



VGLA

Virginia Grade Level Alternative

**Implementation Manual
2009-2010**

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IMPORTANT REMINDERS FOR 2009-2010

Carefully review this *VGLA Implementation Manual* in addition to other related resources. Please pay attention to the following:

Manual Format

- The *VGLA Implementation Manual* is a guide primarily for teachers who are providing instruction to students who are participating in the VGLA assessment. It includes the following information:
 - (1) program description
 - (2) roles and responsibilities of staff
 - (3) participation criteria
 - (4) implementation procedures
 - (5) guidelines for preparing evidence
 - (6) scoring system
 - (7) audits and score correction processes
 - (8) frequently asked questions by teachers
 - (9) forms

NOTE: Please destroy all 2008-2009 VGLA Implementation Manuals.

Participation of LEP Students in the VGLA

Based on the WIDA English language proficiency levels, limited English proficient (LEP) students in grades 3 through 8 who have an overall proficiency level of 1 (entering) or 2 (beginning) are eligible to participate in the VGLA for the reading assessment only (Section 4.2).

Collection of Evidence (COE)

- For the 2010 Spring Administration, items submitted in the COE must have the *Student Evidence Identification* (SEI) Tag:

STUDENT EVIDENCE IDENTIFICATION (SEI) TAG	
<input type="checkbox"/> VGLA	<input type="checkbox"/> VSEP
Content Area: Mathematics	
SOL: 8.14	
Bullet: b	
Inferred:	Demonstrated:

The SEI Tags may be ordered from Pearson via PearsonAccess or downloaded from the Virginia Department of Education's Web site at:

www.doe.virginia.gov/VDOE/Assessment/VGLA/SEITemplate.doc

Science Requirement

- Under the requirements of *No Child Left Behind* (NCLB), states must assess science at least once at the elementary level, once at the middle level, and once at the high school level. However, to comply with the *Individuals with Disabilities Education Improvement Act of 2004* (IDEIA 2004) students with disabilities must be assessed in the same subject areas as their non-disabled peers. Therefore, students with disabilities must participate in the science assessment at both grades 3 and 5.

1. VIRGINIA GRADE LEVEL ALTERNATIVE DESCRIPTION

The Virginia Grade Level Alternative (VGLA) is available for students in grades 3 through 8 as an alternative assessment for the Standards of Learning (SOL) testing. Students who qualify to participate in the VGLA are required to demonstrate individual achievement of grade level content standards as presented in the SOL test blueprint for the academic content area in which they are being assessed. The *Virginia Standards of Learning Test Blueprints* are located at:

www.doe.virginia.gov/VDOE/Assessment/soltests/

This assessment is available to eligible students with disabilities and eligible LEP students in grades 3 through 8 who may participate in the VGLA for the reading assessment only (Section 4.2).

School division personnel complete the following steps for students participating in the VGLA:

❶ Determination of Eligibility

Using VGLA participation criteria, the IEP team/504 committee examines how the student with a disability accesses instruction and content and demonstrates the knowledge and skills learned in the general education course being considered for the VGLA. Consideration for participation in the VGLA is by grade-level and course. The LEP team must determine if the VGLA is an appropriate option for the reading assessment for students who meet the eligibility criteria.

❷ Collection of Evidence (COE)

The student's teacher collects a variety of work samples demonstrating performance on all *on-grade level* SOL for the academic content area in which instruction has been provided.

❸ Submission of an Affidavit of Student Performance

A signed *Affidavit of Student Performance* ensuring that the student independently completed all evidence under the supervision of the content area teacher or other school personnel must be provided with the COE.

2. VGLA WITHIN THE STATE ACCOUNTABILITY SYSTEM

The *No Child Left Behind Act of 2001* (NCLB) requires that all students, including those with disabilities and those with limited proficiency in English, be assessed on statewide accountability measures to determine Adequate Yearly Progress (AYP).

In Virginia, students with disabilities have several options for participating in the state accountability system. They may participate in the SOL assessments without **or** with accommodations. Students with disabilities that prevent them from accessing the SOL test(s) in a content area, even with accommodations, may participate in the VGLA.

For all students with disabilities identified under the *Individuals with Disabilities Education Improvement Act of 2004* (IDEIA), the Individualized Education Program (IEP) team determines how the student will participate in the accountability system. For students identified under *Section 504 of the Rehabilitation Act of 1973* as amended, the 504 committee determines how the student will participate.

Similarly, eligible LEP students may take the SOL reading test with or without accommodations or the VGLA reading assessment. Only LEP students at levels 1 and 2 of English proficiency (WIDA “entering” or “beginning” level) may participate in the VGLA reading assessment. The LEP team makes participation decisions for eligible LEP students. These decisions must be documented in the *LEP Student Assessment Participation Plan* (Appendix B).

Table 1. Virginia's Assessment Program Options for Students with Disabilities

Content Standards	Assessment Options	Grade-Level/Content Area Test Requirements
Standards of Learning (SOL)	SOL Assessments without accommodations	Grades 3-8 and EOC tests
	SOL Assessments with accommodations	Grades 3-8 and EOC tests
	Virginia Substitute Evaluation Program (VSEP)/Verified Credit for Standard and Advanced Studies Diploma options (Student submits a Course Work Compilation)	End-of-Course (EOC) tests
	VSEP/Literacy and Numeracy Certification for Modified Standard Diploma option (Student submits a Course Work Compilation)	Grade 8 Reading and Mathematics tests
	*State-approved substitute tests for verified credits or literacy and numeracy certification	EOC tests Grade 8 Reading and Mathematics tests
Aligned SOL	Virginia Alternate Assessment Program (VAAP) (Student submits a Collection of Evidence)	Grades 3-8 subject area content Grades 3-8 and Grade 11 for Reading, Mathematics, Science, and History/Social Science subject area content

*Current list of state-approved substitute tests is located at: www.doe.virginia.gov/VDOE/Assessment/SubTestChart.pdf

3. SCHOOL DIVISION RESPONSIBILITIES FOR THE VGLA

Many school division personnel are responsible for the implementation of the VGLA. These include:

- Division Director of Testing (DDOT)
- Director of Special Education
- Director of Instruction
- Title III Coordinator
- School Coordinator
- Course Content Teacher
- Special Education Teacher
- English as a Second Language (ESL) Teacher (VGLA Reading only)

A brief explanation of the roles and responsibilities of each of these persons follows.

Division Director of Testing

Each division has designated a Division Director of Testing (DDOT). The DDOT serves as the point of contact between the school division and the Virginia Department of Education and Pearson. The DDOT has divisionwide responsibility for implementation of VGLA requirements and procedures and the dissemination of VGLA reports.

Director of Special Education

In addition to being familiar with VGLA requirements and procedures, the Director of Special Education must identify and address the professional development and support needs of special education and related services personnel involved in the preparation of the VGLA COE. The Director of Special Education and the DDOT are encouraged to share responsibilities for planning and ensuring that appropriate training and materials are provided to teachers and all other division staff responsible for the implementation of VGLA.

Director of Instruction

The Director of Instruction plays an integral role in design and implementation of the division's instructional program. In this capacity the Director of Instruction must ensure that all teachers including special education teachers and teachers of LEP students align instruction with the SOL. Special education teachers and teachers of LEP students should be included in divisionwide SOL related professional development activities and distribution of resources and materials.

Title III Coordinator

The Title III Coordinator must be well acquainted with VGLA requirements and procedures as they relate to LEP students who are eligible for the VGLA reading assessments. In collaboration with the DDOT and the Director of Special Education, the Title III Coordinator's responsibilities include training, technical assistance, and support for teachers of LEP students.

School Coordinator

The School Coordinator is the person designated within each school to serve as the point of contact between the DDOT and the school. The School Coordinator is responsible for ensuring that all procedures required for the VGLA are implemented within the school. The School Coordinator may be asked to monitor the development and progress of the COE to ensure that all SOL are addressed. Any questions the School Coordinator has regarding the VGLA are to be directed to the DDOT, Director of Special Education, or Title III Coordinator as appropriate.

Course Content Teacher

The Course Content Teacher is responsible for implementing the VGLA guidelines according to the procedures contained in this manual. The remaining sections of this manual contain more specific information about the teacher's duties and responsibilities for the VGLA. Any questions the Course Content Teacher has regarding the VGLA are to be directed to the School Coordinator.

Special Education Teacher and English as a Second Language (ESL) Teacher

The Special Education Teacher and the ESL teacher are responsible for supporting the instruction of VGLA students by providing effective strategies and adapting materials. Like the Course Content Teacher, these teachers are responsible for implementing the VGLA according to the established guidelines. Any questions the Special Education Teacher or ESL Teacher has regarding the VGLA are to be directed to the School Coordinator.

4. CRITERIA FOR PARTICIPATION IN THE VGLA

4.1 Determine Eligibility of Students with Disabilities for the VGLA

Only students with disabilities who have a current IEP/504 plan are eligible for the VGLA. To qualify for the VGLA, a student's IEP team/504 committee must answer the three questions below for each content area considered. A response of "No" for any question indicates that the student is **NOT** eligible for the VGLA for a specific content area. **Decisions about participation are made on a test-by-test basis.**

VGLA qualifying questions for eligibility are as follows:

- 1) Does the student have a current IEP/504 plan or is one being developed?
 - Yes No

- 2) Does the student demonstrate his/her individual achievement of the Standards of Learning content by means other than multiple-choice test format?
 - Yes No

- 3) As a result of a disability, is the student unable to demonstrate his/her individual achievement on the Standards of Learning test for the assigned course and grade level using available accommodations and/or formats?
 - Yes No

4.2 Determine Eligibility of LEP Students for the VGLA

The LEP team must consider the student's level of English language proficiency to determine if the VGLA is appropriate for the reading assessment. To be eligible for the VGLA reading the LEP student must be at levels 1 or 2 of English language proficiency. In terms of the WIDA proficiency levels, level 1 is "entering" and level 2 is "beginning." Based on the ACCESS for ELLs® test, the proficiency levels correspond to an overall (composite) score between 1.0 and 2.9.

Determining Eligibility for LEP Students' Participation in VGLA Reading

WIDA English Language Proficiency Levels	Level 1 Entering	Level 2 Beginning
ACCESS for ELLs® Test Overall Score (Composite)*	1.0 – 1.9	2.0 -2.9

*School divisions have the flexibility to consider the ACCESS for ELLs® test composite score and a body of evidence when determining the student's English language proficiency level.

4.3 Become Familiar with Special Accommodations

In considering possible participation in the VGLA, IEP team/504 committee members or LEP team, as appropriate, need to be sure that all possible SOL test accommodations have been examined within the student's program in order to provide access to content and assessment within the specific SOL course.

The read-aloud accommodation can only be used in the reading content area for students with disabilities who have been determined eligible by their school divisions using criteria established by the Virginia Department of Education and communicated in the Superintendents' Memorandum Number 235, dated October 27, 2006, *Guidelines for the Read-aloud/Audio Accommodation on the Standards of Learning (SOL) Reading Tests and the Virginia Grade Level Alternative (VGLA) for Reading*.

The calculator accommodation may be used for students with disabilities who have been determined eligible by their school divisions using criteria established by the Virginia Department of Education and communicated in the Testing Memo Number 720, dated July 31, 2008, *Calculator Accommodation Criteria for Students with Disabilities*. This accommodation allows eligible students to use a calculator with additional functions and/or to use a calculator on sections of the SOL mathematics assessments in which a calculator is not allowed.

For additional information about assessment accommodations, refer to the *Procedures for the Participation of Students with Disabilities in Virginia's Accountability System*, available at:

www.doe.virginia.gov/VDOE/Assessment/home.shtml

Questions about whether accommodations not listed are permissible for a specific assessment should be directed to the School Coordinator or the Division Director of Testing.

4.4 Identify Students for the VGLA

Typical characteristics of a student with a disability recommended for the VGLA include the following:

- enrolled in grades 3 through 8
- has an IEP/504 plan (or one is being developed) (Appendix B)
- has a disability that results in an inability to demonstrate knowledge and skill on a multiple-choice test, even when accommodations are provided
- demonstrates work on SOL that is at grade level

Typical characteristics of an LEP student recommended for the VGLA reading include the following:

- enrolled in grades 3 through 8
- has an *LEP Student Assessment Participation Plan* (or one is being developed) (Appendix B)
- has an overall proficiency level of 1 (entering) or 2 (beginning) based on the WIDA English language proficiency levels
- demonstrates work on SOL that is at grade level

The following scenarios describe two students who meet the participation criteria for the VGLA.

Example A

John is enrolled in the fifth grade and has an identified disability under IDEIA 2004. John is included in all classes at the fifth-grade level; however, in grade 5 mathematics, John is unable to demonstrate his level of understanding of content through the multiple-choice test format. When John is allowed to explain and solve mathematics problems verbally to the teacher, he is able to demonstrate mastery of the concepts. John is able to do this without cues from the teacher, but needs the teacher's assistance in writing out the steps and calculations as John verbalizes the process and answers for each step. John is unable to demonstrate some SOL content even with this accommodation, due to the nature of the content and his disabling condition. The IEP team and fifth grade content mathematics teacher examine the VGLA assessment as an option for John's participation in the Grade 5 *Mathematics* assessment.

John meets the participation criteria outlined for the VGLA. He has a current IEP. He demonstrates his knowledge and skills in fifth grade mathematics in ways other than the multiple-choice test format. Finally, John is unable to demonstrate his individual achievement on the Grade 5 *Mathematics* SOL test, even with accommodations.

Example B

Maria is enrolled in grade 8 and is served by an ESL teacher and general education content teachers. Although she has been in the United States for two years, her English language proficiency level is still at WIDA level 2 “beginning.”

Maria meets the participation criteria for the VGLA in reading as described in Section 4.2.

4.5 Determine the SOL Course to be Assessed

The VGLA is available for eligible students by grade level and subject area content as follows:

Grade 3 – Reading, Mathematics, Science, and History/Social Science

Grade 4 – Reading and Mathematics

Grade 5 – Reading, Writing, Mathematics, and Science

Grade 6 – Reading and Mathematics

Grade 7 – Reading and Mathematics

Grade 8 – Reading, Writing, Mathematics, and Science

Content Specific History – Virginia Studies; United States History to 1877; United States History: 1877 to the Present; and Civics & Economics. (The grade level that students receive instruction in this content varies.)

NOTE: Only grades 3 through 8 VGLA reading assessments are available to eligible LEP students.

To comply with IDEIA, students with disabilities are required to participate in the same state assessments as those required of their non-disabled peers in the same grade level.

5. PROCEDURES FOR THE VGLA

5.1 Inform Parents about the VGLA

Local school divisions are responsible for informing parents of the criteria used to determine whether students with disabilities and students with limited English proficiency are qualified for VGLA as an option. They are to communicate how evidence of student performance will be collected, the types of evidence needed, and the conditions for gathering such evidence. If photographs, videos, or audios are to be submitted as a type of evidence, school divisions must obtain written parental consent. Consent documentation should remain on file in the school divisions.

Parent information is available from Parent Resource Centers, DDOTs, Directors of Special Education, Title III Coordinators, and the Division of Special Education and Student Services and Division of Student Assessment and School Improvement at the Virginia Department of Education.

5.2 Examine How the Student Accesses SOL Content and Demonstrates Skills and Knowledge

The IEP team/504 committee examines how the student accesses instruction and content and demonstrates the skills and knowledge learned in the general education course being considered for the VGLA. Consideration for participation in the VGLA is by grade and by course. The IEP team/504 committee examines the full range of accommodations before considering the student for the VGLA. The IEP team/504 committee should also carefully consider how the student demonstrates his skills and knowledge by reviewing class work and assessments in the multiple-choice format and class work and assessments in other formats.

For LEP students, the LEP team must consider the student's English language proficiency levels to determine if the VGLA is appropriate for the reading assessment.

5.3 Develop an Instructional Plan

The instructional foundation for the VGLA is based on the consistent delivery of grade-level SOL content. The delivery of grade-level content must occur whether the student is served in a general education setting or in a special setting.

Students participating in the VGLA are expected to demonstrate their knowledge and/or skills on all the SOL documented in the test blueprints for a given grade and content area. To accomplish this task, teachers must have knowledge of their students, the course content, and effective strategies for delivery of the content. The steps below provide a general set of guidelines for addressing this challenge.



Step 1

Review the student's educational records, including evaluation reports, eligibility minutes, report cards, etc. For students with disabilities, special attention should be given to the current IEP or 504 plan, which will provide valuable information regarding the student's strengths and weaknesses and information about how the student's disabilities manifest in her/his performance in the general education curriculum. The IEP or 504 plan will also list relevant and useful accommodations that must be used in the delivery of instruction and in testing. For eligible LEP students participating in the reading VGLA, the *LEP Student Assessment Participation Plan* should be helpful in identifying the student's current English language proficiency level.



Step 2

Secure a copy of the *Virginia Standards of Learning Test Blueprint* for the given grade level and content area. The test blueprint provides an overview of the SOL that will be assessed for the VGLA. The SOL test blueprints are available on the Virginia Department of Education website at

www.doe.virginia.gov/VDOE/Assessment/soltests/

Make sure that the SOL test blueprint used is the most recent version, since the blueprints are revised from time to time.



Step 3

Locate teaching resources and attend professional development that will support all standards contained in the test blueprints. Pacing guides developed by the school division are particularly helpful in guiding the instruction of the SOL for each grading period. The *Enhanced Scope and Sequence Plus* is an excellent instructional resource that provides differentiated strategies for teaching SOL content to all students. This resource is located at:

www.ttaonline.org/staff/sol/sol.asp

5.4 Inform Students and Parents of Requirements

Students who have been identified as participants in the VGLA and their parents should be informed regarding program expectations and requirements. This information should include, but not be limited to, the discussion of:

- SOL test blueprint for the assessed content area;
- types of evidence to demonstrate SOL knowledge and skills;
- local scoring procedures; and
- anticipated submission date of the completed COE.

6. COLLECTION OF EVIDENCE

The evidence submitted must demonstrate knowledge and/or skills in the SOL addressed. The VGLA provides the student the opportunity to demonstrate what he or she knows and can do through a non-traditional mode of testing. The student proves that he or she knows the content by developing products and work samples that demonstrate an understanding or skill.

Students should submit evidence for all of the SOL assessed on the VGLA. If a student does not have evidence of one or more standards contained in the SOL test blueprint, then he/she may indicate that no evidence is being submitted for a particular SOL. However, it should be noted that the exclusion of too many standards will adversely affect the overall score.

Evidence submitted may defend more than one standard addressed. For instance, an LEP student may submit a worksheet that demonstrates multiple reading standards. In addition, a student with disabilities may describe the steps of an experiment on an audio to prove multiple science standards. In all cases, evidence should demonstrate the full and complete knowledge and/or skills attained by the student in the SOL addressed. All evidence must be solely the student's work completed in the presence of a teacher or other school personnel.

Before the collection process begins, teachers must have a clear knowledge and understanding of the SOL being assessed. The Virginia Department of Education provides a curriculum framework for each content area and grade level. This resource is located at:

www.doe.virginia.gov/VDOE/CurriculumFramework/

The curriculum frameworks define the content knowledge, skills, and understandings for each SOL as follows:

- *Understanding the Standard* – includes teacher notes in which key terms are defined, and essential concepts are explained;
- *Essential Understandings* – describes what the student should understand after instruction is given; and
- *Essential Knowledge and Skills* – focuses on the knowledge and skills that the student should be able to demonstrate or apply. This information is displayed in a bulleted list that will usually begin with a verb. The verb used will often be helpful in determining the depth of knowledge the student is expected to demonstrate in the SOL. Bloom's taxonomy depicts depth of knowledge in four categories: recall, comprehension, application, and higher order thinking.

Additional information about the Depth of Knowledge Categories Based on Bloom's Taxonomy is presented in a table in Appendix B.

6.1 Completion of the Collection of Evidence

A collection of evidence (COE) that is submitted for scoring to the local school division must contain the following:

- A signed *VGLA Affidavit of Student Performance* ensuring that the student completed all the evidence presented independently and under the supervision of the content area teacher or other school personnel must be provided;
- Evidence that demonstrates individual achievement on **all** SOL addressed in the test blueprint for a specific grade level and content area; and
- Locally required documentation or forms.

6.2 Include Varied Types of Evidence

As long as the student has completed all work contained within the collection under the direct supervision of a teacher or other school personnel, a VGLA collection may consist of a variety of types of evidence.

6.3 Description of Evidence and Examples

The various types of student evidence are described below. In addition to each description, critical information is provided in “Tips for Teachers.”

6.3.1 Work Sample

A work sample contained in a VGLA collection must demonstrate that the student was able to complete the work independently under direct supervision of a teacher or other school personnel. The work sample should demonstrate knowledge and/or skills addressed in a specific, or multiple SOL for the content area/grade level submission. Work samples may include worksheets, tests, quizzes, writing samples, and any other student-generated work that may be used to demonstrate skills and/or knowledge of the SOL addressed.

Tips for Teachers

- All work must be graded correctly so that the student’s proficiency on the content is clear. Correct and incorrect answers should be clearly indicated. Grades may be a letter grade, a numerical grade, or an evaluative comment as determined appropriate by the teacher.
- Care must be given to ensure that the work sample(s) addresses all the concepts stated in the SOL.

6.3.2 Audio

A student may submit an audio for the VGLA. For example, a student may submit an audio of himself or herself answering questions about a specific topic. The student may read a selection on audio, or he or she may describe a procedure to demonstrate knowledge of the procedure. The audio must contain only student-generated information and/or work. It is appropriate for a teacher or other school personnel to read questions on the audio, but responses should be the student’s alone without the use of note cards or cue sheets. The audio must include a statement of accuracy describing the student’s level of achievement on the SOL being defended.

Tips for Teachers

- A signed release form that grants permission to use a recording of the student’s voice may be required by the school division before including the audio in the collection of evidence. The signed release forms should be kept on file in the school division.
- Check with the School Coordinator to determine the required format(s) for audio.
- Include a script of the audio with a completed SEI Tag. This strategy is an excellent safeguard if the audio equipment breaks or malfunctions.
- State the SOL number and description on the audio prior to the portion of the recording with the student evidence.
- If a tape recorder is used to produce an audio for multiple standards, include a list using the counter.
- Audio containing more than one voice should indicate the portions belonging to the student.
- Place an SEI Tag on the audio case and write the information from the SEI Tag on the tape/CD/DVD.

6.3.3 Video

A student may submit a video with various content areas for the VGLA. For example, a student may submit a video of himself or herself working at a chalkboard/dry erase board to demonstrate a skill or knowledge. A video may contain an interview of the student on a specific topic or show the student performing a specific skill. The video must contain only student-generated information and/or work. It is appropriate for a teacher or other school personnel to be on the video to ask questions, but responses should be the student's alone without the use of note cards, cues, or other prompting. A transcription of the video should be included. The video must include a statement of accuracy describing the student's level of achievement on the SOL being defended.

Tips for Teachers

- A signed release form that grants permission to use a student's photograph and record his/her image and voice is required before including a video in the collection of evidence. The signed release forms should be maintained on file in the school division.
- Check with the School Coordinator to determine the required format(s) for video.
- Include a script of the video with a completed SEI Tag. This is an excellent safeguard that ensures evidence is not lost if the video equipment breaks or malfunctions.
- Place an SEI Tag on the video case and write the information from the SEI Tag on the videotape/CD/DVD.

6.3.4 Anecdotal Record

The student or teacher may submit an anecdotal record of student performance as a type of evidence for the VGLA. An anecdotal record is a log of student performance. The teacher may record a skill or knowledge demonstrated by the student alone in an anecdotal record of student performance. Alternatively, the student may write his or her own anecdotal record in the presence of the teacher indicating what and how he or she was able to demonstrate for a specific knowledge or skill. Anecdotal records should include the date of performance, a description of the observed skill or procedure, and a statement of accuracy describing the student's level of achievement on the SOL content.

Tips for Teachers

- Observation should be carefully planned to ensure that the student has the best opportunity to demonstrate his or her skill and knowledge.
- The observer should describe the learning environment and the specific activities, the responses of the student, and the student's level of accuracy. For example: On April 5, 2010, Katie was able to read a short story. She identified the main character, setting, and the plot independently with 100% accuracy.

6.3.5 Interview

The student or teacher may submit an interview as a type of evidence for the VGLA. Interviews might be conducted by the teacher with the student to demonstrate understanding of a concept or skill. The teacher would ask the student questions related to the topic being discussed and the student would provide a response. Interview questions should be concise and precise in design to afford the student the best opportunity to demonstrate what he or she knows about the given topic being discussed. The interview should include a statement of accuracy describing the student's level of achievement on the SOL being defended.

Tips for Teachers

- Interview questions should be prepared in advance to ensure that the SOL content is completely addressed.
- Interview questions should be short and clear to give the student the best opportunity to respond.
- Follow-up questions are permitted, but must also be documented.
- Interviews may be recorded by video or audio. Include a script of the interview with a completed SEI Tag. This is an excellent safeguard that ensures evidence is not lost if equipment breaks or malfunctions.
- Include the student's level of accuracy for his/her interview responses when describing the level of achievement on the SOL being defended.

6.3.6 Data Chart/Graph

Charts and/or graphs may be submitted as evidence of student achievement. These should reflect student skills and/or knowledge and may be generated by the teacher and/or student.

Tips for Teachers

- Charts and graphs must contain specific information that relates to the student's skills and knowledge, the date of performance, and the student's level of accuracy for the achievement of the SOL being defended.
- A chart or graph that simply indicates a student's level of progress on a specific skill may not provide enough information to rate the student's level of achievement of that skill.
- Charts and graphs must also be accompanied by a completed SEI Tag.

6.3.7 Captioned Photograph

Photographs with a captioned statement may be used to show student performance of SOL knowledge and skills.

Tips for Teachers

- A signed release form that grants permission to use a student's photograph is required before including photographs in the collection of evidence. The signed release forms should be maintained on file in the school division.
- If the photograph includes more than one person, the student who is participating in the VGLA must be clearly identified.
- Identity of students other than the target student should be obscured in photographs.
- Most importantly, the photograph must also be accompanied by a completed SEI Tag, a detailed statement that describes the activity occurring, and the student's level of accuracy for achievement of the SOL being defended.

6.4 Evidence to Be Submitted

Evidence submitted may prove more than one standard. For instance, a student may submit a mathematics worksheet associated with multiplication. Correct answers to multiplication problems may be considered as inferred evidence of attainment of SOL associated with addition. Therefore, the single worksheet can be used to defend both the multiplication and addition standards.

Tips for Teachers

- You must label the evidence with SEI Tags to indicate all standards that are being proven (including inferred standards).
- In all cases, evidence should demonstrate the full and complete knowledge and/or skills attained by the student in the SOL addressed.
- Evidence is rated based on the quality of work, not the quantity submitted.
- All evidence must be solely the student's work completed in the presence of a teacher or other school personnel.

6.5 COE Submission Process

The student and teacher should follow established local procedures and time lines for submitting the COE as directed by the DDOT and school administrator or School Coordinator.

NOTE: The school division must maintain the COEs until after the close of the official audit window **and** in accordance with the Management of the Student’s Scholastic Record in the Public Schools of Virginia 8VAC 20-150-20. (Section 9)

6.5.1 Assemble the COE

- Select appropriate evidence that demonstrates the content stated in the test blueprint established for the specific grade-level SOL assessment.
- Include a variety of types of evidence.
- As appropriate, make sure signed release forms that grant permission to use students’ photographs or record their images or voices are completed and on file locally.

6.5.2 Include the Student Evidence Identification (SEI) Tag

Each item of evidence must have an SEI Tag. This tag identifies the assessment and provides the content area, a specific SOL number, and any bullets addressed by the evidence. The SEI Tag should also indicate whether the evidence is demonstrated or inferred. “Demonstrated” should be checked to describe evidence in which the SOL knowledge and skill are clearly shown. The term “inferred” should be checked when the evidence presented demonstrates the achievement of prerequisite content or skills in addition to those specifically demonstrated by the evidence.

STUDENT EVIDENCE IDENTIFICATION (SEI) TAG	
<input checked="" type="checkbox"/> VGLA	<input type="checkbox"/> VSEP
Content Area: Mathematics	
SOL: 8.14	
Bullet: b	
Inferred:	Demonstrated: <input checked="" type="checkbox"/>

6.5.3 Prepare the COE for Submission

Before submission, the student and teacher should inspect the evidence and prepare the COE as follows:

- Ensure that the samples of evidence and data reflect the demonstration of student knowledge and skills related to the specific SOL.
- Provide a complete COE that represents the student’s level of individual achievement in SOL content for the grade level and subject being assessed.
- Examine the evidence to ensure that it is labeled appropriately with a completed SEI Tag. All media should be properly labeled with the correct SEI Tag. Multiple SEI Tags can be listed on a separate sheet of paper including the counter when several objectives are covered through media.
- Submit only evidence that has been solely created by the student in the presence of a teacher or other school personnel.
- All work must be graded or include a statement of accuracy. The grades may be a letter grade, numerical grade, or evaluative comments as determined appropriate by the teacher.
- Follow local directions for completing student demographic/identifying information.
- Complete and sign the *Affidavit of Student Performance* (Appendix B).

7. VGLA SCORING SYSTEM

Local school division personnel will score student collections of evidence and enter the scores into the VGLA Scoring System. The VGLA Scoring System is a secure, web-based process that scoring teams use to rate students' collections of evidence. Each online score sheet displays a list of all standards prescribed for the grade level, content area, and reporting category. Scorers assign a numerical value between 0 and 4 to evidence submitted to demonstrate student performance on each SOL. Table 2 defines the rubric that is used to assign scores. Local scoring teams will receive training from VDOE and the testing contractor on VGLA requirements, implementation, and scoring.

7.1 Using the Scoring Rubric

The VGLA is scored holistically at the standard level. A student must submit evidence of all the skills and knowledge contained in the test blueprint, including sub-skills. Holistic scoring involves assessing a student's performance as a whole and determining the most appropriate overall score point. For the VGLA assessment, this means that scorers will review evidence submitted for a particular SOL as a whole, rather than focusing separately on each bullet point. Scorers use a number of tools to ensure consistent scoring of student work. These tools include the Scoring Rubric (Table 2), the Scoring Rubric Addendum (Table 3), and the General Scoring Rules (Section 7.2).

Table 2. Scoring Rubric

Score	Descriptors
0	There is <i>no evidence</i> of the specific Standard(s) of Learning being addressed.
1	There is <i>little evidence</i> that the student has demonstrated the skills and knowledge stated in the Standard(s) of Learning being addressed.
2	There is <i>some evidence</i> that the student has demonstrated the skills and knowledge stated in the Standard(s) of Learning being addressed.
3	There is <i>adequate evidence</i> that the student has demonstrated the skills and knowledge stated in the Standard(s) of Learning being addressed.
4	There is <i>ample evidence</i> that the student has demonstrated the skills and knowledge stated in the Standard(s) of Learning being addressed.

Table 3. Scoring Rubric Addendum

The rubric is augmented by an addendum to provide further explanation and understanding of the scoring terms.

Descriptor	Detailed Explanation
No Evidence	A score point of “0” may be assigned if the evidence submitted does not show any level of individual achievement for the SOL being defended.
Little Evidence	The collection of evidence provides a minimally sufficient demonstration of the student’s knowledge and understanding of the SOL. The evidence is incomplete and mostly inaccurate, exhibiting only a very basic level of understanding. Overall, the quality of the evidence presented is weak and does not satisfy most of the requirements of the SOL.
Some Evidence	The collection of evidence provides only a partially sufficient demonstration of the student’s knowledge and understanding of the SOL. The evidence may be incomplete or may exhibit major lapses in accuracy. Overall, the quality of the evidence presented does not satisfy many of the requirements of the SOL.
Adequate Evidence	The collection of evidence provides a reasonably sufficient demonstration of the student’s knowledge and understanding of the SOL. Most of the student’s work is accurate and correct, but the performance is not consistent and may be incomplete. Overall, the quality of the evidence presented is appropriate and satisfies many of the requirements of the SOL.
Ample Evidence	The collection of evidence provides a fully sufficient demonstration of the student’s knowledge and understanding of the SOL. Minor lapses in accuracy and completeness may occur, but overall the quality of the evidence presented consistently and appropriately satisfies most of the requirements of the SOL.

7.2 General VGLA Scoring Rules

Rule 1 Evidence must be student-generated.

- If the student work is copied from sources such as the chalkboard, texts, or computer, the work cannot be considered in scoring.
- If the student work is based on a take-home test, open-book test, or homework, the work cannot be considered in scoring.
- If the student work includes examples or directions that clearly provide answers for students, the work cannot be considered in scoring.
- If the student work is done as part of a group project or assignment and the contribution of the student is not clearly identified, the work cannot be considered in scoring.

Rule 2 Evidence must include a correct SEI Tag.

- If there is no SEI Tag, the evidence cannot be considered in scoring.

Rule 3 Evidence must clearly address the captions and grading, as appropriate.

Captions

- If evidence includes photographs, captions that address the student's individual achievement must be included. Otherwise the evidence cannot be considered in scoring.

Grading

- If the evidence includes work samples such as worksheets, tests, and quizzes, the work samples must be graded by the teacher and correct and/or incorrect answers should be clearly identified. If the evidence includes audio, video, interview or anecdotal records, it must include statement(s) of accuracy so that the student's level of individual achievement is clear to the scorer. The grades may be a letter grade, numerical grade, or evaluative comments as determined appropriate by the teacher. If the information included in the work sample can be verified, the scorers should verify the accuracy of the student's work.

NOTE: The *Standards of Learning Curriculum Framework* may be used as a reference tool during scoring to help scoring teams understand the standards addressed. This resource is available at:

www.doe.virginia.gov/VDOE/CurriculumFramework/

The scenarios in the following examples describe how the scorers reviewed the evidence and assigned a score point.

Example A

Zoe submits evidence to prove Grade 3 Reading SOL 2.6, which states:

The student will use language structure to expand vocabulary when reading.

- a) Use knowledge of prefixes and suffixes;*
- b) Use knowledge of contractions and singular possessives;*
- c) Use knowledge of simple abbreviations; and*
- d) Use knowledge of antonyms and synonyms.*

After reading selected passages, Zoe submits worksheets completed under teacher supervision as evidence for SOL 2.6. Using fill-in-the-blank and matching activities, Zoe correctly identifies 24 out of 25 prefixes and suffixes and uses those words to create sentences. She edits sentences using correct contractions and singular possessives. Using a matching worksheet, Zoe identifies abbreviated months and days. In addition, she writes antonyms and synonyms for given words and then uses those words correctly in a sentence.

As the scorers examine Zoe’s evidence, they notice that she demonstrates all of the skills addressed in the standard. It is clear from Zoe’s evidence that she is able to correctly apply each of the skills. The scorers assign a score point of 4 for this standard.

Example B

Christopher submits evidence to prove Grade 8 Mathematics SOL 8.1, which states:

The student will

- a) *Simplify numerical expressions involving positive exponents, using rational numbers, order of operations, and properties of operations with real numbers;*
- b) *Recognize, represent, compare, and order rational numbers expressed in scientific notation; and*
- c) *Compare and order decimals, fractions, percents, and numbers written in scientific notation.*

Christopher submits worksheets and a video completed under teacher supervision as evidence of SOL 8.1. On the worksheets, Christopher completes five out of ten problems associated with decimals and fractions. On the video, he completes five out of five questions related to recognizing and ordering numbers expressed in scientific notation. Christopher also simplifies three out of five numerical expressions involving positive exponents and rational numbers.

Although Christopher’s evidence covers many of the skills addressed in the standard, he has no evidence of simplifying numerical expressions using order of operations and properties of operations with real numbers. Christopher recognizes and orders numbers expressed in scientific notation, but does not represent or compare them. In addition, although he was able to complete five out of ten problems correctly associated with decimals and fractions, Christopher did not show evidence of comparing and ordering percents and numbers written in scientific notation. The scorers assign Christopher a score point of 2 for this evidence.

7.3 Scorers’ Responsibilities

The local school division has direct responsibility for establishing and maintaining scorers. Each school division should identify a person(s) responsible for supervising, training, monitoring, and maintaining scorers. The Virginia Department of Education will offer in-depth regional training yearly to meet the needs of scorers and to update information regarding the VGLA scoring.

Individual scorers or scoring teams may be used. Regardless of whether individual scorers or teams are used, school division personnel knowledgeable in the content area of submission must be involved (e.g., a third-grade teacher would best judge a COE submitted for the grade 3 mathematics SOL). Additional scoring team members may be used, and more than one scoring team may be assembled and maintained within a school division.

The DDOT is responsible for ensuring that proper protocol is followed for assembling, rating, scoring, and reporting VGLA entries using the *VGLA Online Scoring System*. Scoring team members are responsible for assigning ratings for submitted evidence following established rubric descriptors (Section 7). The scoring team is responsible for ensuring “fair and accurate” ratings of student performance, maintaining submitted collections of student work during the scoring and audit window, and reporting results for scored VGLA entries to the Virginia Department of Education. Scoring teams may not discuss submitted evidence, ratings, proficiency levels, or scoring issues outside of the scoring team meeting.

Scoring team members must not use membership on the VGLA scoring team to influence the selection of student materials for the collections of evidence. If a scoring team member has provided training or technical guidance to the student and/or teacher in submitting evidence, he/she may not score that particular COE.

8. AUDITS AND SCORE CORRECTION

8.1 VGLA Audit Process

Audits will be conducted in July of each assessment administration year. Pearson will randomly select 10% to 15% of a division's VGLA collections of evidence to be audited. These selected COE will be subject to audits of student evidence and ratings. The purpose of the audit is to ensure that the school division's scoring teams are appropriately applying the scoring rubric to selected student evidence.

Audited COE will be selected during scoring. The DDOT will be notified through PearsonAccess of the selected collections and the audit date. Audited entries will be examined to confirm ratings of evidence submitted. A complete official audit report will be provided to the DDOT after completion of the audit process.

8.2 VGLA Score Correction Process

The VGLA collections of evidence are not eligible for rescore, but school divisions can request that scores that were entered incorrectly in PearsonAccess (scores that are different from those on the *VGLA Worksheet*) be corrected. This process provides an opportunity for school divisions to correct an error in a scoring entry **after** the VGLA submission due date. However, **before** the VGLA scoring entry due date, the scores may be corrected in the online scoring system by school division personnel.

NOTE: The School Coordinator and DDOT will provide you with specific procedures for requesting a score correction.

APPENDIX A

Virginia Grade Level Alternative

Frequently Asked Questions by Teachers

Q1. What kind of student would take the VGLA?

The VGLA is an appropriate assessment for a student with a disability who has a current IEP or 504 Plan. The impact of the student's disability demonstrates to the IEP team or 504 committee that he or she will not be able to access the Standards of Learning (SOL) assessments even with accommodations.

Based on the WIDA English language proficiency levels, limited English proficient (LEP) students in grades 3 through 8 who have an overall proficiency level of 1 (entering) or 2 (beginning) are eligible to participate in the VGLA reading assessment only. (Refer to Section 4.2 of this manual for details.)

Q2. In which grade-level and content areas can the VGLA be used as an alternative to the SOL assessments?

The VGLA is available for students with disabilities and certain LEP students in grades 3 through 8. It is available for students with disabilities in the content areas of reading, mathematics, science, history/social science, and writing. It is available for eligible students with limited English proficiency in the content area of reading only.

Q3. Can materials that are below grade level be used as evidence in the VGLA collection of evidence?

As a grade-level alternative to the SOL assessment, the VGLA requires materials to be appropriate to the grade level of the student's enrollment. If materials are submitted that are clearly below grade level, the evidence cannot receive the highest score point.

Q4. Can students use accommodations on VGLA evidence?

Yes. A student may submit evidence using accommodations as specified within the student's current IEP, 504 plan, or *LEP Student Assessment Participation Plan*. It should be noted, however, that students with disabilities should only use the read-aloud or audio accommodation on the reading test if they have been determined eligible for the accommodation by the local school division. Likewise, students with disabilities may use a calculator with additional functions and/or use a calculator on sections of the SOL mathematics assessments in which a calculator is not allowed if they have been determined eligible for the accommodation in accordance with Testing Memo Number 720, dated July 31, 2008. This accommodation must be documented in the student's IEP or 504 plan.

Q5. Collecting samples of work for students submitting a VGLA takes a great deal of effort. Why do teachers have to prepare collections of evidence of student's work for this assessment?

Collecting work samples and student products are a routine part of the ongoing instructional process. Although additional work is required to organize the collection of evidence and to prepare it for submission, the VGLA provides students with disabilities a method of demonstrating their knowledge of SOL content through non-traditional means. Given the broad range of methods available to students participating in the VGLA, a collection of evidence is the most flexible and efficient method for examining student performance.

Virginia Grade Level Alternative

Frequently Asked Questions by Teachers

Q6. Can the VGLA Collection of Evidence be reviewed by parents and other school personnel?

Yes. The Collection of Evidence is available for review and feedback by the student, parents, and other school personnel as needed; however, the collection must not be changed or altered in any way. In addition, the collection must be reviewed in the presence of school personnel according to the method established by the local school division. The Collection of Evidence should never be sent home for review prior to submission for scoring.

Q7. How is the VGLA scored?

The VGLA is submitted to the school division and scored by locally maintained scorers or scoring teams. Scorers receive training on the process of applying the scoring rubric to submitted evidence, use of the online scoring system, and other information pertinent to scoring the VGLA. The VGLA rubric, rubric addendum, and scoring rules are available in Section 7 of this manual.

Q8. Why is my local school division scoring the VGLA and what is the online system?

The scoring process will involve local scorers or scoring teams examining submitted evidence for specific content area standards and applying a scoring rubric, rubric addendum, and scoring rules in order to assign a value to the evidence presented in a holistic manner. Once all evidence submitted for a specific VGLA entry has been scored, scorers or scoring teams will enter their ratings of student performance or upload a file of students scores in the online scoring system. The online scoring system will then generate a final score and proficiency level.

Q9. What is a VGLA audit?

After the submission window for VGLA entries, the testing contractor will randomly select submitted entries for audit. The purpose of the VGLA audit is to ensure that scorers or scoring teams are correctly applying the scoring rubric to submitted evidence.

Q10. How will I know if my school or student has been selected for an audit of his or her VGLA?

The Division Director of Testing will be notified within the web-based PearsonAccess system that the students' collections of evidence within the division have been selected for VGLA audit. Audited entries will be generated at random for all submitted entries for a given administration.

Virginia Grade Level Alternative

Frequently Asked Questions by Teachers

Q11. Can VGLA evidence be collected across more than one school year?

Yes. It is acceptable to collect evidence across more than one school year or term in cases where the course or instruction covers more than one year or term or the Standards of Learning test blueprint includes standards for multiple grade levels. The IEP team or 504 committee must determine VGLA participation during the year that the student begins to receive instruction in the content area for which the VGLA will assess. Local school divisions should ensure that teachers and school staff involved in collecting evidence across more than one year or term are adequately trained on VGLA implementation and that they sign affidavits indicating that the work is solely that of the student. Additionally, the school division must ensure that the collection of evidence is secured and appropriately transferred from staff person to staff person until the time of submission.

Q12. What should I do if a student taking the VGLA transfers between school divisions during the school year?

In accordance with Testing Memo Number 689, dated February 14, 2008, the transfer of a student's education record should be formally requested by the school division enrolling the student. The Collection of Evidence should also be requested by the school division enrolling the student. Once the education record has been requested, the transferring division should forward the student's COE to the school division enrolling the student. Care should be taken to ensure that all student work samples include:

- grading with correct and incorrect answers indicated;
- completed SEI Tags on each piece of evidence; and
- a completed affidavit signed by school staff to verify that all student work was completed under the supervision of school staff and is the student's individual work.

The school division transferring the student may wish to maintain a copy of all student work and supporting documentation sent to the school division enrolling the student. Copies should be maintained as determined by the Division Director of Testing and Records Manager until the end of the assessment period.

APPENDIX B

Virginia Grade Level Alternative

2009-2010 Participation Criteria for Students with Disabilities Form

DIRECTIONS: To qualify for the Virginia Grade Level Alternative (VGLA) assessment, a student's IEP team/504 committee must determine that a student is eligible based on answering the three questions below for each content area considered. A response of "No" for any question indicates that the student is **NOT** eligible for the VGLA for that content area.

Student Information

Student Name: _____ Date of Birth: _____

State Testing Identifier (STI): _____

Current Grade of Enrollment: _____

Submission Subject/Course: _____

School Division Information

School Division Name: _____ School Name: _____

Course Content/Teacher: _____ Date: _____

Virginia Grade Level Alternative Participation Criteria

- 1) **Does the student have a current IEP/504 plan (or is one being developed)?**
 Yes No

- 2) **Does the student demonstrate his/her individual achievement of the Standards of Learning content by means other than multiple-choice test format?**
 Yes No

- 3) **As a result of a disability, is the student unable to demonstrate his/her individual achievement on the Standards of Learning test for the assigned course and grade level using available accommodations and/or formats?**
 Yes No

Signed:

_____ Date _____
Course Content Teacher

_____ Date _____
Special Education Teacher

_____ Date _____
Parent

_____ Date _____
Building Administrator or Designee

_____ Date _____
Other

_____ Date _____
Other

APPENDIX B, continued

Virginia Grade Level Alternative

LEP Student Assessment Participation Plan (Sample)

Student Information

Student Name: _____ Date of Birth _____

State Testing Identifier (STI): _____

Current Grade of Enrollment: _____ Diploma Program(s): _____

Submission Subject/Course: _____

School Division Information

School Division Name: _____ Division Number: _____

School Name: _____ School Number: _____

SOL Content Area	Participation in the Assessment Without Accommodation	Participation in the Assessment With Accommodation (List those that apply)	Exempted from Participation in the SOL Assessment*
Reading			Reason: LEP student has attended school in the United States for less than 12 months
Virginia Grade Level Alternative – Reading (available for LEP students at WIDA ELP levels 1 or 2 in grades 3 through 8)			Not Applicable
¹ Writing (grades 5, 8, and high school)			Reason:
Mathematics (Plain English Math test available for LEP students at ELP levels 1 or 2 in grades 3 through 8 and Algebra I)			Not Applicable
² History/ Social Science Content Specific History			Reason:
Science			Reason:

¹Students may have only a one-time exemption in grade 5 or 8. ²Students may have only a one-time exemption in grades 3 through 8.

LEP Team Members' Signatures

APPENDIX B, continued

Virginia Grade Level Alternative

Depth of Knowledge (DOK) Categories Based on Bloom's Taxonomy

DOK Category	Description	Key Verbs	
Recall Knowledge	This is the lowest level of cognitive process and involves remembering information.	Count Define Identify Label List Match	Quote Recite Repeat Reproduce Select State
Comprehension	At this level, students may be using or manipulating recall level information in a basic way such as explaining an idea or concept in one's own words.	Translate Rephrase Interpret Describe Classify Compare Contrast Discuss	Distinguish Estimate Explain Generalize Give Examples Infer Interpret Summarize
Application	This level involves the process of using known information to solve new problems.	Compute Construct Demonstrate Illustrate Solve	
Higher Order Thinking	This level combines the three most complex levels of cognitive process in Bloom's Taxonomy: analysis, synthesis, and evaluation.	Categorize Diagram Differentiate Discriminate Outline Separate Subdivide Organize Construct Design Combine Arrange Compile Create Formulate	Generate Group Summarize Judge Assess Appraise Value Conclude Critique Criticize Grade Recommend Support

Source: *Alignment Analysis of the 2008 Virginia Standards of Learning Tests, the Virginia Grade Level Alternative Assessments, and the Standards of Learning in Science*, Virginia Commonwealth University, January 2009

APPENDIX B, continued

Virginia Grade Level Alternative

2009–2010 AFFIDAVIT OF STUDENT PERFORMANCE

Student Information

Student Name: _____ Date of Birth: _____

State Testing Identifier (STI): _____

School Division Name: _____ School Name: _____

Content Area(s): _____

Affidavit of Student Performance

I, the undersigned, do attest that all work contained in this Collection of Evidence was performed, to the best of my knowledge, by the student using allowed accommodations as stated in his/her IEP or 504 Plan, or *LEP Student Assessment Participation Plan* and in the presence of a teacher or other school personnel. In compiling this evidence with the student and/or on his/her behalf:

I have

- included only work completed solely by the student in the presence of a teacher or other school personnel.
- provided the accommodations required by the student as documented in his/her IEP/504 Plan or *LEP Student Assessment Participation Plan*.

I have not

- fabricated, altered, or modified student work, products, or data.
- described behaviors that provide a negative image of the student.
- provided any accommodations/assistive devices that are not documented in the student's IEP/504 Plan or *LEP Student Assessment Participation Plan* and a regular part of the student's daily instruction.

Signed:

General Education Teacher Date: _____

Course Content Teacher Date: _____

Special Education Teacher Date: _____

Special Education Teacher Date: _____

Other Date: _____

Other Date: _____

I have reviewed the contents of this Collection of Evidence.

Building Administrator or Designee Date: _____

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APPENDIX B, continued

Virginia Grade Level Alternative

2009–2010 Teacher Checklist for Collection of Evidence

Teacher Name: _____ Student Name: _____

1. Affidavit of Student Performance

<input type="checkbox"/>	Signed Affidavit included.
<input type="checkbox"/>	Each staff person involved in generating evidence has signed the affidavit (Paraprofessional, OT, PT, SLP, etc.). Building Principal or designee has also reviewed the Collection of Evidence (COE) and signed the affidavit.

2. Student Evidence Identification (SEI) Tag

<input type="checkbox"/>	SEI Tags have been placed on every piece of evidence to be scored.
<input type="checkbox"/>	Each SEI Tag has been checked to make sure it is identified with the correct SOL and bullet, as appropriate.

3. Division Required Forms

<input type="checkbox"/>	I have included all division required forms in the COE.
--------------------------	---

4. Supplemental Forms

<input type="checkbox"/>	The appropriate VGLA Scoring Worksheet has been included.
--------------------------	---

5. Evidence

<input type="checkbox"/>	The evidence clearly shows the student’s skill and proficiency level.
<input type="checkbox"/>	All student work has been graded (% , grade, amount correct, etc.) so that correct and incorrect work is clearly identified or a statement of accuracy describing the student’s performance has been included on anecdotal records, interviews, audios, and videos.
<input type="checkbox"/>	Evidence to be submitted represents the student’s best work.
<input type="checkbox"/>	Evidence to be submitted addresses each SOL <u>stem</u> and <u>bullet</u> , as appropriate, listed in the testing blueprint.

6. Media (Photographs, Audio, Video)

<input type="checkbox"/>	I have placed a completed SEI Tag on all the media evidence.
<input type="checkbox"/>	I have checked to ensure that there is a signed media release on file for this student.

Captioned Photograph

<input type="checkbox"/>	All photographs have been captioned (required) to explain the activity occurring and the student’s level of achievement.
--------------------------	--

Video

<input type="checkbox"/>	All video clips are short and focus on the skill the student needs to demonstrate the SOL.
<input type="checkbox"/>	All video clips are recorded in the division’s required format – check with the School Coordinator (QuickTime, WMV, MJPG, AVI, MPEG4, ASF, DivX, etc.).
<input type="checkbox"/>	All video clips are saved on the division’s required outputs (CD-R, CD-RW, DVD-R, DVD-RW, VHS tapes, DV tapes, etc.).
<input type="checkbox"/>	Videos have been checked to make sure they have been recorded correctly and work on multiple sources.
<input type="checkbox"/>	Transcriptions of video evidence have been written and are included in the COE. I have placed an SEI Tag on each transcription.

Audio

<input type="checkbox"/>	All audio clips are short and only focus on the skill the student needs to demonstrate for the SOL.
<input type="checkbox"/>	All audio clips are recorded in the division’s required format – check with the School Coordinator (cassette tapes, mp3, wav, etc.).
<input type="checkbox"/>	Transcriptions of audio evidence have been written and are included in the COE. I have placed an SEI Tag on each transcription.

7. Other Recommended Steps

<input type="checkbox"/>	I have shared the student’s COE with fellow teachers for input.
<input type="checkbox"/>	Division or school administrator has reviewed the student’s COE for accuracy and completion.

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APPENDIX B, continued

Virginia Grade Level Alternative

2009–2010 Administrator Checklist for Collections of Evidence

Teacher: _____ Reviewer: _____ Date: _____

Directions: Review each collection of evidence for the information in the table below. Place a (+) if the item is satisfactory and a (-) if the item is unsatisfactory.

Items to Review:	Name: _____ Content Area: _____	Name: _____ Content Area: _____	Name: _____ Content Area: _____	Name: _____ Content Area: _____	Name: _____ Content Area: _____
Affidavit is signed, dated, and inserted at the front of the COE.					
Evidence is provided for each SOL stem and bullet, as appropriate, on the test blueprint.					
Each piece of evidence to be scored has an SEI Tag attached.					
SEI Tags match content areas and reporting categories for all pieces of evidence.					
Each SEI Tag contains an SOL number and bullet, if appropriate.					
Each SEI Tag has <i>Demonstrated</i> or <i>Inferred</i> checked, as appropriate.					
All photographs are captioned and describe student performance.					

APPENDIX B, continued

Virginia Grade Level Alternative

2009–2010 Administrator Checklist for Collections of Evidence

Teacher: _____ Reviewer: _____ Date: _____

Directions: Review each collection of evidence for the information in the table below. Place a (+) if the item is satisfactory and a (-) if the item is unsatisfactory.

Items to Review:	Name: _____ Content Area:	Name: _____ Content Area:	Name: _____ Content Area:	Name: _____ Content Area:	Name: _____ Content Area:
All student work submitted has been graded and clearly indicates correct and incorrect work or a statement of accuracy has been included to show the student’s level of achievement.					
All non-paper media have SEI Tag.					
All electronic media have written transcriptions with completed SEI Tags.					
Submitted evidence addresses the essential skills and knowledge required by the SOL.					
All division required forms have been included: 1. 2.					
List critical issues to be resolved before collections are submitted to the DDOT:					

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