



Virginia Substitute Evaluation Program

Implementation Manual

2009-2010

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IMPORTANT REMINDERS FOR 2009-2010

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

Manual Format

- The *VSEP Implementation Manual* is a guide primarily for teachers who are providing instruction to students who are participating in the VSEP 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) summary of scoring, rescoring, and resubmission processes
 - (7) frequently asked questions by teachers
 - (8) forms

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

Participation Guidelines

- Students are not allowed to participate in the VSEP and the SOL assessment for the same subject area test during the same administration.

Intent to Submit a Substitute Evaluation Form and an Evaluation Plan Submission Form

- The *Intent to Submit a Substitute Evaluation Form* and an *Evaluation Plan Submission Form* must be submitted for the Fall Administration and for the Spring Administration by the published due date for **each** administration established by the Virginia Department of Education. The late submission of an *Intent to Submit a Substitute Evaluation Form* and an *Evaluation Plan Submission Form* will be approved **ONLY** if there are extenuating circumstances. The Division Director of Testing must sign both the *Intent to Submit a Substitute Evaluation Form* and the *Evaluation Plan Submission Form*.

Course Work Compilation (CWC)

- Tests in a multiple-choice format are not allowed as evidence.
- For the Fall 2009 and Spring 2010 Administrations, items submitted in the CWC must have the *Student Evidence Identification (SEI) Tag*:

| STUDENT EVIDENCE IDENTIFICATION (SEI) TAG | |
|---|-------------------------------|
| <input type="checkbox"/> VGLA | <input type="checkbox"/> VSEP |
| Content Area: | |
| SOL: | |
| Bulleted: | |
| Inferred: | Demonstrated: |

The SEI Tags may be ordered from Pearson via PearsonAccess or downloaded from the VDOE Web site at:

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

1. VIRGINIA SUBSTITUTE EVALUATION PROGRAM DESCRIPTION

The Virginia Substitute Evaluation Program (VSEP) is an alternative method of assessing students who by the nature of their disability are unable to participate in the Standards of Learning (SOL) assessments even with testing accommodations. The difference between the SOL tests and the VSEP is the method of assessment. Students participating in the VSEP are expected to provide evidence of achievement through a Course Work Compilation (CWC) based on the same standards as students taking the SOL tests.

A student's CWC represents his or her performance and skills attained within a specific subject area addressed in the SOL test blueprint. The VSEP provides eligible students with the opportunity to earn the requisite verified credits for a standard or advanced studies diploma or to meet the requirements of a modified standard diploma through non-traditional means.

The VSEP is available to students with disabilities who are enrolled in courses or who have passed courses with end-of-course SOL assessments and students in grades 9-12 who need the grade 8 numeracy and literacy certification required to earn a modified standard diploma. All students with disabilities participating in the VSEP must meet the criteria established by the Virginia Department of Education. All participation decisions are the responsibility of the student's IEP team or 504 committee.

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

1 Intent to Submit a Substitute Evaluation Form

This form is completed and signed by the student's IEP team or 504 committee. It documents that the student meets the VSEP participation criteria, that accommodations on the SOL test have been considered, and that an alternative method of assessment is required. The *Intent to Submit a Substitute Evaluation Form* must be submitted to the Virginia Department of Education by the DDOT.

2 Evaluation Plan Submission Form

In addition to providing information about the student and the school division, this form describes the assessment evidence planned to demonstrate the student's individual achievement for each SOL on the test blueprint. The *Evaluation Plan Submission Form/Worksheet* for the content being assessed must be submitted to the Virginia Department of Education by the DDOT.

NOTE: The *Intent to Submit a Substitute Evaluation Form* and an *Evaluation Plan Submission Form* must be submitted for the Fall Administration and for the Spring Administration by the published due date for **each** administration established by the Virginia Department of Education. The late submission of an *Intent to Submit a Substitute Evaluation Form* and an *Evaluation Plan Submission Form* will be approved **ONLY** if there are extenuating circumstances.

3 Evaluation Plan Approval/Denial Form

This form documents the Virginia Department of Education's response to the *Intent to Submit a Substitute Evaluation Form* and the *Evaluation Plan Submission Form*. The response may be designated as approved, denied, or pending receipt of additional information.

4 Course Work Compilation (CWC)

The CWC is a collection of student work that demonstrates individual achievement in course content standards as presented in the SOL test blueprint for the academic content area being assessed.

5 Course Work Compilation Submission Cover Sheet and Affidavit

The CWC Cover Sheet includes the *Affidavit of Student Performance* that ensures all evidence presented in the CWC is the student's individual work completed under the supervision of the content teacher or other school personnel.

6 Request an Appeal (as appropriate)

A school division may request that a CWC be appealed if the student received a failing score **AND** there is agreement between two school division staff members that it should have received a higher score.

These steps are covered in greater detail in Section 5.

2. VSEP WITHIN THE STATE ACCOUNTABILITY SYSTEM

The *No Child Left Behind (NCLB) Act of 2001* requires that all students, including those with disabilities, be assessed on statewide accountability measures to determine Adequate Yearly Progress (AYP). The *Individuals with Disabilities Education Improvement Act of 2004 (IDEIA)* and NCLB require states to create alternate assessments for students unable to take the general statewide assessments.

For all students with disabilities identified under the 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.

Students are not allowed to participate in the VSEP and the SOL assessment for the same subject area test during an administration.

Table 1. Virginia 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 |
| | Virginia Grade Level Alternative (VGLA) (Student submits a Collection of Evidence) | Grades 3-8 subject area content |
| Aligned SOL | Virginia Alternate Assessment Program (VAAP) (Student submits a Collection of Evidence) | 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 VSEP

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

- Division Director of Testing (DDOT)
- Director of Special Education
- School Coordinator
- Course Content Teacher
- Special Education Teacher

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 VSEP requirements and procedures and the dissemination of VSEP reports.

Director of Special Education

In addition to being familiar with VSEP 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 VSEP CWC. The Director of Special Education and the DDOT are encouraged to share responsibilities for planning and ensure that appropriate training and materials are provided to teachers and all other division staff responsible for the implementation of VSEP.

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 VSEP are implemented within the school. The School Coordinator may be asked to monitor the development and progress of the CWC to ensure that all SOL are addressed. Any questions the School Coordinator has regarding the VSEP are to be directed to the DDOT or Director of Special Education.

Course Content Teacher

The course content teacher is responsible for implementing the VSEP 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 VSEP. Any questions the course content teacher has regarding the VSEP are to be directed to the School Coordinator.

Special Education Teacher

Like the course content teacher, the special education teacher is responsible for implementing the VSEP according to the established guidelines. The special education teacher is responsible for supporting the instruction of VSEP students by providing effective strategies and adapting materials. Any questions the special education teacher has regarding the VSEP are to be directed to the School Coordinator.

4. CRITERIA FOR PARTICIPATION IN THE VSEP

4.1 Determine Eligibility of Students for the VSEP

Criteria for participation in the VSEP are as follows:

- The student must have a current IEP or 504 plan (or one is being developed).
- The student must be enrolled in a course or has passed a course that has an SOL EOC test and/or the student is pursuing a Modified Standard Diploma and is seeking certification to meet the literacy and/or numeracy requirements.
- All accommodations on the SOL test have been considered for use with the student in the course/content submission area.
- The impact of the student's disability demonstrates to the IEP team or 504 committee that the student will not be able to access the SOL assessments even with accommodations and therefore requires an alternative evaluation.

4.2 Become Familiar with Special Accommodations

In considering possible participation in the VSEP, IEP team/504 committee members 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. Refer to Appendix B, Section III, *Allowed Accommodations*, for a list of accommodations that are currently available for use on SOL assessments. 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.

4.3 Identify Students for the VSEP

In determining whether a student is eligible to participate in the VSEP, the IEP team/504 committee must first consider the student for SOL test participation. Participation in the VSEP should only be considered after SOL participation has been discussed and all possible accommodations have been fully examined. Participation decisions must be made on both a test-by-test and individual basis

The identification of students to participate in the VSEP is a responsibility of the IEP team/504 committee. In exercising this responsibility, all IEP teams/504 committees are required to use the criteria for participation listed in Section 4.1.

The participation criteria are designed to guide teams in identifying the population of students with disabilities who are unable to access the SOL tests even with accommodations. When using these criteria, IEP teams/504 committees should base decisions on current and historical data such as evaluations, school records, parent/teacher input, medical records, etc.

The IEP team/504 committee decision about participation in the VSEP shall be documented in the student's IEP or 504 plan. All information pertaining to the student's participation in the VSEP shall be maintained in accordance with §22.1-289 of the Code of Virginia and Board of Education Regulations 8VAC20-150-10 (Transfer and Management of Scholastic Records).

4.4 Determine the SOL Course to be Assessed

Students who meet the VSEP participation criteria and receive Virginia Department of Education approval of the course evaluation plan may submit a VSEP CWC for the following courses:

End-of-Course content areas

- English: Writing
- English: Reading
- Algebra I
- Algebra II
- Geometry
- Biology
- Earth Science
- Chemistry
- Virginia and United States History
- World History I
- World History II
- World Geography

Grade 8 content areas required for the Modified Standard Diploma

- Reading (literacy assessment)
- Mathematics (numeracy assessment)

5. PROCEDURES FOR THE VSEP

5.1 During the IEP Team/504 Committee Meeting

5.1.1 Inform parents and students about the VSEP

Local school divisions are responsible for informing parents and students with disabilities of Virginia Assessment Program options for students with disabilities. During the IEP team meeting or 504 committee meeting, information will be shared about how evidence of student performance will be collected, the types of evidence allowed for VSEP, and the conditions for gathering such evidence. If photographs, video, or audio are to be submitted as evidence, school divisions must obtain written parental consent. Consent documentation should remain on file in the school division.

Parent information is available from Parent Resource Centers, DDOs, Directors of Special Education, and the Virginia Department of Education, Division of Special Education and Student Services and Division of Student Assessment and School Improvement.

5.1.2 Examine how the student accesses SOL content and demonstrates skills and knowledge

The IEP team or 504 committee will examine how the student accesses instruction and content and demonstrates the knowledge learned in the general education course being considered for the VSEP. Consideration for participation in the VSEP is on a test-by-test basis. The IEP team or 504 committee should examine the full range of accommodations before considering the student for the VSEP. If the IEP team or 504 committee finds that the student cannot be accommodated on a specific SOL assessment, the team should consider the Criteria for Participation in the VSEP. If the student meets the criteria for a specific SOL assessment, the *Intent to Submit a Substitute Evaluation Form* should be completed. This form, completed during the IEP team meeting or 504 committee meeting, will document that the student's performance and skills will be evaluated using the VSEP. A separate form must be completed for each assessment for which the student will be assessed with the VSEP.

5.1.3 Complete Intent to Submit a Substitute Evaluation Form

This form documents the decision by the IEP team or 504 committee of the student's eligibility for participation in the VSEP. All accommodations that the student uses and that are listed on his or her IEP/504 plan are noted on this form.

Also included in this documentation is a *Justification Statement*. When completing this section, IEP team/504 committee members should:

- provide reason(s) why the student's disability prevents access to the SOL assessment even with accommodations. The team should reference data in the student's cumulative record that was used in making the decision to participate in VSEP. This data may include the most recent psychological and educational evaluation, medical reports, learner characteristics, and/or teacher observations.
- explain the impact of the student's disability on his or her classroom performance.
- include a description of accommodations that have been used in the classroom and on class, division, or state assessments and the impact on the student's performance.

The *Justification Statement* should be unique and individualized for the student. Sample Justification Statements are in Appendix B.

5.2 After the IEP Team/504 Committee Meeting

Once the decision to participate in the VSEP has been made by the IEP team or 504 committee and the *Intent to Submit a Substitute Evaluation Form* has been completed, the student's course content teacher and special education teacher are responsible for completing the *Evaluation Plan Submission Form*.

5.2.1 Complete Evaluation Plan Submission Form

The *Evaluation Plan Submission Form* documents student and school division information along with the signatures of the course content teacher and the special education teacher. The *Evaluation Plan/Worksheet* for the content area being assessed is a part of the *Evaluation Plan Submission Form*.

The *Evaluation Plan/Worksheet* will explain how the student will demonstrate individual achievement of each SOL addressed in the test blueprint. The test blueprints for each content area are located at:

<http://www.doe.virginia.gov/VDOE/Assessment/soltests/>

VSEP Evaluation Plan/Worksheet documents are available at:

http://www.doe.virginia.gov/VDOE/Assessment/home.shtml#Virginia_Substitute_Evaluation_Program

Teachers should complete the *Evaluation Plan/ Worksheet* for the course in which the student is being assessed. The Evaluation Plan should address evidence planned for the CWC over the duration of the course and must reflect a complete demonstration of the skills and knowledge related to the standards addressed in the test blueprint. Teachers should document the evidence planned for each SOL stem and bullet on the plan. They should include the methods or products planned to demonstrate achievement of the standards. An Evaluation Plan should be unique and individualized for the student. When completing an Evaluation Plan, teachers should consider:

- the student's disability;
- how the student accesses SOL content;
- how the student demonstrates skills and knowledge; and
- specific assessment methods or products for each SOL stem and bullet.

Sample Evaluation Plans using a variety of evidence types are available in Appendix C.

5.3 Submit the Intent to Submit a Substitute Evaluation Form and an Evaluation Plan Submission Form

The building administrator or designee is responsible for submitting to the DDOT the completed *Intent to Submit a Substitute Evaluation Form* and the *Evaluation Plan Submission Form*. The DDOT is responsible for submitting these forms to the Virginia Department of Education, Division of Student Assessment and School Improvement.

Within ten business days from receipt, each *Intent to Submit a Substitute Evaluation Form* and *Evaluation Plan Submission Form* will be reviewed by Virginia Department Education staff using the rubric in Appendix D. The *Evaluation Plan Approval/Denial Form* will be marked approved, denied, or pending receipt of additional information, and returned to the DDOT. If the plan is approved, the course content teacher and the special education teacher may proceed with the implementation of the evaluation plan and the collection of evidence for the student's CWC. If the evaluation plan is marked denied or pending, the course content teacher and the special education teacher should examine the recommendation on the *Evaluation Plan Approval/Denial Form* and take appropriate actions. Within ten business days from receipt of the denial, the building administrator or designee is responsible for resubmitting the amended *Intent to Submit a Substitute Evaluation Form* or *Evaluation Plan Submission Form* to the Division of Student Assessment and School Improvement.

NOTE: The *Intent to Submit a Substitute Evaluation Form* and an *Evaluation Plan Submission Form* must be submitted for the Fall Administration and for the Spring Administration by the published due date for **each** administration established by the Virginia Department of Education. The late submission of an *Intent to Submit a Substitute Evaluation Form* and an *Evaluation Plan Submission Form* will be approved **ONLY** if there are extenuating circumstances.

5.4 Inform Student of Requirements

After the approval has been received, the course content teacher and/or special education teacher should inform the student and parents and carefully review requirements and expectations of the VSEP program. This review should include, but not be limited to, the discussion of:

- SOL test blueprint for the assessed content area;
- approved evaluation plan;
- types of evidence to demonstrate SOL knowledge and skills;
- scoring rules and procedures; and
- anticipated submission date of the completed CWC.

6. COURSE WORK COMPILATION

A Course Work Compilation (CWC) is a selection of student work that demonstrates his/her level of individual achievement for a specific SOL course/content area. The School Coordinator and other school or division personnel should monitor the development of students' CWC prior to submission for scoring.

6.1 Include Varied Types of Evidence

Students must submit a CWC containing representative samples of work that demonstrate individual knowledge and skills in content based on the SOL. The actual evidence selected may include, but is not limited to, work samples, audios, videos, anecdotal records, interviews, charts/graphs, and other student-generated work. The evidence selected should reflect consistent use of classroom accommodations specified for the student in his or her IEP or 504 plan. Multiple-choice test formats as evidence will not be scored. ONLY work completed by the student under the direct supervision of a teacher or school staff is allowable in the CWC. Adherence to the evaluation plan is very important. All evidence submitted must be identified by a completed *Student Evidence Identification* (SEI) Tag and must be graded so the right and wrong answers are clearly identified or include a statement of accuracy describing the student's level of achievement on the SOL being defended.

Several examples of evidence that may be included in a CWC are as follows:

Example 1

SOL English 10.10 a, b: The student will collect, evaluate, and organize information.

- a) Organize information from a variety of sources
- b) Verify the accuracy and usefulness of information.

Evidence: A student may submit an in-depth research paper on a subject of interest that includes a bibliography of cited works.

Example 2

SOL WHI.3: The student will demonstrate knowledge of ancient river valley civilizations, including Egypt, Mesopotamia, the Indus River Valley, and China and the civilizations of the Hebrews, Phoenicians, and Kush, by

- a) locating these civilizations in time and place.

Evidence: A student may submit a timeline of the ancient river valley civilizations. She/He may submit maps and indicate the locations of the ancient river valley civilizations.

Example 3

SOL Mathematics 8.9: The student will construct a three-dimensional model, given the top, side, and/or bottom views.

Evidence: The student may submit a video of her/his performance constructing three-dimensional models when given the top, side and/or bottom view. The teacher should include a transcription of the video along with a statement of accuracy of the student work.

Example 4

SOL ES.1: The student will plan and conduct investigations in which

- b) scales, diagrams, maps, charts, graphs, tables, and profiles are constructed and interpreted;

Evidence: The student may submit scales, diagrams, maps, charts, graphs, tables, and profiles that she/he has constructed after completing laboratory investigations. Worksheets on which the student has answered questions interpreting her/his work samples may also be submitted.

6.2 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.”

6.2.1 Work Sample

A work sample contained in a VSEP 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. Grades may be a letter grade, numerical grade or an evaluative comment as determined by the teacher. Correct and incorrect answers should be clearly indicated.
- Care must be given to ensure that the work sample(s) address all the concepts stated in the SOL.

6.2.2 Audio

A student may submit an audio for the VSEP. 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 audiotape must contain only student-generated information and/or work. It is appropriate for a teacher or other school personnel to read questions on the audiotape, but responses should be the student’s alone without the use of note cards or cue sheets. Audiotapes 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 maintained 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 recording prior to the portion of the tape with the student evidence.
- If a tape recorder is used to produce an audio for multiple standards, include a brief list using the counter.
- Audiotapes 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.

6.2.3 Video

A student may submit video with various content areas for the VSEP. For example, a student may submit a video of himself or herself working at a blackboard 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 form should be maintained on file in the school division.
- Include a script of the video with a completed SEI Tag. This is an excellent safeguard to ensure 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 tape/CD/DVD.

6.2.4 Anecdotal Record

The student or teacher may submit an anecdotal record of student performance as a type of evidence for the VSEP. 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, responses of the student, and the student's level of accuracy. For example: On April 5, 2010, Katie collected two online resources and three books on diabetes. She was able to locate information regarding the warning signs with 100% accuracy.

6.2.5 Interview

The student or teacher may submit an interview as a type of evidence for the VSEP. 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 her/his interview responses when describing the level of achievement on the SOL being defended.

6.2.6 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 task that the student was directed to do, the date of performance, and the student's level of accuracy for 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.

6.2.7 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 form should be maintained on file in the school division.
- If the photograph includes more than one person, the student who is participating in the VSEP 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.

6.3 Select Evidence for SOL in the Test Blueprint

Standards evidenced should be those contained in the *Virginia Standards of Learning Test Blueprint* for the specific content area being assessed. The SOL test blueprints are located at:

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

Any standards noted in the blueprint as "SOL Excluded from This Test" should not be evidenced in the student's CWC. ONLY those SOL described and contained within the test blueprint for a given course must be evidenced in the CWC. The CWC should reflect knowledge and skill(s) in each standard and reflect the student's performance for a given standard to the greatest extent possible. The work submitted within the CWC must be solely that of the student.

Each SOL can be evidenced with a single entry or within the body of a larger work. Students may submit projects or papers that reflect proficiency on multiple standards. For example, a student may submit a research paper with citations to demonstrate a level of proficiency for multiple English standards. A student may submit a science experiment on video to demonstrate proficiency for multiple Chemistry standards.

Tips for Teachers

- 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.

6.4 Provide Special Accommodations

Students should complete the CWC using appropriate accommodations provided in their academic settings and documented in their IEP or 504 plan. However, evidence submitted for the VSEP should demonstrate that the student understands the concepts and content evidenced, and demonstrates a level of achievement for the SOL being assessed.

6.5 Use Student Evidence Identification (SEI) Tag

Each item of evidence must have an SEI Tag. This tag identifies the assessment and provides the content area, the specific SOL number, and any bullets addressed by the evidence.

The SEI Tag should also indicate whether the evidence is inferred or demonstrated. The term demonstrated should be checked to describe evidence in which the SOL knowledge and skill are clearly shown. The term inferred should be checked if the evidence permits the positive conclusion to be made regarding the student’s knowledge of SOL content. Typically, when inferred is indicated, the evidence presented represents a higher-level skill. Knowledge of a less complex skill can be concluded (or inferred) on the basis of the higher-level skill that has been demonstrated.

| STUDENT EVIDENCE IDENTIFICATION (SEI) TAG | |
|---|---|
| <input type="checkbox"/> VGLA | <input checked="" type="checkbox"/> VSEP |
| Content Area: Algebra I | |
| SOL: A-10 | |
| Bullet: | |
| Inferred: | Demonstrated: <input checked="" type="checkbox"/> |

6.6 Organize the CWC for Submission to the School Coordinator

The student’s course content and special education teachers should identify the evidence for inclusion in the CWC. Consideration should be given to the student’s program of study and exposure to all content assessed on the SOL test blueprint, as performance on the VSEP is based on the same standards. Any planned products or work samples should be written into the student’s course evaluation plan. Student-generated work samples such as research papers, projects, videos, audios, and all required documentation should be organized into a three-ring binder.

- Organize evidence according to the *Evaluation Plan/Worksheet*.
- Place a Pre-ID label on the outside spine of the binder and on each piece of non-paper media. If you do not have a sufficient number of Pre-ID labels, make sure that each piece of non-paper evidence is clearly labeled with the student’s name, date of birth, State Testing Identifier (STI), the name of the school division and the school.
- Package videos and audios in a secure manner.
- Submit a transcript for each recording in case the evidence is lost or malfunctions. Be sure to place a completed SEI Tag on each transcription.
- Include an SEI Tag on the case of each video and audio and write the information from the STI Tag on the audio or video tape, CD, or DVD.

6.7 Complete Course Work Compilation Submission Cover Sheet and Affidavit

All staff persons who have provided supervision of the student during the creation of the CWC must read and sign an *Affidavit of Student Performance*. The affidavit ensures that all work is solely that of the student and that it has not been altered, modified, or fabricated in any way. The building administrator or designee should also sign the affidavit after reviewing the CWC. A copy of the *Course Work Compilation Submission Cover Sheet and Affidavit* is located in Appendix E.

6.8 Inspect the CWC and Prepare for Scoring

Prior to submission of the CWC for scoring, the collection should be carefully reviewed by the course content teacher, special education teacher, and building administrator or designee. A *VSEP Teacher Checklist for Course Work Compilation* (Appendix F) and *VSEP Administrator Checklist for Course Work Compilation* (Appendix G) are provided to assist in these reviews.

The review should ensure that:

- all required forms are completed and signed.
- all SOL addressed in the test blueprint are evidenced in the CWC.
- all work samples are appropriately graded with either a letter grade, numerical grade, or evaluative comments as determined appropriate by the teacher, and include a completed SEI Tag.
- a Pre-ID student label has been placed on the outside spine of the binder and on each piece of non-paper media.

The *VSEP Completed Course Work Compilation Submission Checklist* in Appendix H may be used to review and inspect the CWC prior to submission for scoring.

7. VSEP SCORING SYSTEM

7.1 Required Documentation for Scoring

7.1.1 Evaluation Plan Approval/Denial Form

An approved *Evaluation Plan Approval/ Denial Form* (Appendix D) completed and signed by Virginia Department of Education staff is required for scoring.

7.1.2 Course Work Compilation Submission Cover Sheet and Affidavit

A completed and signed *Course Work Compilation Submission Cover Sheet and Affidavit* must accompany each student’s CWC for scoring. This affidavit must be signed by all staff persons who have provided supervision of the student during the creation of evidence submitted in the CWC.

7.2 Procedures for Reviewing and Scoring the CWC

Pearson will select and train scorers to review the submitted CWC. Scorers will consist of individuals who are familiar with the course content area being assessed and the characteristics of the submitting students.

Scorers will focus on the content area being assessed and the evidence presented within the CWC. Evidence in the CWC MUST demonstrate the required SOL content identified in the test blueprint for the area being assessed and the level of the student’s individual achievement. Refer to the *Virginia Standards of Learning Test Blueprints* at:

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

7.2.1 Process for scoring

The scoring process for the VSEP involves the use of a five-point rubric that judges the evidence presented in the CWC as it relates to the standards being addressed.

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 descriptors.

| 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 course work compilation provides a minimally sufficient <i>demonstration</i> 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 course work compilation 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 course work compilation 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 course work compilation 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. |

7.2.2 General VSEP scoring rules

Rule 1 Evidence must be student-generated.

- If the student work is copied from sources such as the blackboard, 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 submitting student is not clearly identified, the work cannot be considered in scoring.
- If the student work contains multiple-choice test formats, the work cannot be considered for scoring.

Rule 2 Evidence must include a correctly completed SEI Tag.

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

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

Captions

- If the 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. The grade may be a letter grade, numerical grade, or evaluative comments, as determined by the teacher. Evidence such as anecdotal records, audios, videos, and interviews must include a statement of accuracy describing the student's level of achievement on the SOL being defended. If the information included in the work sample can be verified, the scorers should verify the accuracy of the student's work.

NOTE: The *SOL Curriculum Framework* may be used to assist scoring teams in understanding the standards addressed.

7.2.3 Score reports

Score reports for students submitting a VSEP will be posted in PearsonAccess upon completion of scoring. Passing VSEP scores will verify a credit for the course being submitted or provide certification that the student has met the literacy and/or numeracy requirements of the Modified Standard Diploma.

8. VSEP APPEALS PROCESS

8.1 Purpose of the Appeal Process

The appeal process provides an additional step to ensure that the score assigned to the student's CWC is an accurate representation of the student's achievement. A school division may request that a student's CWC be appealed if the student received a failing score **AND** there is evidence that the CWC should have received a higher score. To be eligible for appeal, at least two division staff members who are familiar with the VSEP scoring rubric must review the CWC and agree that it should have received a higher score.

8.2 Procedures for Request to Appeal CWC

- Requests to appeal a student's CWC may be initiated by parents or by school personnel.
- Requests for appeal should be considered only if there is substantial evidence that the CWC should have received a higher score. Division staff familiar with the rubric used to score this assessment must review the CWC.
- All requests to appeal must be reviewed and approved by the school division before being submitted to Pearson.

NOTE: The School Coordinator and DDOT will provide specific procedures for requesting an appeal for a student's CWC.

9. RESUBMISSION

9.1 Purpose of a Resubmission

A resubmission allows a student's failed CWC to be resubmitted. Students are required to resubmit the entire CWC including additional evidence for standards that were previously scored less than adequate.

9.2 Procedures for Resubmission

- When completing the *Intent to Submit a Substitute Evaluation Form* (Appendix B), indicate the "Resubmission Subject/Course" in Section I.
- When completing the *Evaluation Plan/ Worksheet* portion of the *Evaluation Plan Submission Form* (Appendix C), teachers should address the SOL that received failing or low scores in the original submission.

NOTE: The *Intent to Submit a Substitute Evaluation Form* and an *Evaluation Plan Submission Form* must be submitted for the Fall Administration and for the Spring Administration by the published due date for **each** administration established by the Virginia Department of Education. The late resubmission of an *Intent to Submit a Substitute Evaluation Form* and an *Evaluation Plan Submission Form* will be approved **ONLY** if there are extenuating circumstances.

- In addition to the evidence submitted in the original submission, the student must submit evidence that addresses those SOL that received low or failing scores.
- In the resubmission, include the original *Course Work Compilation Submission Cover Sheet and Affidavit* along with a new *Course Work Compilation Submission Cover Sheet and Affidavit* completed and signed to cover the new evidence being submitted.

NOTE: The School Coordinator and DDOT will provide specific procedures for a resubmission.

APPENDIX A
Virginia Substitute Evaluation Program

| |
|---|
| Frequently Asked Questions by Teachers |
|---|

Q1. What kind of student would take the VSEP?

The VSEP 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. The student is unable to access the SOL multiple-choice assessments.

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

The VSEP is available for students with disabilities for any course for which there is an end-of-course SOL assessment. It is also available for students in grades 9-12 who need the grade 8 numeracy and/or literacy certification required to earn a Modified Standard Diploma.

Q3. What forms should be submitted before we can begin collecting evidence for a VSEP?

The *Intent to Submit a Substitute Evaluation Form* and the *Evaluation Plan Submission Form* must be submitted to the Virginia Department of Education (VDOE), Division of Student Assessment and School Improvement. The *Evaluation Plan Approval/Denial Form* will be marked approved, denied, or pending receipt of additional information and returned to the school division. Once the plan has been approved, evidence may be collected for the student's Course Work Compilation (CWC).

Q4. Can students use accommodations on VSEP evidence?

Yes. A student may submit evidence using accommodations as specified within the student's current IEP or 504 Plan. Those accommodations should be noted in Section III of the *Intent to Submit a Substitute Evaluation Form* (Appendix B). Allowable accommodations must be those listed in Section III of the *Intent to Submit a Substitute Evaluation Form* or approved by VDOE.

Q5. Collecting samples of work for students submitting a VSEP takes a great deal of effort. Why do teachers have to prepare a Course Work Compilation for this assessment?

Collecting work samples and student products is a routine part of the ongoing instructional process. Although additional work is required to plan, organize, and prepare the CWC for submission, the VSEP 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 VSEP, a CWC is the most flexible and efficient method for examining student performance.

Q6. What supporting documentation must be submitted with the Course Work Compilation?

The *Evaluation Plan Approval/Denial Form* and a completed and signed *Course Work Compilation Submission Cover Sheet and Affidavit* must be included in each CWC. Also, each item of evidence should have a completed SEI Tag.

Q7. Can the VSEP Course Work Compilation be reviewed by parents and other school personnel?

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

APPENDIX A, continued

Virginia Substitute Evaluation Program

Frequently Asked Questions by Teachers

Q8. Can the VSEP 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 covers more than one year or includes standards from multiple grade levels. In these cases, the IEP or 504 team must determine VSEP participation during the year or school term that the student is initially enrolled in the course, and the *Intent to Submit a Substitute Evaluation Form* and the *Evaluation Plan Submission Form* should also be submitted during this year. Evidence may be collected over multiple years or school terms; however, the local school division must ensure that all staff involved have adequate training and guidance on the VSEP and sign affidavits indicating that the work is solely that of the student. Additionally, the school division must ensure that the CWC is kept secured and is appropriately transferred from staff person to staff person until the time of submission.

Q9. How is the VSEP scored?

The testing contractor will select and train scorers to review the submitted CWC. Scorers will consist of individuals who are familiar with the course content area being assessed and the characteristics of the submitting students. Scorers will focus on the content area being assessed and the evidence presented within the CWC. Evidence in the CWC MUST demonstrate the required SOL content identified in the test blueprint for the area being assessed and the level of the student's individual achievement.

Q10. What are VSEP appeals and resubmissions?

The purpose of the appeals process is to provide an additional step to ensure that the score assigned to the student's CWC is an accurate representation of the student's achievement. A school division may request that a student's CWC score be appealed if the student received a failing score AND there is evidence that the CWC should have received a higher score. Evidence requires that at least two division staff members who are familiar with the VSEP rubric review the CWC and agree that it should have received a higher score.

The purpose of resubmissions is to allow a student who failed a course evaluation submission using the VSEP to resubmit another VSEP CWC. Students are required to resubmit the entire CWC and to include additional evidence for standards where the scores were not successful.

APPENDIX B

Virginia Substitute Evaluation Program

2009-2010 Intent to Submit a Substitute Evaluation Form

Directions: A separate Intent to Submit a Substitute Evaluation Form is required for each evaluation considered.

Section I: Student Information

Student Name: _____ Date of Birth: _____

State Testing Identifier (STI): _____

Current Grade of Enrollment: _____ Diploma Program(s): _____ Administration: Fall Spring

Submission Subject/Course: _____

Resubmission Subject/Course: _____

Section II: School Division Information

School Division Name: _____ School Name: _____

Course Content Teacher: _____ Date: _____

YES NO (check yes or no for each statement)

The student has a current IEP or 504 Plan (or one is being developed). (Please do not submit the student's IEP/504 Plan.)

The student is enrolled in a course or has passed a course that has a Standards of Learning end-of-course test and/or the student is pursuing a Modified Standard Diploma and seeking certification to meet the literacy and/or numeracy requirements.

The impact of the student's disability demonstrates to the IEP team or 504 committee that the student will not be able to access the Standards of Learning assessment(s), even with accommodations, and requires a VSEP.

All accommodations listed on the following pages have been considered for use with the student in the course/content submission area.

(If NO is checked for ANY box, the student does NOT QUALIFY for the Virginia Substitute Evaluation Program.)

NOTE: The Intent to Submit a Substitute Evaluation Form and an Evaluation Plan Submission Form must be submitted for the Fall Administration and for the Spring Administration by the published due date for each administration established by the Virginia Department of Education. The late submission of an Intent to Submit a Substitute Evaluation Form and an Evaluation Plan Submission Form will be approved ONLY if there are extenuating circumstances.

APPENDIX B, continued

Virginia Substitute Evaluation Program

2009-2010 Intent to Submit a Substitute Evaluation Form

Section III: Allowed Accommodations

Directions: Check each box that corresponds to the considered and selected accommodation as it pertains to the student's program and disability.

TIMING/SCHEDULING —

- time of day
- breaks during test
- multiple test sessions *
- order of test administration

SETTING —

- preferential seating (e.g., at the front of the room or in a study carrel)
- small group testing
- individual testing (one-on-one)
- special lighting
- adaptive or special furniture
- test administered in locations with minimal distractions
- noise buffers
- hospital/home/non-school setting

PRESENTATION —

- Braille *
- large print *
- Plain English version
- enlarging the answer document
- reading directions to students
- simplifying directions
- interpreting/transliterating directions (e.g., sign language, cued speech) *
- written directions to accompany oral directions
- clarifying directions
- reading of test items aloud*
- audio version of test items*
- interpreting/transliterating (e.g., sign language, cued speech) test items except for reading tests*
- magnifying glass
- amplification equipment (e.g., hearing aid or auditory trainer)
- templates
- masks or markers to maintain place

**Special procedures are to be followed for any accommodation accompanied by an (*). Please consult the most current document, Virginia Department of Education's Procedures for Participation of Students with Disabilities in Virginia's Accountability System.*

Virginia Substitute Evaluation Program

2009-2010 Intent to Submit a Substitute Evaluation Form

Section III: Allowed Accommodations

RESPONSE —

- student marks test booklet and Examiner/Proctor transfers responses to answer document*
- student responds verbally, points, or indicates an answer and Examiner/Proctor marks answer document*
- abacus – mathematics aids
- arithmetic tables (only if test allows a calculator)
- brailler*
- large diameter/special grip pencil
- word processor*
- typewriter*
- use of word prediction software (short paper component of the English: Writing test only)*
- augmentative communication device*
- spell check (including spell checkers)
- spelling dictionary (does not include a dictionary with definitions)
- tape recorder (only for pre-writing activity to tape the response of the short paper component of the English: Writing test)
- dictation to a scribe (short paper component of the English: Writing test only)

**Special procedures are to be followed for any accommodation accompanied by an (*). Please consult the most current document, Virginia Department of Education's Procedures for Participation of Students with Disabilities in Virginia's Accountability System.*

Revised August 2009

APPENDIX B, continued

Virginia Substitute Evaluation Program

2009-2010 Intent to Submit a Substitute Evaluation Form

Section IV: Justification Statement

Provide a justification statement and reference documentation as to why the IEP team or 504 committee has determined that the impact of the student's disability prevents access to the Standards of Learning assessments even with accommodations. Teachers should reference data in the student's cumulative record including the most recent psychological evaluation, medical reports, learner characteristics, and/or teacher observations. This justification statement should be unique and individualized for the student and include:

a) Brief overview of the student's disability

b) Impact of the disability on the student's classroom performance

c) Accommodations that have been used in classroom, division, or state assessments, and impact on the student's performance

Signed:

_____ Date _____
Course Content Teacher

_____ Date _____
Special Education Teacher

_____ Date _____
Parent

_____ Date _____
Building Administrator or Designee

_____ Date _____
Division Director of Testing

Revised August 2009

APPENDIX B, continued

Virginia Substitute Evaluation Program

| |
|--|
| Sample Justification Statements |
|--|

Sample 1

a) Brief overview of the student’s disability

Kimberly is a 12th grade student with a learning disability in mathematics. According to a recent educational evaluation (September 2009), Kimberly’s disability negatively impacts her ability to comprehend and interpret symbols, patterns, and graphic information accurately and consistently.

b) Impact of the disability on the student’s classroom performance

In the classroom, Kimberly frequently makes mistakes in calculation problems and needs one-to-one assistance and extended time for most of her assignments. When she is presented with tests and quizzes in a multiple-choice format, Kimberly becomes frustrated and will randomly mark answers. She requires constant prompting to stay on task and to focus on the information being presented.

c) Accommodations that have been used in classroom, division, or state assessments, and impact on the student’s performance

Kimberly has taken the *Algebra I* test two times without success even though she has been afforded numerous accommodations including assistance with directions, reading in English of test items, mathematics aids, and use of a calculator. In the classroom, Kimberly is more successful on oral assessments and assessments that are broken into smaller chunks. Based on this information, to provide Kimberly access to the SOL assessment, the IEP committee selected the VSEP as an appropriate assessment option.

Sample 2

a) Brief overview of the student’s disability

Ron is an 11th grade student with disabilities who is currently pursuing the Modified Standard Diploma. The results of Ron’s triennial evaluation indicated that he has significant attentional and processing deficits which were the basis of his identification as a student with “Other Health Impairments.”

b) Impact of the disability on the student’s classroom performance

Ron is easily distracted by auditory and visual stimuli in his environment and requires constant re-direction to stay on task. Ron’s teacher reports that he understands most of the *Grade 8 mathematics* content, but he performs poorly on mathematics quizzes and tests, most of which are in a multiple-choice format.

c) Accommodations that have been used in classroom, division, or state assessments, and impact on the student’s performance

Ron has taken the *Grade 8 mathematics* SOL assessment without success three times using a variety of accommodations including small group testing, individual testing, noise buffers, and a study carrel. In the classroom, Ron is able to demonstrate what he knows using hands-on activities and “think-alouds.” The IEP committee determined that Ron may be able to demonstrate his knowledge best in a non-traditional format and selected the VSEP as the most appropriate assessment for him.

APPENDIX C

Virginia Substitute Evaluation Program

2009-2010 Evaluation Plan Submission Form

Section I: Student Information

Student Name: _____ Date of Birth: _____

State Testing Identifier (STI): _____

Current Grade of Enrollment: _____ Diploma Program(s): _____ Administration: Fall* Spring

Anticipated Date of Graduation: _____

Submission Subject/Course: _____

Resubmission Subject/Course: _____

Section II: School Division Information

School Division Name: _____

School Name: _____

Course Content Teacher: _____

Special Education Teacher: _____

Signed:

Course Content Teacher Date _____

Special Education Teacher Date _____

Building Administrator or Designee Date _____

Division Director of Testing Date _____

Section III: Evaluation Plan/ Worksheet

Attach the completed VSEP 2009-2010 Evaluation Plan/Worksheet for the appropriate subject area/course. The VSEP 2009-2010 Evaluation Plan/Worksheets are available on the Virginia Department of Education's Web site at:

www.doe.virginia.gov/VDOE/Assessment/VSEP/EvaluationPlanWorksheets.html

*The Fall VSEP Administration is for students instructed in semester block courses and/or students identified as Term Graduates (i.e., scheduled to graduate by the end of the fall term).

Appendix C, continued

Virginia Substitute Evaluation Program

2009-2010 Evaluation Plan/Worksheet – End-of-Course Writing

Name: _____ State Testing Identifier (STI#): _____

Course Content Teacher: _____ Special Education Teacher: _____

Directions: This Evaluation Plan will explain how the student will demonstrate individual achievement of each SOL addressed in the test blueprint. Each SOL stem and bullet should be addressed in this plan. The plan should address evidence for the CWC over the duration of the course and must reflect a complete demonstration of the skills and knowledge related to the standards addressed in the test blueprint. It should contain the methods or products used to demonstrate achievement of the standards. The plan should be unique and individualized for the student. Submit one copy with the Evaluation Plan Submission Form. Use your copy to monitor the CWC throughout the semester.

| Reporting Category | SOL # | Specific Virginia Standard of Learning | Description of Planned Evaluation Method or Product | Complete |
|---|-------|---|---|----------|
| Plan, compose, and revise writing in a variety of forms for a variety of purposes | 9.6 | <p>The student will develop narrative, expository, and informational writings to inform, explain, analyze, or entertain.</p> <ol style="list-style-type: none"> Generate, gather, and organize ideas for writing. Plan and organize writing to address a specific audience and purpose. Communicate clearly the purpose of the writing. Write clear, varied sentences. Use specific vocabulary and information. Arrange paragraphs into a logical progression. Revise writing for clarity. Proofread and prepare final product for intended audience and purpose. | | |

Appendix C, continued

| Reporting Category | SOL # | Specific Virginia Standard of Learning | Description of Planned Evaluation Method or Product | Complete |
|--------------------|-------|---|---|----------|
| | 10.7 | <p>The student will develop a variety of writing, with an emphasis on exposition.</p> <ul style="list-style-type: none"> a. Generate, gather, plan, and organize ideas for writing. b. Elaborate ideas clearly through word choice and vivid description. c. Write clear, varied sentences. d. Organize ideas into a logical sequence. e. Revise writing for clarity of content and presentation. f. Proofread and prepare final product for intended audience and purpose. | | |
| | 11.7 | <p>The student will write in a variety of forms, with an emphasis on persuasion.</p> <ul style="list-style-type: none"> a. Generate, gather, plan, and organize ideas for writing. b. Develop a focus for writing. d. Organize ideas in a logical manner. e. Elaborate ideas clearly and accurately. f. Adapt content, vocabulary, voice, and tone to audience, purpose, and situation. g. Revise writing for accuracy and depth of information. h. Proofread final copy and prepare document for intended audience and purpose. | | |
| | 11.9 | <p>The student will write, revise, and edit personal, professional, and informational correspondence to a standard acceptable in the workplace and higher education.</p> <ul style="list-style-type: none"> a. Apply a variety of planning strategies to generate and organize ideas. b. Organize information to support purpose and form of writing. c. Present information in a logical manner. d. Revise writing for clarity. | | |

Appendix C, continued

| Reporting Category | SOL # | Specific Virginia Standard of Learning | Description of Planned Evaluation Method or Product | Complete |
|---|--------------|---|--|-----------------|
| Edit for correct use of language, capitalization, punctuation, and spelling | 9.7 | <p>The student will edit writing for correct grammar, capitalization, punctuation, spelling, sentence structure, and paragraphing.</p> <ul style="list-style-type: none"> a. Use and apply rules for the parts of a sentence, including subject/verb, direct/indirect object, and predicate nominative/predicate adjective. b. Use parallel structures across sentences and paragraphs. c. Use appositives, main clauses, and subordinate clauses. d. Use commas and semicolons to distinguish and divide main and subordinate clauses. | | |
| | 10.8 | <p>The student will edit writing for correct grammar, capitalization, punctuation, spelling, sentence structure, and paragraphing.</p> <ul style="list-style-type: none"> b. Apply rules governing use of the colon. | | |
| | 11.8 | <p>The student will edit writing for correct grammar, capitalization, punctuation, spelling, sentence structure, and paragraphing.</p> <ul style="list-style-type: none"> b. Use verbals and verbal phrases to achieve sentence conciseness and variety. | | |

APPENDIX D

Virginia Substitute Evaluation Program

2009-2010 Evaluation Plan Approval/Denial Form

Section I

Student Name: _____ Date of Birth: _____

State Testing Identifier (STI): _____

School Division Name: _____ School Name: _____

Submission Subject/Course: _____

Resubmission Subject/Course: _____

Administration: Fall Spring

Diploma Option: Advanced Studies Diploma
(check all that apply) Standard Diploma
 Modified Standard Diploma

Evaluation Plan: Approved Denied Pending

Late Submission *Intent to Submit a Substitute Evaluation Form* was submitted after the published deadline and the circumstances do not warrant participation for this administration.

Review Recommendations:

Please correct each of the items checked below and resubmit the *2009-2010 Intent to Submit a Substitute Evaluation Plan* to the Virginia Department of Education within 10 days of receipt.

Section II

Participation Criteria A "No" was checked; therefore the student is not eligible for the VSEP.

Section III

Accommodations Accommodations previously used or currently provided to the student were not indicated.

Section IV

Justification Justification statement does not provide an overview of the student's disability.
 Justification statement does not address the impact of the disability on the student's classroom performance.
 Justification statement does not describe accommodations used in classroom, division, or state assessments and the impact on student performance.
 Justification statement does not include signatures of IEP committee members.

Appendix D, continued

Evaluation Plan

Please correct each of the items checked below and resubmit the 2009-2010 *Evaluation Plan Submission Form* to the Virginia Department of Education within 10 days of receipt.

- | | |
|--|---|
| <input type="checkbox"/> Required Signatures | <input type="checkbox"/> The <i>Evaluation Plan</i> does not include all required signatures |
| <input type="checkbox"/> Specificity of Evaluation Plan | <input type="checkbox"/> The <i>Evaluation Plan</i> does not address each SOL stem and bullet(s) |
| <input type="checkbox"/> Method of Evaluation | <input type="checkbox"/> The <i>Evaluation Plan</i> does not include methods of evaluation. |
| <input type="checkbox"/> Completeness of Evaluation Plan | <input type="checkbox"/> The <i>Evaluation Plan</i> does not address all standards in the SOL test blueprint. |

Missing standards: _____

Signed:

Division of Student Assessment and School Improvement
Virginia Department of Education

Date

Revised August 2009

APPENDIX E

Virginia Substitute Evaluation Program

2009-2010 Course Work Compilation Submission Cover Sheet and Affidavit

Section I: Student Information

Complete one cover sheet for each content area submission.

Student Name: _____ Date of Birth: _____

State Testing Identifier (STI): _____

School Division Name: _____ School Name: _____

Subject/Course Submission: _____

Administration: Fall Spring

Diploma Option: Advanced Studies Diploma
(check all that apply) Standard Diploma
 Modified Standard Diploma

Section II: Affidavit of Student Performance

I, the undersigned, do attest that all work contained in this Course Work Compilation was performed, to the best of my knowledge, by the student using allowed accommodations as stated in his/her current IEP or 504 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.

I have not:

- fabricated, altered, or modified student work samples, 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 and a regular part of the student's daily instruction.

Further, I attest that the student will not participate in an SOL test for this course/content during this administration of state assessments.

Course Content Teacher

Date

Special Education Teacher

Date

Other

Date

I have reviewed the contents of this Course Work Compilation.

Building Administrator or Designee

Date

Revised August 2009

APPENDIX F
Virginia Substitute Evaluation Program (VSEP)

| |
|--|
| 2009-2010 Teacher Checklist for Course Work Compilation |
|--|

Teacher Name: _____ Student Name: _____

Division Due Date for VSEP CWC: _____

1. Course Work Compilation Submission Form Cover Sheet and Affidavit

| | |
|--------------------------|--|
| <input type="checkbox"/> | Signed Course Work Compilation (CWC) Submission Form Cover Sheet and Affidavit is included. |
| <input type="checkbox"/> | Each staff person involved in providing supervision of the student during the creation of evidence has signed the affidavit. Building Principal has also reviewed the CWC and signed the affidavit. |

2. Evaluation Plan Approval/Denial Form

| | |
|--------------------------|---|
| <input type="checkbox"/> | The approved and signed Evaluation Plan Approval/Denial Form is included. |
|--------------------------|---|

3. 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. |

4. Division Required Forms

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

5. Evidence

| | |
|--------------------------|--|
| <input type="checkbox"/> | Student's skill and proficiency is clear in the evidence. |
| <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. |
| <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 test blueprint. |

6. Media (Pictures, Audio, Video)

| | |
|--------------------------|---|
| <input type="checkbox"/> | I have placed an SEI Tag on all the media evidence. |
| <input type="checkbox"/> | I have placed a Pre-ID student label on all non-paper evidence. |
| <input type="checkbox"/> | I have checked to ensure that there is a signed media release on file for this student. |

Captioned Photographs

| | |
|--------------------------|--|
| <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 CWC. 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 CWC. I have placed an SEI Tag on each transcription. |

7. Other Recommended Steps

| | |
|--------------------------|---|
| <input type="checkbox"/> | I have shared the students' CWCs with fellow teachers for input. |
| <input type="checkbox"/> | Division or school administrator has reviewed the students' CWCs for accuracy and completion. |

Revised August 2009

APPENDIX G

Virginia Substitute Evaluation Program (VSEP)

| |
|--|
| 2009-2010 Administrator Checklist for Course Work Compilation |
|--|

Teacher: _____ Reviewer: _____ Date: _____

Directions: Review each Course Work Compilation (CWC) 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: _____ |
|--|------------------------------------|------------------------------------|------------------------------------|------------------------------------|------------------------------------|
| Cover Sheet/Affidavit is signed, dated, and inserted at the front of the CWC. | | | | | |
| Evidence is provided for each SOL 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. | | | | | |
| 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. | | | | | |

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APPENDIX G, continued

Virginia Substitute Evaluation Program (VSEP)

2009-2010 Administrator Checklist for Course Work Compilation

Teacher: _____ Reviewer: _____ Date: _____

Directions: Review each Course Work Compilation (CWC) 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 non-paper media have Pre-ID student labels | | | | | |
| 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 CWCs are submitted to the DDOT: | | | | | |

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APPENDIX H

Virginia Substitute Evaluation Program

2009-2010 Completed Course Work Compilation Submission Checklist

Please verify each component of the VSEP Course Work Compilation (CWC) before submission for scoring. This verification will ensure that each CWC is ready to be scored and will not be delayed in the scoring process. If documentation forms and materials listed below are incomplete or not provided, the CWC **CANNOT** be scored. However, if time allows, an attempt will be made to return incomplete materials to school divisions for completion and resubmission.

- An approved *Evaluation Plan Approval/Denial Form*. (Approved forms are returned to the school division within ten working days of submission to the Virginia Department of Education). **If the evaluation plan approval is not included, the CWC CANNOT be scored.**
- A *Course Work Compilation Submission Form Cover Sheet and Affidavit*. (Include one for each course with all signatures assuring student creation of submissions and compilation matrix.) **If cover sheet and affidavit are incomplete or not included, the CWC CANNOT be scored.**
- A *Course Work Compilation* that supports the content area Standards of Learning (SOL) where the student is seeking an end-of-course verified credit for the Standard or Advanced Studies Diploma, or certification for having met the literacy and/or numeracy requirements for the Modified Standard Diploma.
- All SOL addressed in the test blueprint have been evidenced in the CWC.
- Accommodations documented in the student's IEP/504 plan.
- Work samples are graded, and work answers are clearly identified. Evidence such as anecdotal records, audios, videos, and interviews include a statement of accuracy describing the student's achievement on the SOL being defended. **Work samples that are not graded CANNOT be scored.**
- Each piece of evidence includes a completed SEI Tag identifying the SOL, the bullet, and whether the evidence is "Demonstrated" or "Inferred."
- The outside spine of the binder and each piece of non-paper media should have a Pre-ID student label.

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