

Board of Education Agenda Item

Item: _____ I. _____

Date: November 29, 2006

Topic: First Review of Recommended Cut Scores for Mathematics and Reading for the Virginia Grade Level Alternative (VGLA)

Presenter: Mrs. Shelley Loving-Ryder, Assistant Superintendent, Division of Assessment and Reporting

Telephone Number: (804) 225-2102

E-Mail Address: Shelley.Loving-Ryder@doe.virginia.gov

Origin:

Topic presented for information only (no board action required)

Board review required by

State or federal law or regulation

Board of Education regulation

Other: Peer Review Guidance Provided under No Child Left Behind (NCLB)

Action requested at this meeting Action requested at future meeting: _____ (date)

Previous Review/Action:

No previous board review/action

Previous review/action

date _____

action _____

Background Information:

The Virginia Grade Level Alternative (VGLA) was developed initially to assess the achievement of students with disabilities who are unable to demonstrate their attainment of the Standards of Learning through multiple-choice tests. A compilation of student work called a Collection of Evidence that represents the student's achievement of the Standards of Learning represented in the test blueprint is prepared for students participating in VGLA. At its October 25, 2006, meeting the Virginia Board of Education voted to expand the VGLA in reading to include Limited English Proficient students at levels 1 and 2 of English language proficiency.

The VGLA was first administered in 2004-2005. For 2004-2005 and 2005-2006, the scores required to earn achievement ratings of pass/proficient and pass/advanced on the VGLA were based on the cut scores adopted by the Virginia Board of Education for the associated Standards of Learning tests. However, the peer review guidance provided to Virginia by the United States Department of Education stated that this procedure was not an acceptable method of determining the cut scores for the tests used for NCLB and that a separate standard setting process for the reading and mathematics components of VGLA should be conducted. In November 2006, committees of Virginia educators were convened to recommend to the Board of Education the scores that should represent the achievement levels of fail/basic, pass/proficient and pass/advanced performance for students in grades 3 through 8 who are

submitting Collections of Evidence for the VGLA in the areas of reading and mathematics.

Summary of Major Elements:

A range of recommended cut scores for the achievement levels of fail/basic, pass/proficient and pass/advanced for reading and mathematics for students in grades 3 through 8 will be presented to the Board.

Superintendent's Recommendation:

The Superintendent of Public Instruction recommends that the Board waive first review and adopt cut scores for the achievement levels of fail/basic, pass/proficient, and pass/advanced for the VGLA in the areas of reading and mathematics for students in grades 3 through 8.

Impact on Resources:

N/A

Timetable for Further Review/Action:

The Board should periodically review the cut scores for the VGLA.