

**Proposed Board of Education Guidelines for the
Substitute Standards of Learning Evaluation Program for Certain Students with
Disabilities Who Cannot Be Accommodated on a Standards of Learning Test(s)**

Authority: Individuals with Disabilities Education Act § 300. 138
8 VAC 20-131-30.F.

Purpose: To enable certain students whose unique physical, sensory, or mental disabilities are not amenable to the various testing accommodations offered on Standard of Learning tests to earn verified credits toward the Standard and Advanced Diplomas or to meet the literacy and numeracy requirements of the Modified Standard Diploma.

Summary: Under these provisions the individualized education program (IEP) team/504 committee may prepare an evaluation plan for the student who the IEP team/504 committee believes has unique physical, sensory, or mental disabilities such that the various testing accommodations offered on Standards of Learning test(s) are not adequate to enable the student to demonstrate mastery of the content. The evaluation plan will be submitted to a state-appointed panel for review and approval. The panel must determine whether the available testing accommodations are inadequate and whether the student has mastered the Standards of Learning content using the evaluation plan.

General Eligibility

The IEP team/504 committee must determine that the student is eligible for the substitute Standards of Learning Evaluation Program based upon the following criteria:

- The student is enrolled in a course that has a Standards of Learning end-of-course test and is covering the same content as for non-disabled peers OR the student is pursuing a Modified Standard Diploma.
- There is evidence that the student is mastering/will master the content required in the respective standards.
- The level of disability demonstrates to the IEP team that the student will not be able to take a Standards of Learning assessment(s), even with standard or non-standard testing accommodations, and requires a substitute evaluation.

Decisions regarding eligibility for the substitute Standards of Learning evaluation program must be made on a test-by-test basis.

Review Panel

There will be a core state review panel that will include staff members from the Virginia Department of Education and special education teachers. Content specialist(s) will be included as appropriate to the subject area being evaluated.

Procedures

- ◆ The student's IEP team/504 committee submits a rationale for eligibility for the substitute evaluation and an evaluation plan. The evaluation plan must address the content included in all of the reporting categories pertaining to that test, as specified in the end of course, eighth grade mathematics or reading test blueprints and must address evaluation methods.
- ◆ The review panel will review the rationale and the evaluation plan to provide evidence of the student's achievement of the Standards of Learning content. The panel may reject the rationale or determine that there is insufficient evidence to justify the substitute evaluation and require the IEP team/504 committee to provide additional evidence. Once the panel approves the rationale it may require modification to the evaluation plan.
- ◆ After the evaluation plan has been approved, the documentation agreed to in the plan will be collected throughout the school year. The student will complete the documentation using whatever accommodations are provided to the student through the IEP/504 plan. The work submitted for documentation must be solely the student's and a signed affidavit must accompany each content area submission stating that the work is that of the student alone using his/her accommodations or modifications.
- ◆ The documentation will be submitted to the review panel.
- ◆ Based on the documentation reviewed, the review panel may (a) recommend awarding the verified credit or determine that the student has mastered the content measured by the eighth grade reading and mathematics tests, (b) deny the verified credit or determine that the student has not mastered the content measured by the eighth grade reading and mathematics tests.
- ◆ Students who are denied verified credit or 8th grade mathematics or reading credit would qualify for current expedited retake policy.

General Provisions for Implementing these Guidelines

Results of the substitute evaluation will be included in calculating the accreditation ratings for schools.

With the addition of the substitute Standards of Learning evaluation program, the assessment options for students with disabilities will be as follows:

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| Virginia Standards of Learning End of Course Tests | Standard or Advanced Diploma | Regular Standards of Learning assessment without accommodations |
| | | Regular Standards of Learning assessment with standard accommodations |
| | | Regular Standards of Learning assessment with non-standard accommodations |
| | | PROPOSED Substitute Standards of Learning evaluation program |
| Virginia Standards of Learning Eighth grade English and Math tests | Modified Standard Diploma | Regular Standards of Learning assessment without accommodations |
| | | Regular Standards of Learning assessment with standard accommodations |
| | | Regular Standards of Learning assessment with non-standard accommodations |
| | | PROPOSED Substitute Standards of Learning evaluation program |
| Performance on IEP Goals linked to STANDARDS OF LEARNING | | Virginia Alternate Assessment Program (VAAP) |