 or Deborah Bliss (dbliss@mail.vak12ed.edu), specialist for mathematics (804) 786-6418.

Resources

Click on the links below to access the various Practice Assessment Tools that are currently available.

▶ Grade 8 English: Reading	Download (Mac)	Download (PC)
• Spring 2001 released items.		
• Spring 2002 released items.	(Mac)	(PC)
▶ Grade 8 English: Writing (multiple-choice only)	Download (Mac)	Download (PC)
• Spring 2001 released items.		
• Spring 2002 released items.	(Mac)	(PC)
▶ EOC English: Reading	Download (Mac)	Download (PC)
• Spring 2001 released items.		
• Spring 2002 released items.	(Mac)	(PC)
▶ EOC English: Writing (multiple-choice only)	Download (Mac)	Download (PC)
• Spring 2001 released items.		
• Spring 2002 released items.	(Mac)	(PC)
▶ EOC Algebra I	Download (Mac)	Download (PC)
• Spring 2001 released items.		
• Spring 2002 released items.	(Mac)	(PC)
▶ EOC Geometry	Download (Mac)	Download (PC)
• Spring 2002 released items.		

Click on the links below to access the various PDF documents that are associated with the Practice Assessment Tools.

▶ [Electronic Practice Assessment Tools \(ePAT\) Guidelines](#)

Information about the use and functionality of ePAT. This document should be reviewed prior to using the ePAT application.

▶ [ePAT Installation Instructions](#)

Download instructions for installing ePAT on each computer. After installation, follow directions to begin using the practice assessment individually or within a group setting.

▶ [Resource Information for Reading](#)

Provides helpful information, tips, and strategies for reading.

▶ [Resource Information for Writing](#)

Provides helpful information, tips, and strategies for writing.

▶ [Algebra I Formula Sheet](#)

Download and print the EOC Algebra I Formula Sheet for use with the EOC Algebra I ePAT application.

▶ [Geometry Formula Sheet](#)

Download and print the EOC Geometry Formula Sheet for use with the EOC Geometry ePAT application.

▶ ePAT Tracking Sheets

Students can use these sheets to record their answers and write notes about the practice tests.


[Grade 8 and EOC
Reading](#)


[Grade 8
Writing](#)


[EOC
Writing](#)


[EOC Algebra
I](#)


[EOC
Geometry](#)

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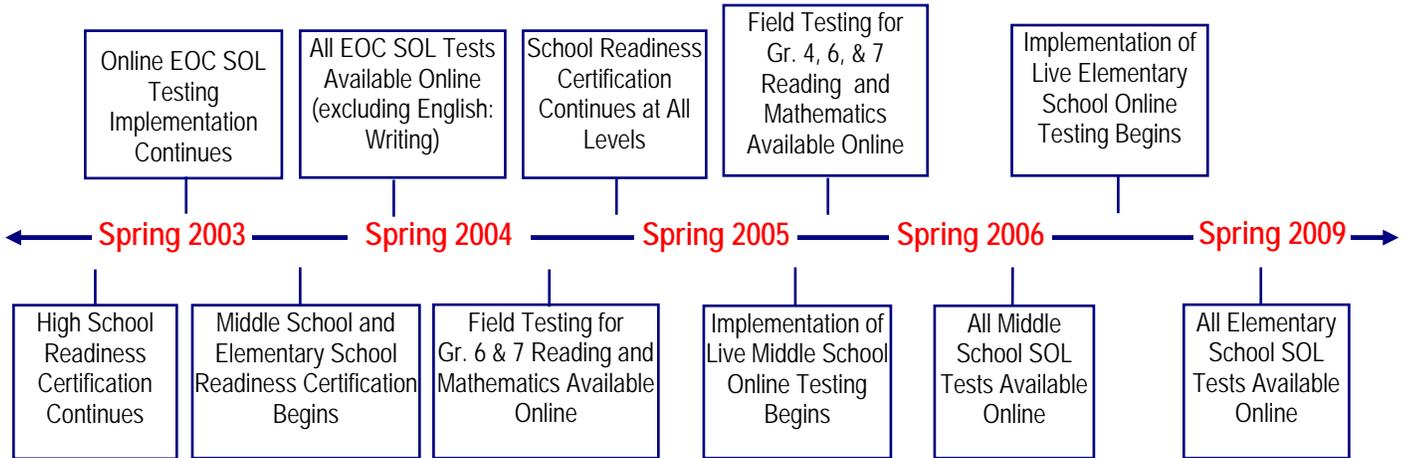
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Implementation of the Web-based SOL Technology Initiative continues to progress as initially planned. Figure 6 below shows a high-level timeline of the initiative through spring 2009.

Figure 6



Spring 2004 was the timeframe by which all Virginia high schools were to be capable of conducting online SOL testing and all EOC SOL tests were to be available online. By that time, 100 percent of school divisions had attained their Stage 1 High School Readiness Certification, and 98 percent of divisions had completed their Stage 2 High School Readiness Certification. The 11 EOC SOL tests were available online to school divisions during the spring 2004 test administration.

Feedback from school division personnel indicates the volume of online EOC SOL testing will increase in the coming year. The DOE will continue to support the efforts of all school divisions while specifically focusing on the eight divisions that have not yet administered online SOL testing. The DOE also will continue to monitor the School Readiness Certification process as school divisions begin to prepare their middle and elementary schools for technical certification.

The implementation of the audio test accommodation during the recent fall and spring test administrations was favorably received by school divisions and has prompted the DOE to increase the availability of online audio tests. The 11 EOC SOL tests will be available in audio format to eligible students by the fall 2005 test administration. Four subjects were available in spring 2004 and the additional seven tests will be digitized during the summer to be ready for the fall 2005 online test administration.

Due to the popularity and success of the online audio test accommodation, the DOE and Pearson Educational Measurement are investigating the release of another SOL test accommodation in the EOC online testing environment. Currently, a large-print testing accommodation is available to eligible students in the traditional paper/pencil format. The large-print test consists of test items displayed in larger font sizes with certain graphics and text objects presented in a simplified format. The large-print test also is shorter than the standard SOL test because no field test items are embedded in the

large-print forms. Online considerations of a large-print test include how best to display a large-print item on a computer monitor and how much scrolling would be required by a student to see each entire test item. Depending on the amount of development needed to prepare the eMeasurement System to administer a large-print test, the DOE is tentatively considering having this accommodation available online to eligible students with visual impairments or disabilities by the spring 2005 test administration.

The next significant milestone of the Web-based SOL Technology Initiative is scheduled to be completed by spring 2006. At that time, all middle schools are to be capable of administering online tests, and all of the middle school tests are to be available online. The DOE started a small-scale implementation at the middle schools in spring 2004 by offering school divisions the option to participate online in the Reading and Mathematics field test at grades 6 and 7. These online offerings will be repeated in the spring 2005 test administration with another online field test in Reading and Mathematics. Tentatively, the DOE plans to expand the online field test in spring 2005 by adding the option for an online Reading and Mathematics field test in grade 4. Divisions with technologically certified elementary schools would be offered the option to participate.

In addition to expanding the field test to grade 4, the DOE is considering implementing a set of live SOL tests at the middle school grades during the spring 2005 test administration. The Content Specific SOL History tests are the next likely subjects to be introduced to the online environment. School divisions have flexibility in determining the grade levels at which the Content Specific History courses are offered; however, the courses are completed between grades 5 and 8. Each spring, these students are administered the SOL test for the History course in which they are enrolled. If the Content Specific SOL History tests are introduced online, school divisions will be asked to volunteer to participate in a comparability study for each of the tests. The studies would be conducted in the spring 2005 administration and would be similar to the comparability studies conducted for the EOC SOL tests. The three Content Specific History tests include United States History to 1877, United States History: 1877 to Present, and Civics & Economics.

As part of Pearson Educational Measurement's product development, upgraded releases of the eMeasurement System will be implemented in the fall 2004 administration and in the spring 2005 administration. While these two new releases will require additional training for school division personnel, a number of requested features will be implemented that will improve the efficiency of the system for the end user. The DOE will conduct a limited number of regional training sessions to address the system changes, but the primary method of communicating the information will be the use of pre-recorded streaming video segments available over the Internet. The video segments will be produced in the broadcast studio at the DOE and made available to school divisions via links on the DOE Web page.

Members of the Web-based SOL Technology Initiative project team have worked with and will continue to collaborate with project team members responsible for the development and implementation of the Educational Information Management System (EIMS). Joint meetings by the two project teams have benefited both groups in the single effort to establish and deploy standardized data definitions for all student information. The increased awareness between team members of both projects has resulted in a more

consistent, unified message being delivered to school divisions by the DOE. As the EIMS project advances toward statewide implementation of unique testing identifiers, the Web-based SOL Technology Initiative project team will continue to monitor the requirements to insure the testing identifier can be integrated easily into the existing online assessment system.

Another significant task to be shared in the coming year among the Web-based SOL Technology Initiative team members will be supporting the DOE's Division of Assessment and Reporting (DAR) in two major activities. The first activity is for DAR to assume the management and operation of the online SOL testing program. The program will be transitioned from the Division of Technology to DAR where it will be integrated into that division's current responsibilities for the paper/pencil testing program. Internal staff development will occur and members of that division will be expected to take over online testing responsibilities from the current project team. The second activity is for members of the Web-based SOL Technology Initiative team to support the development of a new request for proposals that will include the online and paper/pencil development and delivery of Virginia's statewide assessment program. It is expected that by spring 2006 the existing assessment contracts with Harcourt Assessment, Inc. and NCS Pearson, Inc. will have expired. Simultaneously, a procurement process completed by the DOE will have resulted in a new comprehensive statewide assessment contract to provide both online and paper/pencil high-stakes assessments for all public schools in Virginia. Members of the Web-based SOL Technology Initiative team will offer assistance in reviewing portions of the new request for proposals that address online testing and specific technology needs.